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Theoretical basis of the development of the communicative competence of a teacher in an institution of higher education

Base teórica del desarrollo de la competencia comunicativa de un docente en una institución de educación superior

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Abstract

The article analyzes the current state of research on the problem of communicative competence of the lexicographer in the scientific literature, and on this basis, the initial theoretical foundations of the research are formulated; based on a theoretical analysis of the essence, content and main characteristics of communicative competence, the main methods, techniques, tools and technologies necessary for the formation of a teacher's communicative competence were clarified; Pedagogical conditions are defined, which ensure the effectiveness of the development of communicative competence of future teachers in the process of self-control and self-improvement; the psychological conditions for the development of the future teacher's communicative competence in the process of self-control and self-improvement were investigated.

Keywords: higher education, education system, higher education, education system, communicative competence, communications, cultural.

Resumen

El artículo analiza el estado actual de la investigación sobre el problema de la competencia comunicativa del lexicógrafo en la literatura científica, y en base a ello, se formulan los fundamentos teóricos iniciales de la investigación; a partir de un análisis teórico de la esencia, contenido y principales características de la competencia comunicativa, se esclarecieron los principales métodos, técnicas, herramientas y tecnologías necesarias para la formación de la competencia comunicativa de un docente; Se definen condiciones pedagógicas que aseguren la efectividad del desarrollo de la competencia comunicativa de los futuros docentes en el proceso de autocontrol y superación; Se investigaron las condiciones psicológicas para el desarrollo de la competencia comunicativa del futuro docente en el proceso de autocontrol y superación personal.

Palabras clave: educación superior, sistema educativo, educación superior, sistema educativo, competencia comunicativa, comunicaciones, cultural.

1. Introduction

Modern democratic transformations in the political, social and spiritual spheres of society caused certain changes in the organization and content of the teacher's work, which actualized the problem of increasing the professionalism of teaching staff.

Teachers' recognition of the peculiarities of their inner world through the organization of interpersonal communication as part of psychological-pedagogical groups contributes to the development of their communicative competence, which is adequate to the requirements of today's pedagogical practice.

The study and analysis of the practical activities of teachers allows us to talk about the presence of certain difficulties on the way to solving this problem, associated with overcoming the contradictions between the new requirements for pedagogical work and the professional level of graduates of a higher pedagogical school, between the need of teachers for further professional development and the possibilities of traditional systems of pedagogical qualification improvement.

Resolving these contradictions in practice is impossible without identifying the essential characteristics of professionalism as a complex personal education, creating conditions for its further improvement. As the analysis of modern achievements of pedagogical science and advanced pedagogical experience showed, one of such characteristics is the teacher's communicative culture, the role of which is increasing in connection with the problems of humanizing the educational process of the school.

Undoubtedly, the attempts of scientists to determine the conditions and means of effective influence on the formation of communicative competence as an important factor of teacher professionalism are valuable in scientific and practical terms.

The object of the study is the process of forming the communicative competence of the future teacher of the Ukrainian language.

The subject of the research is ways of developing the communicative competence of the future teacher of the Ukrainian language in the process of self-control and self-improvement.

The purpose of the study: to reveal the essence of educational and methodological work and the technology of its implementation to develop the communicative competence of the future teacher of the Ukrainian language in the process of self-control and self-improvement.

The scientific novelty of the study consists in establishing the main methods, techniques, means and ways of developing communicative competence in future teachers of the Ukrainian language based on their reflective attitude towards themselves as subjects of professional and pedagogical activity and developing in students the ability to differentiate and adequately express their own feelings and psychoemotional states.

A complex of theoretical and empirical methods was used to solve the research tasks:

- analysis and generalization of psychological-pedagogical, philosophical, methodical literature and periodicals on the investigated problem;
- prognostic methods (generalization of the experience of organizing school methodical work, study and generalization of pedagogical experience, scaling, ranking);
- pedagogical forecasting and modeling;
- experimental methods (determining and formative experiment);

- method of qualitative and quantitative analysis of experimental data.

