

PROBLEMS OF TEACHER TRAINING**ПРОБЛЕМИ ПІДГОТОВКИ ВЧИТЕЛЯ**

UDC 378.147.091.33:316.77

[https://doi.org/10.31652/3041-1203-2023\(2\)-51-57](https://doi.org/10.31652/3041-1203-2023(2)-51-57)**Improvement of communicative support of teacher's activities as a factor in enhancing the quality of education****Svitlana Nahorniak, Nataliia Stavnycha**

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Abstract

The article is devoted to the study and analysis of effective strategies for improving the communication skills of teachers in the higher education system. The authors consider the importance of interaction between teachers and students as a key aspect of a successful teaching-learning process and highlight the impact of quality communication on the overall level of the educational process. It is important to note that modern means of communication open up new opportunities for the implementation of the process of education. The article provides a detailed description and characteristics of the concept of communicative support in higher education institutions.

The analysis of the scientific literature on the outlined topic has been carried out. The main types of communication support in institutions of higher education have been considered and their impact on improving the quality of education has been analyzed. The necessity to introduce new forms and methods of learning that contribute to the development of communicative competence of higher education students has been substantiated.

The article analyzes modern approaches to improving the communicative interaction of teachers and students, considering pedagogical, technological and psychological aspects. Methods of increasing the effectiveness of teachers' communication with students are taken into account, including the use of interactive methods, the use of modern means of communication and the development of teacher empathy.

Statistical data are provided that give an estimate of the popularity of certain forms of communication between teachers and students. Statistical analysis is carried out in the article. The main trends in the development of communicative support of the educational process are outlined.

The article notes that increasing the level of communicative competence of teachers is a key factor in improving the quality of education. The recommendations and practical advice given in the article can serve as a basis for the development of the programs and trainings to improve the communication skills of teachers in higher education institutions.

Keywords: communicative support, educational process, students, teacher, quality of education

Вдосконалення комунікативного забезпечення діяльності викладача як фактор підвищення якості освіти

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Анотація

Стаття присвячена вивченню та аналізу ефективних стратегій поліпшення комунікативних навичок викладачів у системі вищої освіти. Автори розглядають важливість взаємодії між викладачем та здобувачами вищої освіти як ключовий аспект успішного освітнього процесу та висвітлюють вплив якісної комунікації на загальний рівень освітнього процесу. Зазначається, що сучасні засоби комунікації відкривають нові можливості для реалізації освітнього процесу. У статті наведено детальний опис та характеристика поняття комунікативного забезпечення в закладах вищої освіти.

Здійснено аналіз наукової літератури з окресленої теми. Розглянуто основні види комунікативного забезпечення у закладах вищої освіти та проаналізовано їх вплив на підвищення якості освіти. Обґрунтовано необхідність впровадження нових форм і методів навчання, які сприяють розвитку комунікативної компетентності здобувачів вищої освіти.

У статті проаналізовано сучасні підходи до вдосконалення комунікативної взаємодії викладачів та здобувачів вищої освіти, враховуючи педагогічні, технологічні та психологічні аспекти. Розглядаються методи підвищення ефективності спілкування викладачів із здобувачами вищої освіти, включаючи застосування інтерактивних методик, використання сучасних засобів комунікації та розвиток емпатії викладача.

Наведено статистичні данні, що дають оцінку популярності тих чи інших форм комунікації між викладачами та здобувачами вищої освіти. У статті здійснено статистичний аналіз. Окреслено основні тенденції розвитку комунікативного забезпечення освітнього процесу.

У статті зазначається, що підвищення рівня комунікативної компетентності викладачів є ключовим фактором підвищення якості освіти. Рекомендації та практичні поради, наведені в статті, можуть слугувати основою для розробки програм та тренінгів з підвищення комунікативних навичок викладачів у вищих навчальних закладах.

Ключові слова: комунікативне забезпечення, освітній процес, здобувачі вищої освіти, викладач, якість освіти

Statement of the problem. The teacher's communication skills are becoming an integral part of his or her professional competence in the modern educational space. Effective communication not only contributes to better learning by the students, but also makes the learning process more interesting, dynamic and productive.

Modern educational processes in higher education institutions are characterized by significant communication complexity. On the one hand, the educational process involves active interaction of all the participants: teachers, students, staff, and pa-

rents. On the other hand, modern means of communication not only open up new opportunities for the implementation of the educational process, but also create new challenges.

In this regard, it is important to study the communication support of the educational process in higher education institutions. Such a study will help to identify the main trends in the development of communication support for the educational process, identify its strengths and weaknesses, and develop recommendations for its improvement.

Analysis of recent research and publications.

There is a significant amount of research in the scientific literature on the communication support of the educational process. Research in this area has been conducted by the following scientists: P. Volynets considers communication as one of the main conditions for the successful implementation of the educational process in higher education institutions; S. Dembitska, I. Kobylanska, S. Pugach analyze the role of communication in the professional training of future specialists in distance learning; R. Gurevych studies the impact of information and telecommunication technologies on the development of communication support for teachers' activities; V. Voitko, S. Bevz, S. Burbelo, P. Stavyskyi, O. Khoshaba, N. Rysynets, O. Teplova, A. Smolarz, S. Smailova, A. Mussabekova, B. Yeraliyeva consider the impact of neural networks on the communication support of the educational process.

