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THE CULTURE OF PEDAGOGICAL COMMUNICATION AS AN INTEGRAL COMPONENT OF THE TEACHER'S RHETORICAL SKILL

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For a long time, advanced pedagogical practice has been transferring the educational process to the level of interpersonal relations, that is, turning it into pedagogical interaction, dialogue as a source of personal development of all participants in the educational process. Ultimately, the effectiveness of training a future specialist depends on how the relationship between student and teacher will develop. It is clear that this can only be done by those who themselves possess professional skills, the culture of pedagogical communication, who are able to convey the wealth of human culture to their students. The problem of culture is eternal and

always relevant. Recently, however, this problem has attracted the attention of philosophers, political scientists, sociologists, culturologists, psychologists and educators. The reason for this is the building of a new democratic society in Ukraine. Democratization of society is possible and necessarily presupposes a high level of culture of the entire population.

It is known that culture is a measure of human development. This is what creates, shapes the personality and is definitely something with the help of which a person becomes socially active, professionally mature and purposeful. Culture characterizes education — the breadth and depth of knowledge of the individual, her good breeding, the ability to clearly express her thoughts, listen carefully, draw the right conclusions, and behave with dignity.

An important manifestation of a person's culture is his ability to communicate. In communication, mutual understanding and consistency of behavior and actions is achieved, personality traits are formed as a subject of labor and cognition. Communication not only determines the general collective activity, it also acts as an important factor in the formation of the personality of an applicant for higher education, a means of his upbringing, namely, contributes to the expansion of the worldview of applicants, the development of intelligence, the formation of positive universal human qualities, knowledge and skills for professional activity. Communication is an integral element of pedagogical activity, which makes it impossible to achieve the goal of training and education. The implementation of innovations in the educational process requires from the teacher a set of theoretical knowledge concerning various aspects of communication, and the mastery of special technologies that ensure effective purposeful interaction within the academic discipline. The field of communication education, on the one hand, is a mean of cognition and familiarization with the truth, on the other hand, the essence of communication about sociocultural values, ideals, norms between all participants in the educational process.

In connection with the complication of all forms of communication in the educational space, an increase in the volume of educational information, a variety of its sources and carriers in

the modern socio-cultural situation, it becomes obvious that the development of a culture of pedagogical communication is a priority for a teacher of a higher education institution.

The practice of pedagogical communication in higher education institutions requires not only the intensification of connections in the “teacher-student” system, but also a change in the quality of these connections towards their openness and information content.

The ability to express your thoughts loud and clear, speak competently, the ability not only to attract attention with your speech, but also to actively influence students, skillfully convince them of the correctness of their point of view, to discuss correctly — this is a peculiar characteristic of the teacher’s professionalism, communicative culture.

In the teaching profession, rhetorical skill is the leading professional characteristic, on which the creation of optimal interpersonal and business relations with students, the absence of conflicts and personal satisfaction depend. The ability to competently carry out pedagogical communication, to adequately establish, maintain contact with students and manage them are the most important professional competencies of a teacher.

Rhetorical mastery involves the teacher’s knowledge of rhetorical norms and rules, the ability to apply them in the process of speech interaction, through which the goals of teaching and educating students are realized. Its main components are the ability to design, realize, plan and creatively produce a situation of pedagogical communication, to carry out rhetorical reflection.

At the same time, research in the field of pedagogical rhetoric and the experience of pedagogical activity show that a significant part of the difficulties of teachers is caused not so much by the shortcomings of the scientific and methodological training of teachers, but to a greater extent by the deformation of the sphere of professional and pedagogical communication, insufficient knowledge of the basics of pedagogical communication, techniques of humanistic and partnership interaction, insufficient level of culture of pedagogical communication.

Personality in the teaching and educational work in higher education shows that such scientists as I. Zimnya, I. Zyazyuna, I. Podlasiy, V. Slastenin, E. Klimov, M. Kharlamov and others studied this topic. The main ideas uniting different points of view on the rhetoric of these studies are that the teacher of the higher educational institution is a person who, according to the content of his professional activity, must have a set of universal qualities: to be a scientist, a teacher-practitioner, educator, psychologist, to provide an organic combination in the learning process of educational, scientific and innovative activities, to master the technique of pedagogical communication. [10; 17; 18; 20].