2. Literature review

The problems of professional training of university teachers were studied by such scientists as V. Andrushchenko, M. Yevtukh, V. Oleksenko, V. Lozova, O. Moroz, O. Padalka, O. Pehota, S. Sysoeva, and others. (Andrushchenko & Oleksenko, 2007) A number of scientific works by H. Malik, O. Matyash, N. Machynska, V. Motorina, O. Pometun, V. Petruk, O. Skafa, A. Khutorsky and other authors are devoted to the issue of the development of the professional competence of the teacher in the conditions of higher education. (Pometun, 2004).

The analysis of scientific works (N. Batechko, O. Dzhurinskyi, T. Koshmanova, L. Pukhovska, K. Rybachuk, S. Sysoeva, etc.) showed that researchers reveal certain aspects of social and communicative training future teachers of higher educational institutions. (Sysoeva & Batechko, 2011).

However, questions regarding the technology of development of socio-communicative competence future teachers of a higher school in the process of master's training needs a separate one research. (Mancini, Mameli & Biolcati, 2022).

3. Aims

The purpose of the article is to substantiate the substantive and procedural a component technology of the development of social-communicative competence of future teachers of a higher school

4. Materials and methods

Research methods: theoretical: study and analysis of pedagogical, psychological, philosophical, sociological literature on the problem of research, legislative and regulatory documents; systematization, classification, terminological analysis, pedagogical modeling, retrospective analysis, generalization of existing pedagogical experience; empirical: pedagogical experiment; diagnostic methods (testing, conversation, observation, questioning, self-assessment, self-analysis, mutual assessment), professional activity motivation methodology, pedagogical interpretation of the research results.

5. Results

In the process of formation of skills, the relationship between knowledge and skills is of fundamental importance. Knowledge is the basis of skill (theoretical positions that contribute to the effectiveness of skill acquisition).

In the research I. Drach, substantiated the proposition that one of the most important "internal conditions" that ensures the creation of the foundation of skills and contributes to qualitative changes in their structure are abilities. Then, when knowledge provides the construction of skills (internal models of activity) and act as initial theoretical positions in making the most optimal decision in a new situation, abilities ensure the adaptation of these models to changing conditions. The current state of development of psychological and pedagogical research offers a wide range of definitions of the concept of "abilities" and "pedagogical abilities" (Drach, 2013).

A number of scientists consider abilities in the context of human activity (B. Ananiev, O. Leontiev, V. Myasishchev, K. Platonov, S. Rubinstein, L. Vygotsky, etc.). (Ananiev B.,1962) In particular, believes that abilities are an integral formation of a personality, which determines the degree of an individual's suitability for a certain activity. Defines abilities as individual and psychological characteristics of a person that meet the requirements of a given activity and are a condition for its successful performance. Abilities and skills of an individual are part of the basis of its psychological characteristics. Compared to knowledge, abilities and skills, abilities are more stable properties of an individual and are formed much more slowly than abilities and skills. (Maslach & Leiter, 1999).

Skills and abilities are related to knowledge. A theoretical analysis of the problem of the ratio of abilities and skills was carried out by researchers. Lack of adequate understanding in accordance with its content causes inadequacy of purposefulness in the main, strategic direction: formation and development of skills is strengthened by knowledge and practice of skills. (Carroll, Forrest, Sanders-O'Connor, Flynn, Bower, Fynes-Clinton, Ziaei, 2022). Among scientists, there are three main concepts regarding the ratio of abilities and skills:

1. Researchers, in particular, adhere to the point of view that skills are unfinished skills, a stage of their creation. The skills mentioned by the scientists are characterized as a stereotypical automated operation, which is necessary in the performance of those elements of substantive actions that require accuracy, solidity of connections, and the same typical actions (Gamage, Dehideniya & Ekanayake, 2021).
2. Skills compared to skills - higher education. The higher the skill level, the more creativity is manifested in it, and the action, which is a skill, is patterned (García-Carmona, Marín & Aguayo, 2019).
3. The ratio of abilities and skills is considered from the standpoint of the degree of mastery in the performance of a certain type of activity: there is a distinction between skills that "follow knowledge" and skills that reveal one or another degree of mastery that follows the stage of skill development.

