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DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF FUTURE SPECIAL EDUCATION TEACHERS

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Abstract. The article highlights the peculiarities of the development of communicative competence of future teachers of special education in the context of their professional training. It is noted that communicative competence is a mandatory component of a teacher's professional skills, a clue to efficient interaction with students, and effective educational activities. Its structure includes language, speech and communicative competence. It has been proven that the key to the active and effective development of the communicative competence of future special education teachers, including speech therapists and correctional teachers, is the active use of effective methods and techniques aimed at forming knowledge of language norms and rules, rhetorical culture, speech and communication skills in various situations. Such knowledge, abilities and skills are formed in the process of studying the courses "Academic Rhetoric" and "Foreign language for professional purposes" while listening to and analyzing speeches, conversations, discussions and interviews with specialists; performing role-playing games and analysis of communicative situations; practicing the storytelling method; expressive reading and recitation of works; analysis and texts editing; preparation and delivery of speeches; development of methodological models, selection and creation of exercises and tasks for the formation of students' coherent, correct, logical, expedient, expressive, figurative speech skills.

As a result of the empirical study, it was confirmed that the method based on the step-by-step development of communicative competence of future teachers is effective. In particular, it is about studying language material and enriching the active dictionary with professional vocabulary; improvement of monologic and dialogic speech, oral and written comprehension skills; mastering the norms of speech culture; active communicative activity and interaction in different situations with different target groups - students, parents of students, and colleagues.

Keywords: communicative competence, language competence, speech competence, special education, teacher training, inclusive educational environment.

1. INTRODUCTION

The active development of special education in modern Ukraine is due to the democratization of Ukrainian society, aimed at providing equal opportunities for education to all citizens. In recent years, the number of special classes in general educational institutions of the mass type has increased significantly. This allows children with psychophysical development disorders to be involved in socialization and integration into the general educational space. In turn, there is a problem of training special education specialists to work in such classes. In addition to pedagogical competence, they must have the skills and abilities to conduct educational activities and interact in

an inclusive environment. Communication with students, parents, and colleagues plays a special role in this process.

In this article, there is an analysis of the problem of developing the communicative competence of future special education teachers in the context of their professional training; consideration of effective methods and methods of its solution.

Communicative competence is understood as the ability of an individual to establish, maintain and ensure contact with other people; a certain set of knowledge, abilities and skills of speech interaction that ensure effective communication. Such competence is the result of knowledge of language norms, and experience of human communication and is formed not only in the conditions of direct interaction but also in the process of constant practice of speaking, reading, watching movies, and immersion in the cultural and artistic environment. When mastering the communicative sphere from the cultural environment, each speaker actualizes the means of analysis and functioning of communicative situations in the form of verbal and visual forms.

In 1972, the American linguist Hymes (1972) introduced the concept of “communicative competence” into scientific circulation in opposition to the theory of language competence promoted by N. Chomsky. Annegret Hannawa and Brian Spitzberg (2015) join the efforts of scholars from around the world to study various aspects of communicative competence, including its history, main components, and applications in interpersonal, group, institutional and social context (Rickheit & Strohner, 2008).

Communicative competence is a key component of a teacher's professional and pedagogical competence, which is evidenced by regulatory documents, in particular, “Teacher's Professional Standard” (The professional standard for primary school teachers..., 2020), Standards of Higher Education of Ukraine in the field of Education – 01 Education/Pedagogy. Given this, the issue of the development of linguistic and communicative knowledge, abilities, and skills of teachers constantly attract attention of many scientists. Drozd (2013) and Zabrotskyi (2007) consider the theoretical and practical aspects of the formation and manifestations of a teacher's communicative competence. Korniyak (2013) and Kots (2007) analyze communicative competence as a component of future teachers' professionalism. The studies of Leshchenko (2015), Simonenko (2007), and Smakota (2005) are aimed at training teachers in specific fields – philologists and primary school teachers. In the context of the training of correctional teachers, this problem is considered by Lopatynska (2015).

However, there is still few scientific research in which the main focus would be on the development of the communicative competence of future teachers of special education, with an emphasis on the role of educational courses, and the feasibility of methods and approaches that are effective in this process. It is urgent to consider the formation and implementation of practical activities in an inclusive environment of language, speech, activity, and pragmatic competence as components of the communicative competence of future special education specialists.