The research reveals various aspects of the communication support of the educational process in higher education institutions and suggests ways to improve it. However, we believe that the issue of improving the communication support of the teacher's activities as a factor in enhancing the quality of education has not been fully explored.

The purpose of the article is to study and analyze the impact of improving teachers' communication skills on the overall quality of the educational process in higher education institutions. The tasks of the article include analyzing the current state of communication interaction, identifying the key aspects of teacher communication, developing strategies for improving

communication competence, analyzing the results of the implemented strategies and determining their impact on the overall quality of education, student performance and satisfaction with the educational process.

Summary of the main material. Personal communication is the most important type of communication in higher education institutions. It is carried out during classroom lessons, consultations, extracurricular activities, as well as in the process of independent work of students.

For example, during classroom sessions, a teacher communicates with the students by explaining the material, answering the questions, and discussing problematic issues. During consultations, the teacher and the student communicate with each other face to face to discuss individual tasks and problems. During extracurricular activities, students communicate with each other to exchange information, ideas, opinions, and have fun. In the process of independent work, students communicate with teachers and classmates to get advice, help, and discuss the results of their work (Stavnycha N.O., 2023).

Distance communication is becoming increasingly popular in modern higher education institutions. It is carried out through electronic means of communication, such as e-mail, chats, video conferencing, etc. (Dembitska, S. V., Kobylanska, I. M., & Pugach, S. S., 2020).

Group communication is carried out within the framework of group forms of education, such as seminars, workshops, laboratory work, etc. Group communication allows the participants of the educa-

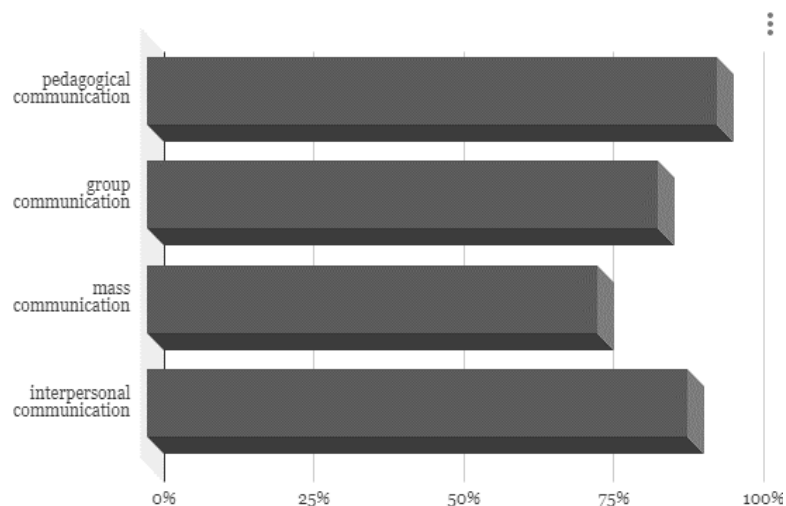


Fig 1. Types of communication support of the educational process.

tional process to work together on common tasks, develop cooperation and teamwork skills. Thus, during the seminars, students discuss problematic issues and work on joint projects. During practical classes, students work in pairs or groups to complete tasks. During laboratory work, students work in groups to conduct experiments.

Public communication is carried out during student speeches at seminars, conferences, competitions, etc. It helps the students to develop presentation and public speaking skills.

According to a study conducted by the Institute of Educational Analytics of the Ministry of Education and Science of Ukraine in 2023, the most commonly used types of communication support for the educational process in Ukrainian higher education institutions are the following: pedagogical communication – 95%, group communication – 85%, mass communication – 75%, interpersonal communication – 90% (Fig. 1). These data show that pedagogical communication is the main type of communication support for the educational process.

Pedagogical communication is a system of purposeful, mediated by the content of education, interactions between teachers and students, aimed at creating conditions for the acquisition of knowledge, personality formation and the development of individual abilities.

Here are some specific examples of the use of different types of communication support for the educational process in Ukrainian higher education institutions:

- Pedagogical communication: lectures, seminars, laboratory work, individual consultations, online learning, etc.

- Interpersonal communication: personal conversations, group discussions, joint projects, etc.

- Group communication: group discussions, debates, project work, etc.

- Mass communication: television, radio, print media, social networks, etc.

An important condition for the successful use of different types of communication support for the educational process is their interconnectedness and complementarity.

According to a study conducted by the Institute of Educational Analytics of the Ministry of Education and Science of Ukraine in 2023, students' satisfaction with communication with teachers is 70%. At the same time, 25% of the students are dissatisfied with communication with teachers, and 5% have no contact with them at all.