Special signs of skill are: high level of awareness, independence in solving tasks that arise in the process of performing a certain type of activity; complexity and complexity, fusion of mental and practical actions, purposefulness, stability and strength. Skills are automated actions, components of a certain type of activity.

In view of the above, we consider communication skills as one of the types of professional skills of a teacher. Based on the results of the analysis of psychological and pedagogical research we came to the conclusion that pedagogical communication is provided by a system of communicative skills that a teacher must master. A well-known specialist in the field of communication psychology. Believes that professional communication skills should include: speech communication; orientation in the interlocutor, i.e. modeling his communicatively important personality features; orientation in the conditions of a communicative task (choose the content of communication correctly, find adequate means to convey this content, plan your speech, provide feedback); self-presentation (self-representation), the motives of which are self-assertion and professional necessity, mastery of non-verbal means of communication; establishing contact. In his works on the problem of the teacher's communication with the audience, O. O. Leontiev deepens the essential characteristics of such communicative skills as professional contact with the audience, speech influence, non-verbal means of communication. (Carroll, Forrest, Sanders-O'Connor, Flynn, Bower, Fynes-Clinton & Ziaei, 2022).

According a teacher should stand out, first of all, with strong-willed qualities (the ability to control one's behavior); qualities of attention (observability, flexibility (switching), etc.); social perception skills, the ability to understand, not just see (adequately model the student's personality, his mental state); skills to "present" oneself in communication with students; the ability to optimally construct one's speech in a mental way (speech and non-speech contact with students). The ommunicative skills of a teacher are considered in line with the scientific views. The communicative task of defines as: the ability to quickly and correctly navigate in the conditions of communication, the ability to correctly plan one's speech (that is, to choose the content of the act of communication), to find adequate means to convey this content, to provide feedback. So, for example, in order to achieve the goal of communication, according, it is necessary: to have an optimal pace of speech; use gestures adequately to the communication situation; to provide facial movement; make up, find and change topics of conversation; establish contacts with a stranger and skillfully end communication. An attempt to substantiate the list of communicative skills of a teacher. (Keller & Kesberg, 2017).

The researcher emphasizes that for the implementation of a holistic pedagogical process, it is necessary:

- the teacher's ability to communicate in public; the ability to purposefully organize communication and manage it;
- the ability to quickly, efficiently and correctly navigate in changing communication conditions;
- correctly plan and implement the communication system, in particular, its important link - speech influence;
- quickly and accurately find communicative means adequate to the content of the act of communication, which at the same time correspond to the creative individuality of

the teacher and the communication situation, as well as the individual characteristics of the student;

- the ability to constantly feel and maintain feedback in communication.

A comparison and analysis of the essential characteristics of the studied skills allow us to identify certain groups of them that require further study, namely:

- speech communication, the ability to optimally structure one's speech psychologically, speech influence;
- mastery of non-verbal means of communication;
- orientation in the interlocutor, qualities of attention, adequate modeling of the student's personality, social perception;
- volitional qualities, that is, the ability to control one's behavior;
- communication in public;
- creative well-being;
- orientation in the conditions of communication, orientation in the communication situation;
- purposeful organization of communication and its management, proper planning and implementation of the communication system, quick and accurate finding of adequate content of the act of communication of communicative means;
- self-presentation;
- winning the initiative;
- organization of "adaptations";
- professional contact;
- sensing and maintaining feedback in communication.

The definition of the essential characteristics of the ability of speech communication, which is distinguished by A. Bravo and N. Buenaflor, should be connected with the analysis of the studies of J. Baloloy, L. Guarte, A. Osinaga, A. Salartin & Tus, J. Let's pay attention to the fact that J. Baloloy and A. Bravo characterize the ability to possess non-verbal means of communication only in general terms. (Bravo, Buenaflor, Baloloy, Guarte, Osinaga, Salartin & Tus, 2021).