The actual problem of modern rhetorical education was studied by such scientists as V. Annushkin, B. Bobilov, L. Kravets, A. Mikhalska, L. Matsko, N. Formanovska and others [1, 2; 15; 16; 25].

Based on the study of psychological and pedagogical literature, the following skills and abilities can be identified as those, that complete the teacher's rhetorical skill [5; 4, 7, 10, 14; 17]:

- the first group of skills — communicative or linguistic — is the ability to clearly and clearly state one's thoughts, the ability to convince, argue, build evidence, the ability to make a judgment, analyze statements, speak logically, intelligibly, exciting;
- the second group of skills — perceptual — is the ability to perceive the external features of a student, correlate them with his personal characteristics, interpret and predict student behavior on this basis. Ability to listen and hear (correctly interpret information, including non-verbal information, understand subtexts, etc.), the ability to understand the feelings and mood of students (observance of tact, the ability to empathy), the ability to analyze (the ability to reflect);
- the third group of skills — the ability to interact in the process of communication (interactive) — is the ability to organize communication, conduct a conversation, discussion, lead a discussion, the ability to ask questions, lead oneself, the ability to communicate in conflict situations, the ability to manage their behavior in communication.

Pedagogical communication is a professional communication of a teacher with all participants in the educational process, which is aimed at creating optimal conditions for the implementation of the goals and objectives of education and training. The culture of pedagogical communication includes the general culture of a person, psychological and pedagogical knowledge, abilities and skills, the corresponding emotional mood and the teacher's focus on effective activity. There are the following stages of pedagogical communication: modeling of future communication; beginning of interaction; correction and clarification of methods of influence, verbal and non-verbal communication; communication management and correction; analysis of the implemented communication system; modeling of future activities [7].

Characterizing the content of pedagogical communication, V. A. Kan-Kalik notes: "Professional and pedagogical communication is a system (techniques and skills) of organic socio-psychological interaction between a teacher and applicants, the content of which is the exchange of information, the provision of educational influence, the organization of relationships using communicative means. Moreover, the teacher acts as an activator of this. process, organizing and managing it".

The teacher's communication with students should be constantly enriched with new techniques and methods. The essence of pedagogical communication is that communication at different levels (freshmen, senior students, Ph. D. students) requires constant and compulsory pedagogical activity from the teacher. In each specific act of pedagogical communication there can be a change in assessment and self-esteem, concentration of attention, the level of intellectual activity, the degree of penetration into the content of the lecture material that is offered. One of the main skills of a teacher is to tell about complex things in an accessible, simple, clear, consistent way, which is a vivid manifestation of the culture of pedagogical communication and the rhetorical skill of a teacher of higher education.

In pedagogical communication, the need for teachers of high education to master soft skills is of particular importance. Soft

skills, such as the ability to communicate, present, present oneself, please, form a group of like-minded people, has always been the most important quality of a professional teacher. T. A. Yarkov and I. I. Cherkasova rightly note that since the teaching profession is public, the following are especially significant properties: skills of self-presentation; the ability to build relationships with all participants in the educational process; ability and willingness to solve creative problems; the ability to show leadership qualities [26]. Soft skills include good oral and written communication skills, the ability to empathize and support others; the ability to cooperate and interact; willingness to solve problems and skills of conflict resolution. Also, soft skills are often referred to as people skills or interpersonal skills.

There are 4 types of soft skills:

1. Social competences: communication skills, emotional intelligence (the ability to distinguish emotions and motives of other people), flexibility and acceptance of criticism, public speaking.

2. Leadership competencies: responsibility, mentoring, ability to make decisions, form a team, resolve conflicts.

3. Intellectual competencies: analytical mind, the ability to see and solve a problem, the ability to learn, creativity.

4. Strong-willed competencies: focus on results, time management, stress resistance, readiness for routine work.

One of the factors that form the basis of a teacher's language skills is the culture of speech. Linguistic culture in the modern sense is a branch of linguistics and rhetoric that studies deliberate speech activity, norms of speech behavior that ensure performance and activity as purposeful and expedient, as well as an ethically correct norm. [9].