2. RESULTS AND DISCUSSION

2.1. Communicative competence of a special education teacher, its components and development criteria

Communicative competence is a component of a teacher's professional competence. The level of its formation indicates how successfully a teacher can conduct educational activities, achieve set goals, and effective results in the process of student learning and self-education. After all, to form students' communicative competence, the teacher oneself must possess good knowledge, skills, and communication skills. The task is getting more complicated in the context of inclusive education.

The development of the communicative competence of future teachers of special education, in particular speech therapists, is based on the formation of the main components – cognitive (knowledge of the value-meaning aspects of communication), value-meaning (values actualized by communication), personal (qualities of communicators: confidence, optimism, benevolence, tolerance and respect for others, honesty, justice, altruism, stress resistance), emotional (emotionally balanced contact with the interlocutor), behavioral (basic element of a person's communicative behavior, the components of which are communicative skills). In an inclusive educational environment, the teacher's ability to establish mutual understanding with students, ability to emotional identification and empathy, stable value orientations and moral readiness for interaction acquire special importance. These qualities are manifested in a friendly, attentive attitude, tact, delicacy, and politeness. They are a necessary prerequisite for communication between the teacher and students.

In the structure of communicative competence of individuals, language, speech, activity, and pragmatic competence are distinguished. Linguistic competence is the assimilation and awareness of language norms that have historically developed in phonetics, vocabulary, grammar, orthography, semantics, and stylistics. It is a prerequisite for speech competence. Speech competence is the ability to adequately and correctly use language in practice (to express one's thoughts, wishes, intentions, requests, etc.), and to use both linguistic and non-linguistic (mimicry, gestures, movements), intonation means of speech expressiveness. Operational competence consists of the ability of an individual to achieve a certain goal due to skillful planning, organization, activity control, and its creative adjustment in non-standard situations based on the analysis of one's own and others' communicative behavior. Sociocultural competence is aimed at the formation of a person's national linguistic picture of the world, taking into account cultural, linguistic, and sociolinguistic knowledge and experience. The content of pragmatic competence consists of a person's ability to choose and apply relevant speech strategies and techniques aimed at achieving a communicative goal by following pragmatic guidelines.

Taking into account the peculiarities of the training of future correctional teachers, N. Lopatynska outlines the meaning of the concepts “language competence”, “speech competence” and “communicative competence” based on the generalizations of different views (Lopatynska, 2015). She, alongside Bogush (1997), claims that language competence is awareness of language norms, and its structural components correspond to the levels of the language system – phonetic, lexical and grammatical. First of all, a specialist must possess a significant word vocabulary, demonstrate the terminology vocabulary of the relevant field of activity, which is used appropriately and adequately. Future correctional teachers or language therapists must be able to pronounce all sounds correctly, adhere to orthoepic norms, possess intonation patterns of language expressiveness in order to use them in communication. They should also know the norms and laws of language grammar, rules of using grammatical forms in order to correctly construct statements. It should be added that the understanding of a coherent text, the ability to answer and ask meaningful questions, start and keep a conversation, process a dialogue, and compose different stories (diamonological competence) are no less important. Knowledge of the rules of stylistics is the basis of the ability to stylistically color speech; analyze language material; create own statements of various types and genres; improve the text, strengthen certain stylistic features, which contribute to the expressiveness of speech.

Thus, language competence is the basis of speech, which is realized in the process of communication. Speech competence is defined as the improvement of communication skills in the main types of speech activity – listening, speaking, reading and writing; the ability to plan one's speech and non-speech behavior, the ability to use the stylistic richness of one's native language (Bohush, 1997, p. 53). In turn, speech competence, speech skills are the key to the formation of a specialist's communicative competence. It covers both knowledge of the language and fluency in

speech, communication techniques, rules of politeness, norms of communicative behavior.

Scientists analyze various criteria for the development of communicative competence of future teachers. Yehorova (2014) raises the issue of psychological readiness of future teachers for professional training and singles out the following criteria: the ability to verbally and non-verbally exchange information, as well as to diagnose the qualities of the interlocutor; to develop a strategy and tactics of interaction with people; to organize their joint activities; to identify oneself with the interlocutor (p. 199). However, in our opinion, these are very general criteria and rather relate to communication in general, and not only to pedagogical activity.