Therefore, we believe that the definition of the structure of these skills as a teacher's communicative skills should be connected with the results of the research. In the system of communicative skills of the teacher, as emphasizes, it is necessary to introduce the ability to possess professional and pedagogical attention, studied this skill. (Freudenberger, 1975).

In each group of communicative skills, we distinguish those of them that include other skills and ensure the implementation of pedagogical communication components. We consider this approach to determining the elements of the communicative skills system as a result of understanding the submitted materials from the researched problem. Note

that each communicative skill receives the name that is most successfully substantiated in relevant scientific research. In view of the above, we emphasize that we consider communication skills as a type of teacher's professional skills that ensure the implementation of the components of pedagogical communication. Understanding the results of the analysis of the researches allows to establish the elements of the system of communicative skills, which include:

- speech verbal communication;
- mastery of non-verbal (non-verbal) means, professional and pedagogical attention, social perception;
- orientation in the communication situation; creating a creative sense of well-being;
- establishing and maintaining feedback in communication;
- self-presentation;
- use of "devices";
- winning the initiative;
- construction and implementation of a communication plan;
- possession of pedagogical contact.

6. Discussion

So, based on the analysis of modern domestic and foreign psychological and pedagogical literature, we came to the conclusion that the problem of communication skills development was given considerable attention. It was considered multifaceted and ambiguous. Comprehension of the research results of scientists' works allows one to characterize communicative skills as a structural component of the teacher's personality, which determines the possibility of interaction in the "subject-subject" plane. Communicative skills as a personality phenomenon belong to the blowing activity, are formed and developed in it.

One of the priority ways to modernize pedagogical education is improving the quality of fundamental, psychological-pedagogical, methodical, information-technological and practical training of future teachers.

The concept of national education, the National Doctrine of Education Development, the Law of Ukraine "On Education", "On Higher Education". The state program "Teacher" define new strategies for training future teachers. These approaches are aimed at the formation and development of an active, creative personality capable of self-development and self-education, based on strong personal spiritual and moral values.

Mastering by future teachers the abilities and skills to carry out self-education and self-improvement requires the search for new methods, methods, means and forms of education and upbringing, which would be able to ensure the formation of "spiritual abilities of students as dominant and decisive for the development of the human value system" (Jiang & Dong, 2017).

Therefore, the problem of theoretical and methodological support of the process of value determination of personal self-improvement of students of higher pedagogical educational institutions arises.

Self-improvement as a social process is based on the requirements of society and the profession to the personality of a specialist. Moreover, the requirements for a specialist must be higher than the capabilities of a student. Another important prerequisite for the process of self-improvement is the future specialist's attitude to the requirements. Of course, if he is indifferent to them, there is no question of personality development. It is necessary to form the student's self-awareness as a creative professional. The content of such training is based, first of all, on a humanistic understanding of the tasks of professional activity, the desired qualities of a person, in particular, his professional consciousness and thinking, creative active actions within the framework of the assigned competence.

The structure of the self-improvement process consists of 4 stages:

- self-awareness and decision-making to carry out the process of self-improvement;
- planning and developing a self-improvement program;
- direct practical activity to implement the assigned tasks related to work on oneself;
- self-control and self-correction of this activity.

Professional self-improvement of the future teacher is carried out through self-education, active participation in various methodical activities held in the educational institution or in the district, city, and self-education.