According to Vvedenskaya L. A. the culture of speech is understood as "possession of the norms of the literary language in its oral and written forms, in which the choice and organization of linguistic means are carried out, allowing in a certain communication situation to provide the necessary effect in achieving the assigned communication tasks."

The main components of the speech culture components Vvedenskaya L. A. relates:

- normative, providing for compliance with the norms of the literary language;
- communicative, involving the choice of the necessary language means;
- ethical, which would demonstrate knowledge and application of the rules of speech behavior in specific communication situations [5].

The culture of the teacher's speech cannot be regarded as a kind of constant, it must be improved from year to year. It is necessary to highlight the main factors that have a direct impact on the student's linguistic consciousness, bringing up aesthetic preferences, forming a general and professional culture. The sense of the word, the accuracy of the term is a necessary component of the lecturer's rhetorical art [12].

Cultural and linguistic literacy of the teacher is formed by the expedient choice and organization of language means, which in each specific communication situation, subject to linguistic and ethical standards, can effectively solve communication problems. However, each act of professional communicative interaction requires non-standard speech creativity, since it is built taking into account many circumstances — communication situations, the individuality of the communication partner, his emotional state, the nature of the relationship that has developed between partners. In the process of communication, the teacher needs constant correction of his behavior in connection with the feedback received from the communication partner — verbal and non-verbal. The essential features of the culture of behavior of any person, and even more so of a teacher of a higher education institution, is the use of a system of nationally specific stereotypes, stable forms of communication, designed to establish and maintain contacts. In the process of communication, the teacher is called upon to create an appropriate communicative environment that would stimulate the speech activity of applicants for higher education.

The most important from a cultural point of view, the level of a teacher's rhetorical skill is his lexical stock, which reflects and consolidates in the minds of students the facts of the surrounding

reality, determines linguistic behavior in certain socio-cultural situations.

The lexical world of the teacher influences and, ultimately, forms the student's linguistic culture, stimulates the constant improvement of his speech behavior.

It is well known that the lexical content of any national language, first of all, fixes and transfers from generation to generation the specifics of ethnocultural norms, thus maintaining the continuity and stability of the ethnic mentality. An analysis of the lexical culture that has developed in a student as in a full-fledged linguistic personality makes it possible to diagnose the state of the student's spiritual development and even predict further transformations. It is the language that determines, according to the famous Ukrainian writer Oles Honchar, not only the mind of the people, their aesthetic taste, but also their morality. The world around us daily and every second influences the formation of worldview values, general culture, one of the manifestations of which is language culture and situationally justified speech behavior.

Various aspects of pedagogical rhetoric, the formation of rhetorical skill are considered in the works of F. Batsevich, N. Golubev, I. Zyazyun, L. Matsko, G. Sagach, etc. At the same time, the problem of theorization of the pedagogical process in educational institutions has not yet received a complete scientific methodological justification. The problem of the formation of a culture of pedagogical communication of a higher school teacher has not received sufficient coverage in scientific research either [3, 6, 11, 15, 21].

The relevance of the problem of the culture of pedagogical communication, as a component of rhetorical skill, is confirmed by the results of many years of observations and surveys conducted among applicants for the Kharkov National University of Construction and Architecture. So, compiling the teacher's job profile diagram, applicants especially highlight such a characteristic as rhetorical skill, defining it as fundamental.

The questionnaire survey conducted among applicants studying in the magistracy of our university allows you to focus on

certain issues of cultural and linguistic literacy of teachers of various disciplines.