Therefore, some findings by O. Semenog became of a particular relevance to us. She claims that the formation of professional communicative competence requires:

- deep professional knowledge and mastery of the conceptual and categorical apparatus of a certain professional sphere and the corresponding system of terms;
- skilful professional use of language styles and genres in accordance with the place, time, circumstances, status and role characteristics of the partner (partners);
- knowledge of etiquette language formulas and the ability to use them in professional communication;
- ability to find, select, perceive, analyze and use information of a specialized field;
- possession of interactive communication, a characteristic feature of which is the need for an immediate appropriate reaction to a message or information that is in the context of previous messages;
- possession of the basics of rhetorical knowledge and skills;
- ability to assess the communicative situation quickly and at a high professional level, make decisions and plan communicative actions (Semenoh, 2005, p. 221).

The structure of the teacher's professional and communicative competence, suggested by Drozd (2013), is holistic, and is formed by general and professional components. General communicative competence appears on the ability to establish contact and maintain a conversation with the interlocutor, to make up statements depending on the purpose of communication and in compliance with moral and ethical norms of communication. Professional communicative competence involves the possession of terminology of a certain field for supporting business communication; knowledge of the theory of pedagogical communication, age psychology (pp. 9-10). An important role is played by the motivational component (motives for choosing a profession, humanistically directed interaction with students), personal qualities, and values. The operational component of the teacher's pedagogical communicative competence is aimed at the practical use of knowledge and skills. Its content is formed by the ability to establish contact with students, their parents, colleagues; choose the right communication style; possess means of verbal and non-verbal communication; use a differentiated and individual approach to students, solve pedagogical problems; carry out design and corrective analytical activities (Drozd, 2013, p. 11).

Communication of special education teachers is based on the teacher's ability to communicate with students, including children with special educational needs, their parents, and colleagues. In the process of professional training, in particular, of correctional teachers, special education teachers (speech therapists, teachers for the deaf, etc.), special attention is paid to the development of the quality character of speech (observance of language norms, mastery of the technique and speech logics, intonation variability), the ability to express oneself correctly, to justify one's ideas, to demonstrate the culture of professional thinking and interaction (prediction of communicative behavior, implementation of emotional and experimental influence), skills of adaptation to socio-educational conditions and a specific child.

2.2. Methods and techniques for the development of students' communicative competence in the process of studying "Academic rhetoric" and "Foreign language for professional purposes"

Development of communicative competence is one of the key tasks of training specialists in any field. The platform for its implementation in the process of training future teachers of special education (including students of specialty 016 "Special education. Speech Therapy") is the regulatory courses "Academic Rhetoric" and "Foreign language for professional purposes".

Academic Rhetoric is a complex science that is a part of philosophical and philological courses. Nowadays, the tradition of teaching rhetoric in institutions of higher education, which prevailed in Ukrainian universities at the beginning of their operation, but was destroyed by the Soviet system and turned into ideological propaganda, is being restored. Traditionally, Academic Rhetoric was considered a classical science, the purpose of which is to form oratorical culture as the basis of professionalism of a humanitarian specialist and that of any other field, society in general. This is a science based on knowledge of the language, its laws, and the culture of speech. It is the language that models people's actions and allows them to realize themselves as spiritual personalities. It is based on the knowledge of text creation and presentation. Rhetoric is also a science that teaches how to be successful, competitive specialists, brilliant speakers and communicators in various communicative situations. In the context of training future teachers of special education (including speech therapists), the purpose of studying Academic Rhetoric is the formation of a rhetorical, cultural and linguistic personality of a teacher, including special education, with effective thinking, high-quality speech and optimal communication. Such a specialist should possess:

- fundamental knowledge of the theoretical foundations of rhetoric and techniques of oratorical art;
- professional rhetorical culture of the teacher;
- high-quality speech and communicative competence;
- practical and methodical skills of preparing an oratorical piece and delivering a public speech using digital tools and other innovative technologies;
- methods of persuasion and effective forms of influence on the audience;
- critical and creative thinking, ability for innovative activity and self-development (Kachak, 2023, p. 4).