A philologist student must be able to (functional function): adequately assess one's own level of professional competence, real opportunities, professional and personal needs and requests; to create one's own positive and harmonious "self-concept" that combines European and national identity, self-esteem, self-respect and self-development, to have a stable system of motives and socialization needs; adapt to constant changes, act actively and creatively; independently systematically work on one's own professional and personal development, raising cultural and educational levels, updating and expanding theoretical knowledge and methodical skills; to form professional thinking, which involves the ability to solve strategic and tactical tasks, to carry out a systematic analysis of pedagogical processes, to model and forecast the educational process; to carry out at a high scientific and methodical level teaching of language and literature, high-quality preparation of children for secondary school; competently and professionally carry out design and construction (planning), analytical and prognostic, procedural activities at the technological level; to ensure the effectiveness and quality of the educational process, using active learning technologies; to possess methods and forms of organization of pre-professional and professional education, methods of stimulating creative activity of students of different ages on the basis of competence-oriented and differentiated, communicative-activity and socio-cultural approaches; to change the components of the

pedagogical system - content, teaching methods, educational technologies, system of relations - in accordance with the innovative challenges of society and education in order to improve the educational process; to move from reproductive, knowledge to creative - active, problem-oriented, experimental and innovative activity; conduct research and experimental activities using innovative technologies; build a hypothetical model of a graduate of a comprehensive educational institution with a choice of methods and technologies of language and literature education; in the conditions of pre-professional training, form a student's portfolio, which includes an assessment of the student's personal achievements (individual trajectory of the child's development), the level of mastery of knowledge, relevant skills, difficulties in learning the educational material, prospects for further work; to contribute to the student's determination of his perspective and the construction of a trajectory of personal spiritual-artistic, language-literary growth; to organize in language and literature lessons and extracurricular activities the process of students' active and independent acquisition of knowledge and the formation of abilities, skills and attitudes, their mastery of communicative, intellectual, creative competences (language) and intellectual, personal, communicative, reflective, activity, creative, emotional (from literature); choose effective, competent, personally oriented learning technologies for the implementation of the goal, tasks, lesson strategy; simulate interactive lessons or fragments of lessons using active learning technologies, an activity approach, taking into account the principle of conformity to nature; by using an interactive didactic system, create a folder for group work, which will include instructions, an algorithm of schoolchildren's activities regarding the assimilation of each technology, questions for reflection, samples of children's works in written or printed form, video materials, photos of the components of the educational process, etc.; to possess various forms of knowledge control and accounting, methods of developing students' creative abilities in language and literature lessons; to develop methodical manuals, didactic materials, manuals and reference books for language and literature students; create didactic and methodical materials using multimedia work programs, a text editor, and a spreadsheet; apply various forms of test tasks with a corrective, control, and evaluation purpose; to possess the content and teaching methods that will contribute to the development of innovative education models, the development of skills and abilities to implement certain ideas; to carry out an analysis of modern trends in the development of the education system and ensure their consideration in daily professional activity; possess critical thinking, be independent in judgment and autonomous in the process of learning and professional and personal activities; to improve the content of curricula, programs depending on the requirements of society and education; to enrich the methodological arsenal by studying the work done on this or that issue and developing innovative methods and technologies; to develop social and cultural values of education; to carry out one's own assessment of individual and personal informational, activity, creative, developmental functions, to be aware of the level of professional competence and pedagogical skill; adequately diagnose, comprehensively interpret one's own experience, determine the level of its productivity according to modern educational standards, analyze the context of difficulties and problems; to highlight the priority directions of professional and personal self-development and self-improvement and tasks that the lexicographer will solve in the near and future perspective, focusing on the needs

of practice and own ideas; model the educational trajectory of individual-personal professional development (the program of individual-personal movement) based on motivational determinants at all stages of the inter-attestation cycle (Adedoyin & Soykan, 2020).

A lexicographer must possess the skills and attitudes to (creative function): acme-oriented continuous self-creation, self-development, self-improvement and self-realization, raising the professional-specialist and individual-personal level throughout life; methodical mobility and an updated way of thinking; systematic application of competency-based, person-oriented technology in the educational process; creation of a facilitative format of educational activity, cooperation; analysis and reflection of professional activity; innovativeness and adaptability; critical thinking; axiological, that is, building a system of values taking into account personal requests, norms of the situation and aesthetic preferences for the formation of spiritual and value orientations of students; referentiality, empathetic culture, etc.