First of all, applicants pay attention to the ethical component of the teacher's speech culture. 55% of the interviewed applicants note non-observance of the norms of speech etiquette. Concretizing, students pay attention to the use of the "you" form when addressing them (here and further, it refers to the difference in official and private addressing in Ukrainian language, all of which are translated as "you" in English). Perhaps the teacher, turning to "you", demonstrates his democratic, friendly, trusting attitude. Students, however, perceive this as a sign of a disdainful attitude, a manifestation of disrespect for their personality. There are frequent cases of teachers using unflattering epithets and definitions about students. Conversation in "raised voices", disrespectful and dismissive attitude towards the student is highly criticized.

Verbal aggression is useless and dangerous, as it forces the student to defend himself, affects his feelings of self-worth and causes resentment in the student. So, the contact of friendly communication is broken and it is difficult in this situation to talk about the effectiveness of training. In addition, the lack or absence of respect and interest in the personality of the student, lack of understanding of his age and individual psychological characteristics form a negative attitude of the student to the teacher, and as a result, a negative attitude to the discipline that is being studied.

30% of the surveyed students pay attention to the communicative aspect of the teacher's speech culture. First of all, the incomprehensibility of the language and the inaccuracies of the language are noted: the use of words in an unusual meaning; ambiguity not eliminated by the context, which generates ambiguity, which leads to a misunderstanding of the educational material. The use of "junk" words leads to the emergence of a communicative phonetic barrier. Quite often, according to students, the teacher's speech is dry, monotonous, indistinct, overloaded with logical stresses, since everything in it seems important to the teacher; it lacks a clear semantic grouping around logical centers. Arbitrary pauses are caused not by the logic of the content, but simply by the

inability to correctly distribute the breath, the lack of intonational connection between the individual parts of the phrase interfere with the perception of the meaning of oral reasoning.

7% of the surveyed students note the non-observance of the norms of the literary language: orthoepic distortions in the terms, names and surnames of famous people.

The analysis of the questionnaire survey conducted among students on the impact on them of the professional speech culture of teachers made it possible to highlight the following qualities of a teacher:

- the ability to create a favorable, creative atmosphere in the classroom;
- the ability to teach interestingly in the context of life and in the context of solving urgent problems of our time;
- the ability to be a friend and interlocutor;
- the ability to communicate as equals, observing the type of subject-subject relationship;
- the ability to, express thoughts clearly and logically;
- rich facial expressions and pantomime;
- attractiveness, intelligence.

It is possible to clearly define the basic requirements for cultural and linguistic literacy of a teacher of a higher education institution and the conditions for their effectiveness:

1. Professional speech of the teacher must meet the requirements of the culture of speech. This is an important indicator of the level of his intelligence, education, general culture. It's condition is knowledge of the language, as speech is a means of existence, the use of language. By the term “culture of speech” we mean compliance not only with modern literary norms (accen-tological, syntactic), but also with other qualities that indicate communicative excellence. These are precision, consistency, pu-rity, expressiveness, richness and expediency of the language.

2. The teacher's professional speech should be a kind of verbal action, the purpose of which is the implementation of intellectual, emotional-volitional, moral impact on applicants for higher edu-cation. The word of a real master convinces, inspires, evokes the

appropriate feelings in the audience, forms an attitude towards what he is talking about.

3. The teacher's professional speech should have an orientation, appeal to the audience. The main purpose of the focus of the speech is to call the applicants for higher education into dialogue, to attract them to cooperation, to create an atmosphere of joint reflection and empathy.

All of the above makes it possible to talk about the need to form a culture of pedagogical communication of a teacher. The language of a teacher is not only the main instrument of professional activity, but also a model of assimilation, consciously or unconsciously, which is always reproduced to one degree or another by students, and therefore inevitably replicated and disseminated. A modern teacher is a teacher and at the same time an educator who influences the student with the help of words, with the help of his discipline and through discipline. He educates with his personality, his linguistic behavior, verbal and non-verbal language of communication. The teacher forms in students not only knowledge, skills and abilities in a specific discipline, but also the ability to master the word, all types of speech activity, culture of communication and behavior.

Building an effective speech expression, establishing and maintaining a communicative balance in the classroom, creating and maintaining an atmosphere of trust, psychological comfort, open and equal cooperation are the most important components of the culture of pedagogical communication among teachers of higher educational institutions.

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