

**Review Article**

**THE ROLE OF COMMUNICATIVE QUALITIES IN THE TEACHING PROFESSION**

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**Abstract**

For modern society, improving education is one of the leading conditions for its progressive development. The priority direction of state policy in the field of modernization of Russian education today is to improve the quality of vocational education, which primarily relates to teacher education, which determines the effectiveness and educational potential of the entire educational system of the country. Our 21st century has been declared by UNESCO "the century of education". The priorities of education are changing all over the world, global and European trends in its development are being determined, and the leading importance of humanitarian education is recognized [1]. World civilization is experiencing a real "educational boom" caused by the emergence of the "information society", a revolution in technology, technology, economics, a changed understanding of the rights, freedoms and responsibilities of individuals. A new social order has been presented to education - the content of education is considered as the foundation of a basic personality culture. A single global educational space is being created where pedagogical communication is of decisive importance. A person becomes a true subject through active communicative activity with other "I", cultures, himself, acquires his own image, determines his life strategy [2].

**Keywords.** Pedagogical communication, education, modern society, the cult of knowledge.

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**INTRODUCTION**

Education in modern society functions as a multicultural and educational space - a special area of individual consciousness entering the global public consciousness, dialogue of cultures, mentalities based on harmony, integration, human unity and the formation of readiness for personal and professional improvement [3]. Analyzing the dynamics and development trends of domestic education, we share the position of V.V. Kraevsky in that the leading trend is humanization as the "humanization" of education, the establishment of humane trusting relations between a teacher and a pupil, the formation of his independence, subjectivity, spiritual and moral potential. The humanistic orientation is a priority line in the development of culture and education in modern sociocultural conditions [4]. This places high demands on the professional training of modern specialists and especially the future teacher - a highly competent holistic person who is ready for productive interaction, mutual understanding, professional and personal growth, and the realization of his human and social mission.

**LITERATURE REVIEW**

Antoshkin V.N., Meltzer K.M., Akhyamova I.A., Vorobyov A.A., Vorozhbitova A.A. examined the issues of pedagogical communication from the perspective of the problem of emotional self-regulation, as one of the most important psychological and pedagogical problems relevant to the personal and professional development of a modern teacher. The psychological stresses received by the teacher lead to the development of professional stress in him. Emotional tension especially affects young educators. The research results show that the syndrome of "emotional burnout" in the absence of systematic work on its prevention begins to manifest itself in future teachers as early as during their studies at the university.

Zaichenko A.A., Zeleeva V.P., Kamygina A.V., Kuzmina E.V. believed that the personal and professional growth of a modern teacher is impossible without self-knowledge, with which emotional experiences are closely connected. In modern theories, emotion is considered as a special type of knowledge,

the concept of "emotional intelligence" is put forward, understood as a set of intellectual abilities that provide understanding and management of emotional states. The concept of "emotional literacy" is closely connected with the concept of emotional intelligence - a purposeful increase in emotional competence. The development of emotional competence is especially relevant for enhancing the psychological culture of teachers. The fact is that students always give an authoritative teacher "emotional reference": schoolchildren draw emotional information from such a teacher, which they then use to comprehend what is happening.

Leshkov O.A., Matushkina D.V., Nigmatullina L.A., Mukhametzyanova L.Yu. represent a communicative approach to learning in the electronic environment, characterized as pedagogical and computer-mediated communication. They consider well-known theoretical approaches to communication in refraction to the electronic medium. The adaptation of information and communication technologies, in their opinion, implies training in communicative skills, ethics of behavior in the network, a change in the role of the teacher and students in the learning process, and interaction using cooperation methods.

Pivkin S.D., Pletneva E.G., Tsareva R.Sh., Tsarev S.A. studied pedagogical communication at the university. In their opinion, the university differs from the school in the content of training and education, in the change in their forms. The main function of the university is the formation of the personality of a specialist. And the communication of teachers and students should be subordinated to this goal. The system of university pedagogical communication in the teacher-student link is qualitatively different from the school system by the very fact of their involvement in the general profession, and this significantly contributes to removing the age barrier that impedes fruitful joint activities. Studies on the pedagogy of higher education confirm that a young man, having entered a university, does not immediately become a student in his psychological characteristics. Initially, there is a process of adaptation to new forms of educational activity, control, social

status, detachment from the family, new living conditions. It is extremely important to formulate the correct system of relations between first-year students and faculty. The improper transfer of school relations between a teacher and students to a university seriously hinders the further process of developing relations between students and teachers, and sometimes deforms the structure of pedagogical communication. An important task of a novice university teacher is to find the optimal for the purpose of raising their own individual style of communication with students.

## RESULTS AND DISCUSSION

The success of pedagogical activity is determined by a large number of factors. Among them, successful communicative activity is very important as the basis of "subject-subjective" relations, cooperation and mutual understanding, as a way of self-improvement and overcoming personality crises. Communicative activity in the broadest sense acts as a social process of establishing connections and relationships between people based on the exchange of various activities, its products and results, information, ideas, values, i.e. It is a system-integrative, which is especially manifested in education and the pedagogical sphere as a whole. Unlike communication activities defined by information technology and computer programs, communication is a complex multichannel system of interaction and relationships of subjects of the pedagogical process, including mutual perception, information exchange, development of a unified communication strategy, change of position, decision making, overcoming conflicts, etc., defined educational needs. The communicative culture of a teacher is an invariant component of a holistic pedagogical process, the basis, means, condition for interaction, cooperation and implementation of all the functions and tasks of pedagogical activity and personal and professional development, and its purposeful formation can be considered as one of the priority directions for improving the professional training of a modern teacher.

