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COMMUNICATIVE ETIQUETTE IN THE TEACHER'S PROFESSIONAL ACTIVITY

The article examines communicative etiquette as an important component of a modern teacher's professional culture and professional profile. Compliance with the norms of communication etiquette is considered one of the essential personal characteristics and soft skills of a teacher that contributes to effective interaction with all participants in the educational process. The study focuses on the essence, structure and significance of communicative etiquette and identifies the relationship between its main components: language and speech etiquette, non-verbal means of communication, ethical and emotional-behavioral components, listening skills and the appropriate tone of communication. Particular attention is paid to the role of communicative etiquette in creating a comfortable and safe educational environment, establishing cooperation and developing trusting relationships between teachers, students, parents and colleagues. The necessity of purposeful development of professional communication culture among future teachers is emphasized.

The aim of the article is to examine the content and main components of communicative etiquette and to substantiate the importance of observing its norms in the professional activity of a teacher.

The professional profile of a modern teacher is constantly changing in response to social processes, public needs and contemporary challenges. Increasing importance is attached to teachers' personal qualities and soft skills because a modern teacher performs not only educational but also psychological, advisory, motivational and mentoring functions.

Issues regarding the culture of communication fall within the scope of research interests of a number of Ukrainian scholars, including O. Bobyr, S. Bohdan, N. Bezliudna, N. Volkova, M. Voloshchak, N. Dudnyk, K. Koval, S. Nakhod, M. Oliiar, M. Stelmakhovych and others. It is worth paying special attention to examining these issues through the lens of an educator's professional competencies, as the success of their interaction with other participants in the educational process—as well as the overall effectiveness of their pedagogical practice—depends on their command of communication skills and adherence to the norms of speech etiquette.

Among the important soft skills of a teacher are communication skills, empathy, cooperation, adaptability, emotional culture and the ability to interact constructively with others. In the present circumstances, when Ukrainian society is experiencing significant social and psychological challenges, the teacher's communication culture plays an important role in creating a comfortable, safe and supportive educational environment. Communicative etiquette is an important component of a teacher's professional culture because it involves not only correct speech but also the manner of interaction, behaviour, attitude towards the interlocutor, use of non-verbal means and the ability to take a particular communicative situation into account.

Communicative etiquette can be understood as a system of socially accepted rules and norms regulating people's behaviour in the process of interaction. It determines not only external manifestations of politeness but also the nature of relationships between participants in communication. Language and speech etiquette are important components of communicative etiquette. Language etiquette includes a system of verbal forms of politeness established within a particular culture. These include conventional forms of greeting, farewell, gratitude, requests, apologies, congratulations, wishes and forms of address. Speech etiquette is connected with the practical use of these linguistic means in a particular situation. It involves the ability to select an appropriate verbal formula according to the age and social status of the interlocutor, the nature of their relationship, the purpose of communication and the specific circumstances. Communicative etiquette is a broader concept because it also includes non-verbal means of communication. Facial expressions, gestures, eye contact, posture, intonation, pauses and other non-verbal means may reinforce or modify the meaning of spoken words. In professional teacher communication, consistency between verbal and non-verbal behaviour is an important condition for effective interaction.

The ethical and emotional-behavioral component of communicative etiquette is equally important. Respect, politeness, friendliness, tact, consideration, courtesy and empathy determine the quality of interpersonal interaction. Even appropriately structured speech may lose its positive effect if it is accompanied by indifference, aggressive intonation, disrespectful attitudes or inappropriate behaviour.

Active listening is an essential element of communicative etiquette. Professional teaching requires not only the ability to express ideas clearly but also the ability to listen attentively to other people. Listening skills contribute to an atmosphere of trust and goodwill and help teachers better understand the thoughts, feelings and needs of their interlocutors. This is particularly important in teacher-student interaction because inattention, distraction or ignoring a student's statements may result in misunderstanding, loss of trust and conflict.

Therefore, active listening is not merely a communication skill. It is also an expression of respect for another person and an important indicator of a teacher's professional culture. Compliance with the norms of communicative etiquette performs a number of important functions. First, it contributes to establishing, maintaining and developing interpersonal and social relationships. Etiquette-based forms of communication help regulate relationships between participants, create conditions for a positive response and encourage involvement in interaction.

In the professional activity of a teacher, these functions are particularly evident. Communicative etiquette helps establish partnership with students, parents, colleagues and other participants in the educational process, maintain a positive psychological climate and create conditions for effective cooperation. Thus, etiquette does not restrict a teacher's communicative opportunities. On the contrary, it expands them by facilitating a more effective exchange of information, feelings and ideas.

Communication culture develops gradually, beginning in the family and continuing through preschool, general secondary and professional education. A teacher's professional etiquette develops further during professional training at a pedagogical college or higher education institution. Therefore, the development of soft skills and communication culture should receive systematic attention in teacher education.

Future teachers need not only to learn the rules of professional communication but also to acquire the ability to apply them in different pedagogical situations.

Particular attention should be paid to developing skills of tolerant and sensitive communication with people who have different life experiences and needs. In the context of contemporary Ukrainian society, teacher education should address communication with people with disabilities and special educational needs, military personnel and defenders, civilians affected by hostilities, and other people experiencing difficult life circumstances.

Communicative etiquette is an important component of the professional culture of a modern teacher. Compliance with its norms characterizes not only communicative competence but also a person's general culture, attitude towards others and readiness for constructive interaction. A teacher should serve as an example of culturally appropriate behaviour for students. Their manner of communication, choice of verbal and non-verbal means, ability to listen, respect for interlocutors and appropriate use of different tones of communication directly influence the psychological climate of the educational environment.

Communicative etiquette contributes to mutual understanding, partnership, constructive resolution of communicative situations and the creation of a favourable atmosphere for learning and cooperation. Therefore, the development of professional communication culture should be an integral part of the professional training of future teachers.

The issue of professional and communicative etiquette in teaching remains broad and multifaceted and requires further theoretical research as well as practical implementation in teacher education programmes.