Among other things, the curriculum of the course "Academic Rhetoric" provides for the study of topics devoted to the culture of speech, non-verbal culture of communication, preparation of a speech, conversation with parents. Studying theoretical material is accompanied by practical work with texts, performance of creative tasks (writing essays, planning conversations on a professional topics, preparing and delivering speeches taking into account the laws and principles of rhetoric, etc.). Such activities contribute to the formation of important communicative qualities of future teachers:

- ability to carry out effective communication in the process of solving professional and pedagogical tasks, eliminating communication barriers, organizing educational dialogues with children with special educational needs;
- ability to create a safe, psychologically comfortable, tolerant, health-preserving educational environment focused on the personal, creative and spiritual development of students, taking into account their age, individual characteristics and regional factors of development.

"Foreign language for professional purposes" is a course in the process of which students master modern approaches to the basics of oral and written communication in typical situations; teaching speech activity on original texts in English with a professional focus. In the process of studying the course, we find effective to work on mastering terminology, lexical, and stylistic features of specialized articles devoted to the problems of special education, organization of an

inclusive environment, work with children with special needs, speech disorders, etc. As a result of studying the course, practicing engaging listening and speaking activities, future teachers perceive and understand monologic and dialogic statements within professional topics; deliver messages on solutions of issues related to pedagogical activity; improve their ability to communicate in a foreign language at the level of everyday topics and situations. In addition, future teachers polish their reading, translation, and writing skills. All of the mentioned knowledge, abilities and skills are criteria for foreign language communicative competence of teachers, which is very important in the modern educational environment.

Effective methods and techniques for the development of students' communicative competence in classes in the mentioned courses are assignments on the study of language material (learning vocabulary, grammar rules, syntactic norms, etc.); reproductive, constructive and creative tasks based on work with texts; oral and written statements in the process of monologue and dialogic communication; preparation of speeches and their delivery. A special role is given to the use of digital tools as a means of visualizing educational material, creating training exercises, and organizing distance learning. Researchers Blyznyuk et al. (2021) emphasize these aspects (Budnyk et al., 2020; Budnyk & Kotyk, 2020), Kachak (2021), (Blyznyuk et al., 2021), M. Kotyk (Budnyk & Kotyk, 2020), K. Fomin (Budnyk et al., 2020) and others.

The potential possibilities of the mentioned methods and techniques in solving the analyzed problem will be revealed in more detail in the table (Tab. 1). It is urgent to note which knowledge, abilities and skills, components of students' communicative competence can be formed in the process of educational activity; how students will be able to use these skills in their further practical work as a special education teacher.

Tab. 1

Features of the development of students' communicative competence

Content, methods and techniques of developing students' communicative competence	Knowledge, abilities and skills, a component of communicative competence (language, speech, and communicative)	Effective means and digital tools in the process of implementation, including during distance learning	Ways to use the formed skills in the professional activity of a special education teacher
Listening and analysing speeches, conversations, discussions, interviews with specialists	Enrichment of the vocabulary with professional terminology; assimilation of speech patterns; improvement of the speech component of communicative competence	Organization of synchronous online meetings using presentation and video viewing capabilities (Zoom, Google meet, Webex); use of educational platforms for downloading materials (Moodle); organization of chats in social networks.	Ability to conduct a dialogue, organize a discussion with colleagues using professional terminology is an important component of pedagogical activity.
Role-playing games and communicative situations	Improvement of the communicative qualities of speech: correctness, accuracy, logic, clarity, purity, imagery, richness, variety of language means, appropriateness,	Training exercises in LearningApps, Wordwall; collaborative work on the Padlet board; video creation in Canva, Movavi	Ability to communicate in different conditions and situations in the process of educational activities, interaction with children, parents,