Achieving these tasks takes place systematically, during three stages within the framework of value-semantic, theoretical and practical directions, each of which is subordinated to its own tasks, content and methods. The final result is the formed need for personal self-improvement in the future teacher, and, therefore, the basis of professional communicative competence.

Thus, the value-semantic direction of the educational and educational influence involves the formation of the semantic foundations of the student's activity. We identified the formation of a system of value orientations and strengthening of the internal motivation for personal self-improvement of future teachers as the leading tasks of this direction.

The content of the indicated direction is the acquisition of experience of a positive attitude to personal self-improvement, which is realized in the process of mastering psychological and pedagogical disciplines, participation in various educational activities and specially organized independent work during the pedagogical practice of students at school.

The special course "Fundamentals of personal growth" can become an organizational form of the value-meaning direction, the purpose of which is the formation of the personal meaning of students, the involvement of their internal intellectual resources. In particular, the study of the special course involves learning such concepts as self-actualization, self-worth, self-acceptance, self-knowledge, self-evaluation, self-respect, success, positive thinking, self-concept, self-regulation, self-improvement, communication and reflection.

The methods that ensure positive changes in students' motivation are: formation of value consciousness (value-oriented lectures, conversations and debates devoted to the analysis of interpersonal problems in the team, methods of resolving conflict situations); creation of situations of success, situations of personal choice, discussion of specific life situations, as well as actual scientific problems.

The theoretical direction of educational influence is aimed at the development of students' erudition. Its tasks are: enrichment of psychological and pedagogical knowledge and development of pedagogical self-awareness and thinking, which involves mastering knowledge about the essence, content, features and methods of personal growth of the future teacher; awareness of universal, national, civic, environmental, family, and personal development values; mechanisms of using the formation of value orientations of the individual; acquiring knowledge and self-assessment skills of one's own aspirations, qualities and capabilities (Jarmas & Raed, 2018).

The basis of the content of the theoretical direction is the activation of the student's cognitive activity in the field of his self-improvement, which is reflected in the active, purposeful acquisition of knowledge about the goal, tasks, means, mechanisms and patterns of the teacher's personal self-improvement. This content is partially presented in courses on pedagogy and psychology. One of the forms of implementation of the specified content can be the integrated course "Axiological foundations of personal development", which provides students with basic psychological and pedagogical training, theoretical knowledge for consciously managing their development, helps them find, realize and accept goals, a program, learn practical techniques of their spiritual growth. The goal of the course was the formation of a valuable attitude to self-improvement based on deepening knowledge of axiology.

Various methods are used to implement the tasks and content of the theoretical direction, in particular: verbal; partially searchable; methods of stimulating interest in learning; methods of consciousness formation; methods of social and psychological training (Grant, 2013).

The practical direction is aimed at the development of the behavioral sphere of students. Its main tasks are: the development of life's focus on personal self-improvement, in particular, the development of self-education, self-education and organizational and creative skills, willpower and creativity; strengthening of communicative activity.

The content of the specified direction is the acquisition of experience in the application of skills and self-improvement skills, as well as activities in active pedagogical communication. This content is implemented in workshops and methodical recommendations aimed at developing the necessary skills and abilities in the field of personal self-improvement (Cuervo-Carabel, Martínez, Arce Garcia & Fernandez, 2018). The main organizational form is the pedagogical practice of students, since it is in the practical activity that one tests oneself as a teacher, comprehends one's own capabilities, develops self-analysis skills, realizes the priority areas of self-improvement, and enriches the experience of professional activity.

In order to strengthen the formative influences, the target orientations of practice determine the formation of students' need for personal self-improvement based on the activation of their subject position. The tasks of pedagogical practice are: development of

knowledge, abilities and skills in the field of self-education, self-education and self-management; strengthening of own communicative activity.

The leading methods of the practical direction of educational influences are: practical methods of teaching; methods of organizing activities; stimulation methods; methods of social and psychological training, etc.