In the modern world, communication has a comprehensive, unique in intensity character, integrating the entire planet into a single communicative system and affecting every person, it becomes a condition for awareness of freedom, individuality, ethical and moral responsibility. This necessitates the determination of the essential characteristics, prerequisites and patterns of development of the communicative culture of society and the individual to improve the quality of general and professional education. In modern conditions, communication as an objective humanitarian phenomenon determines the prospects for improving the sociocultural practice of the world community. In the context of the intensification of world communication processes as a result of scientific and technological progress and against the background of a devaluation of moral values, exacerbation of contradictions between material and spiritual values, interethnic and inter-confessional conflicts, international terrorism and aggression, special attention is required to its qualitative humanistic characteristics. If we consider the communicative culture from these positions, it is necessary to designate its humanistic orientation as the most important characteristic. The humanistic orientation should determine the vector of development of the procedural side of the communicative culture, which has prevailed in recent decades. The multicultural, multiethnic world needs an education system that contributes to its progressive humanistic development. How to solve this global problem? The historically established carrier of humanistic ideas and trends in society is the pedagogical community, our teachers. This determines the individual, personal, professional and social significance of the purposeful formation of a future teacher in the process of university preparation of a communicative culture, the main characteristic of which is a humanistic orientation. From these positions, the scientific, theoretical and practical prerequisites for the formation of a communicative culture of future teachers were identified:

sociocultural, associated with the increase in scale and intensification of communication: informatization, globalization, urbanization, social differentiation of society, gender issues, lagging of achievements in the field of spiritual culture from the achievements of civilization, aggravation of interethnic and interethnic relations and confessional conflicts, intensification of mass media and means of interpersonal communication, exacerbation the rhenium of differences between states and ethnic groups in terms of the level and forms of economic, economic, and the totality of socio-cultural development, etc. ; - pedagogical: global and European trends in the development of vocational education; globalization of world education; modernization of the domestic education system, and its integration into the global educational space; strengthening the trends of humanization and humanization of education; increasing requirements for the level of general and professional communicative culture of the individual, the need to improve the quality of general and professional education and the educational function of schools and families, etc. ; - information technology: a continuous increase in the volume of information and educational technologies in the system of distance education and intercultural communication on the Internet, etc. ; - socio-demographic: traditions of cohabitation of peoples representing various ethnic, cultural, religious communities; a complication of demographic and an increase in migration processes, growing homelessness, a decrease in the educational functions of the family, the intensification of the processes of the revival of national cultures, the growth of national identity, etc.

Consequently, a communicative culture is an essential component of the general culture of an individual. We addressed the concept of general culture insofar as it is more general in relation to the concept of communicative culture. On the one hand, communicative culture implements certain goals and functions inherent in world culture, on the other hand, it makes it possible to master the values of culture, which allows a person to enter the world cultural space, to form (create his own image) and improve himself, to accept and transmit spiritual values, participate in the creation of culture and positive creative transformation of society. Such an approach gives reason to consider the communicative culture much more broadly - as a property of the individual to integrate his individual consciousness into the global (not narrowly professional) space of public consciousness and the achievement on this basis of high results in personal and professional development [3]. In the framework of a systematic study of communicative culture, a comparative analysis of the concepts of "culture", "pedagogical culture", "professional culture", "communicative culture" is carried out and the mechanism of the functioning of culture through the prism of the categorical series is examined: general, special, separate, individual, each element of which has your subject and the corresponding level of analysis. The first level is the general culture (of society) in the dialectical unity of the material and spiritual components (general culture of the individual). The second level - certain types of culture of society (as the disclosure of the features of people's activities) - pedagogical culture (environmental, political, economic). The third level is the professional culture of individual social groups that are carriers of a particular profession - professional and pedagogical culture. The fourth level is the individual professional culture of a particular specialist - the individual-personal professional and pedagogical culture of a teacher. Communicative culture is a "vertical" section of this four-level system and is a mandatory invariant component of each level and the entire system as a whole, an important integrative, system-forming component of the general and professional culture of the individual. The analysis allows us to consider the communicative culture of the teacher as a complexly organized social and individual-personality system, the main direction of development of which is a humanistic orientation. The teacher constantly carries out multifaceted communication activities, and the leading mechanism for the

functioning of the educational process is pedagogical communication. In pedagogical reality, the ratio of communication models.

#### CONCLUSION

Thus, the improvement of education is an essential condition for the progressive development of modern society. The need to modernize and improve the quality of general and vocational education is determined by a number of factors, including: globalization as a planetary phenomenon; entry into a single educational space; post-industrial, information society; competency-based approach as a basic strategy for the development of general and vocational education; the task of spiritual and moral education and personal development; the need to overcome the effects of the economic crisis and Russia's access to an innovative development path, etc. An important condition for improving the quality of professional education is to improve the communicative training of modern specialists, especially specialists in the field of education. Communicative culture is an invariant component of a holistic pedagogical process, a condition for the implementation of all the functions and tasks of pedagogical activity and the personal and professional development of a teacher. This determines the social, professional and individual-personal significance of the communicative culture of a modern teacher. The conducted study gives grounds to consider the communicative culture of the teacher as a complexly organized social and individual-personal system, as a system-forming component of the general and professional-pedagogical culture. The purposeful, systematic formation of the communicative culture of the future teacher in the process of university training is a priority for his professional and personal development and improving the quality of teacher education.

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