	accessibility, sufficiency, brevity, meaningfulness, emotionality, aesthetics, and effectiveness.	services.	colleagues; provide quick orientation, correct definition of the goal, content, means of speech and speech behavior.
Storytelling and essay writing	Development of creative abilities and creative thinking; communicative and improvisational skills, as well as the ability to formulate statements; development of monologue speech and communicative competence.	Writing individual and collective stories on the Padlet board; creation of shared text files and multimedia presentations using Canva, Google Drive, Dropbox services.	When working with children in an inclusive environment, the ability to tell stories is used at the stage of acquaintance, in long-term group tasks, in the process of mastering educational material and educating students of value orientations.
Expressive reading and recitation	Speech technique (voice control, speech melody) and reading. Ability to use lexical, syntactic, stylistic means of speech expression (artistic means) that represent the beauty and richness of the native language. Development of speech culture.	Recording of audio and video files with recitation using various services and programs; creating educational content for students on Flipgrid, YouTube or other Internet platforms	Teacher's speech is a model for students to follow and a means of pedagogical influence.
Analysis of texts of various styles	Ability to evaluate expressions (oral, written) of different styles, types and genres, taking into account the content correctness of speech, linguistic and extralinguistic features. Development of language and speech competences.	Collaborative work on texts using Google tools and programs, Canva, Padlet, Dropbox services.	Ability to analyze texts contributes to the creation of one's own statements, performances, speeches, as well as the analysis of other people's speech: students - for the purpose of correction, colleagues - for the purpose of self-improvement.
Editing and working with deformed texts	Ability to find and correct flaws and mistakes in statements, edit one's own speech and that of others	Text editing in the LearningApps program; collaborative work on texts using Google tools and programs, Canva, Padlet, Dropbox services.	Editing skills contribute to the improvement of one's speech, the formulation of ideas in various communicative situations.
Preparation and delivery of speeches on professional topics	Improvement of monologue speech; development of rhetorical	Multimedia tools for speeches presentation, digital tools of the	Each of special education should not only be able to present

	culture	Canva service; mind maps created in Coggle.	a certain topic in front of colleagues or parents, but also possess the art of persuasion, which is an element of rhetorical culture.
Discussions and debate	Mastery of a dialogical form of speech, the technique of conducting a discussion	Organization of synchronous and asynchronous online discussions (Zoom, Google meet, Webex); using the Parley online discussion platform.	Ability to lead a discussion is important in group activities, establishing professional communication and children's work in groups.
Development of methodological models of communication with students in the educational environment of inclusive education	Formation of strategic planning skills for communicative work with students in an inclusive educational environment; taking into account different models of interaction and types of communicative situations.	Use of sites for publishing one's own pedagogical experience and getting to know someone else's: "Methodical portal", "Na Urok", "Vseosvita",	Exchange of pedagogical experience for professional growth and improvement of pedagogical skills; improvement of own methodical system of special education.
Selection of communicative exercises and tasks, educational texts for the formation in students of the skills of correct, logical, expressive, expedient, accurate, figurative speech in compliance with moral and ethical norms and value attitudes of communication	Skills of preparation and creation of educational materials for the development of communicative competence of students with special educational needs	Creation of exercises and tasks using LearningApps, Wordwall, Canva services; preparation of interactive posters with tasks in Glogster, ThihgLink, Genially programs.	Exercises and tasks are a mandatory element of any teacher's methodological case. In the context of special education, this set should be created taking into account the needs of different groups of children with special educational needs.
Project activity	Ability to work on a project individually and collectively; plan, generate ideas, strategize and implement them.	Services for creating individual and collective projects - Canva, Padlet, Glogster, ThihgLink, Genial.ly, Google.	Ability to organize and carry out project activities contribute to the effective organization of the educational process of students, in particular, motivational, operational-executive and reflective-evaluative activities.

The general algorithm of systematic work in the process of training special education teachers, aimed at solving the problem of developing communicative professional competence, has several stages:

- 1) studying language material and enriching the professional vocabulary of an active vocabulary;
- 2) improvement of monologic and dialogic speech, oral and written comprehension skills; mastering the norms of speech culture;
- 3) active communicative activity and interaction in different situations with different participants - students, students' parents, colleagues, etc.