The implementation of the proposed methodological system involves the gradual complication of the goals and tasks of each stage, the deepening of the content, the increase in the volume of the learned educational material and the increase in the level of its processing (from reproductive to creative), the growth of independence and creative activity of students during the acquisition of the necessary knowledge, skills and abilities, thanks to which a certain sequence of pedagogical influences and stability and strength of formed personal formations is achieved.

And precisely thanks to the implementation of the proposed methodical system for the formation and development of processes of self-control and self-improvement of the professional competence of a philology student in the future, the best foundations for self-development will emerge for him, in particular in the direction of communicative competence.

A survey was conducted in November 2021 to improve the qualifications of future teachers of the Ukrainian language in order to develop their communicative competence and ability to self-control and self-improvement (Barni, Danioni & Benevene, 2019).

Disadvantages of oral communication:

using inappropriate words to communicate;
the possibility of omitting in the reported material details;
there is a high probability of forgetting the information heard by the listener;
distortion of the message during its further transmission.

Sometimes there are cases when students complain that they know and understand the material well, but they cannot explain it. The case with the difficulties of the birth of thought, associated with insufficient language training of students. The processes of understanding, assimilation and deepening of knowledge depend on it. Thinking activity is mainly carried out by means of language, therefore, the lack of language training, which is observed in some college students, creates difficulties in the linguistic design of thought, which negatively affects the quality of their educational activity (Arvidsson, Leo, Larsson, Håkansson, Persson & Björk, 2019). In the conditions of human communication, quite specific communication barriers may arise. They are not related to vulnerabilities in any channel or communication with coding and decoding errors, but are of a social or psychological nature. On the one hand, such barriers may arise due to the fact that there is no understanding of the communication situation, caused not just by the different

language spoken by the participants of the communicative process, but by deeper differences. These can be social, political, religious, professional differences, which not only give rise to different interpretations of the same concepts used in the process of communication, but also generally different worldviews, worldviews, worldviews. Barriers of this kind are caused by objective social reasons, the affiliation of communication partners to different social groups, and when they appear, the effect of communication in a wider system of social relations is especially clear. Communication in this case demonstrates its characteristic that it is only a side of communication. On the other hand, communication barriers can have a more purely psychological nature (Borle, Reichel, Niebuhr & Voelter-Mahlknecht, 2021). They can either arise as a result of individual psychological features of the people communicating, or due to the special kind of psychological relations formed between the people communicating: hostility towards each other, mistrust, etc. In this case, the connection that exists between communication and relation is particularly clear, which is naturally absent in cybernetic systems. All this allows us to raise the issue of communication training in a very special way, for example, in the context of social and psychological training, the improvement of society is impossible without self-education of each individual, an important means of which is self-control. Formation of the ability to self-control emotions and activities can become one of the conditions for increasing the effectiveness of education and education of a modern personality. Recently, the problem of self-control is increasingly becoming the subject of psychological and pedagogical research. However, these studies are mainly devoted to the problem of self-control in work and sports. The issue of self-control of adolescents in extracurricular work has not been given enough attention. Having reviewed the psychological and pedagogical literature known to us, we came to the conclusion that the research was conducted with a certain conditional periodization.

7. Conclusions

Summarizing, we note that the article presents the essence of the technology for the development of social and communicative competence of future teachers of a higher school, which is a set of methods, techniques and teaching tools, forms of control and correction, which are gradually (conceptual, motivational-stimulating, content-procedural, practical, diagnostic-resultative) introduced into the educational process of a higher educational institution, ensure the self-realization of students in various types of social and communicative activities and guarantee the achievement of the final result - the development of social - communicative competence of future higher education teachers. One of the most effective means of increasing a teacher's professional competence is self-education. Professional self-education of a teacher is a conscious activity to improve one's personality as a specialist: adapting one's individual unique qualities to the requirements of pedagogical activity, constantly improving professional competence and continuously improving the qualities of one's personality. And since it is much more difficult to teach oneself than someone else, it involves methodical support. It should be multi-level and necessarily gradual.

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