The conducted empirical stage of research and student surveys proved the effectiveness of the described system of developing the communicative competence of future teachers of special education, which included training within the courses "Academic Rhetoric" and "Foreign Language for Professional Purposes". We determined the level of students' communicative competence after studying the mentioned courses, taking into account linguistic, speech and communicative criteria. In the process of working with texts, students had to demonstrate knowledge of linguistic material, lexical, grammatical and stylistic norms. The preparation and delivery of the speech gave an opportunity to evaluate monologue speech and rhetorical culture, and participation in a discussion on a professional topic - dialogic speech and the ability to navigate in communicative situations. We checked professional communication with students in the conditions of an inclusive environment during production practice by analyzing credit lessons. As a result, we might claim that out of 65 students of the 1st year of the Master's degree in the specialty 016 "Special education. Speech Therapy", who studied the mentioned academic disciplines during 2022-2023 at Vasyl Stefanyk Precarpathian National University, 48 respondents demonstrated a high level of communication skills. They perfectly interacted and communicated with their groupmates during interactive tasks, expressed their own ideas and views, using a rich language arsenal and non-verbal means, demonstrated a masterful command of language and speech competence, rhetorical culture. Students practiced different types of communication during teaching practice: in interaction with children in an inclusive environment, during conversations with parents who raise children with speech disorders, as well as in the context of communication with fellow teachers.

3. CONCLUSIONS

Communicative competence is a compulsory component of a teacher's professional skills, a assurance of effective interaction with students and engaging educational activities. Its structure includes language, speech, and communicative competence. They are implemented within the cognitive, value-meaning, personal, and emotional components of the specialist's pedagogical activity.

The clue to the active and effective development of the communicative competence of future special education teachers, including speech therapists and correctional teachers, is the active use of effective methods and techniques aimed at forming knowledge of language norms and rules, rhetorical culture, speech and communication skills in various communicative situations. The knowledge, abilities, and skills are formed in the process of studying the courses "Academic Rhetoric" and "Foreign Language for Professional Purposes" while listening to and analyzing speeches, conversations, discussions, and interviews with specialists; performing role-playing games and analysis of communicative situations; practicing the storytelling method; expressive reading and recitation of works; analysis and editing of texts; preparation and delivery of speeches; development of methodological models, selection and creation of exercises and tasks for the formation of students' coherent, correct, logical, expedient, expressive, and figurative speech skills.

Analysis of the results of the empirical research conducted after the study of the mentioned

courses by students of the 1st year of the Master's program in specialty 016 "Special Education. Speech Therapy" at Vasyl Stefanyk Precarpathian National University, testified to efficiency of the methodology built on the step-by-step development of the communicative competence of future teachers. We consider the research aimed at a detailed analysis of the process of communicative activity of a special education teacher in the conditions of traditional and distance learning to promising and worth further scientists' attention.

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В статті висвітлено особливості розвитку комунікативної компетентності майбутніх учителів спеціальної освіти у контексті їх фахової підготовки. Зазначено, що комунікативна компетентність є обов'язковим компонентом професійної майстерності педагога, запорукою ефективної взаємодії з учнями та результативної освітньої діяльності. В її структурі – мовна, мовленнєва і власне комунікативна компетентності. Доведено, що запорукою активного й ефективного розвитку комунікативної компетентності майбутніх вчителів спеціальної освіти, у тому числі логопедів, корекційних педагогів, є активне використання дієвих методів і прийомів, спрямованих на формування знань мовних норм і правил, мовленнєвих вмінь, риторичної культури, навичок спілкування у різних комунікативних ситуаціях. Ці знання, вміння й навички формуються у процесі вивчення дисциплін «Академічна риторика» та «Іноземна мова за професійним спрямуванням» під час прослуховування та обговорення виступів, бесід, дискусій та інтерв'ю з фахівцями; виконання рольових ігор та аналізу комунікативних ситуацій; практикування методу *storytelling*; виразного читання й декламування творів; аналізу й редагування текстів; підготовки й виголошення промов; розробки методичних моделей, підбору й створення вправ і завдань для формування в учнів навичок зв'язного, правильного, логічного, доцільного, виразного, образного мовлення.

У результаті емпіричного дослідження підтверджено, що ефективною є методика, побудована на поетапному розвитку комунікативної компетентності майбутніх педагогів. Зокрема, йдеться про вивчення мовного матеріалу та збагачення фаховою лексикою активного словника; удосконалення монологічного й діалогічного мовлення, навичок усного та писемного виловлювання; засвоєння норм

культури мовлення; активна комунікативна діяльність та інтерактивна взаємодія у різних ситуаціях з різними адресатами – здобувачами освіти, батьками учнів, колегами.

Ключові слова: комунікативна компетентність, мовна компетентність, мовленнєва компетентність, спеціальна освіта, підготовка педагогів, інклюзивне освітнє середовище.