The study by R. Gurevich (2005) notes that the use of information and communication technologies (ICT) in the educational process is an important element in improving the efficiency and quality of education. According to the Institute of Educational

Analytics of the Ministry of Education and Science of Ukraine, in 2023, 95% of higher education institutions use ICT in the educational process. At the same time, 80% of higher education institutions use ICTs to organize distance learning, 70% to

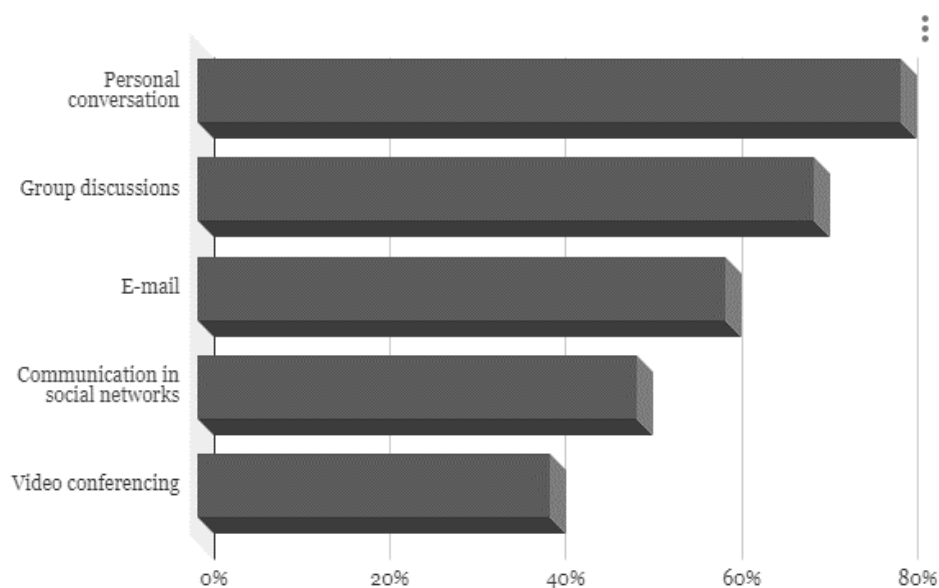


Fig 2. Forms of communication between the participants of the educational process.

improve the skills of teachers, and 60% to organize students' independent work.

According to the study, the most common forms of communication between the participants in the educational process are the following:

- Personal conversation – 80%;
- Group discussions – 70%;
- E-mail – 60%;
- Communication in social networks - 50%;
- Video conferencing – 40% (Fig. 2).

Statistical analysis shows that communication support of the educational process in Ukrainian higher education institutions is an important task. However, there are certain problems that need to be addressed. In particular, it is necessary to increase the level of quality communication between higher education students and teachers, as well as to inten-

sify the use of ICT and neural networks in the educational process (Voitko, Bevz, Burbelo, Stavtyskyi, Khoshaba, Rysynets, Teplova, Smolarz, Smailova, Mussabekova, Yeraliyeva, 2021).

The following methods should be used to improve the communication support of the educational process:

1. Development and implementation of teacher training programs on communication;
2. Organization of trainings and workshops on the development of communication skills for students;
3. Introduction of new forms and methods of teaching that contribute to the development of students' communicative competence;
4. Creation of a favourable psychological climate in the HEI that promotes effective communication between the participants in the educational process.

Table 1

The impact of improving the communication support of teachers' activities on enhancing the quality of education.

Enhancing the communicative, educational and cognitive activities of higher education students	Effective communication helps teachers create a motivating and dynamic educational environment that promotes active participation of students in the learning process.
Improving learning effectiveness	Good communication enables teachers to effectively explain complex concepts and materials in a way that is understandable to students. Teachers should be open to questions and clarifications.
Developing interpersonal skills	Interaction between teachers and students contributes to the development of interpersonal skills, such as listening, empathy, and the ability to notice the individual needs of the students. Strengthening interpersonal relationships creates a positive environment that fosters an open exchange of ideas and promotes critical thinking.
Developing critical thinking skills	Through effective communication, the teacher can promote the development of critical thinking of students, motivating them to make analytical conclusions and show independence in solving the problems identified.
Increasing the motivation of students	Positive and motivating communication is a factor that can increase interest in learning and motivate students to achieve high results. An individual approach to each student significantly increases their interest in the educational process.

Communicative support of the teaching and learning process is an important aspect of the educational process that promotes effective interaction between the participants of the academic process,

the formation of students' communicative competencies, which are necessary for their successful life.

Improving the communication support of the teacher's activities has a significant impact on improving the quality of education, as effective com-

munication is a key factor in the successful learning and the development of students.

Let us consider in more detail how this process contributes to improving the quality of education in Table 1.

Improving the communication support of the teacher's activity is a key factor in improving the quality of education by creating a motivating educational environment.

The improvement of the communication support of the teacher's activity is an ongoing process that requires self-improvement, creativity and the use of modern methods and tools. This is the key to improving the quality of education and forming competent, competitive individuals.

Let's consider the methods of improving the communication support of the teacher's activity.

1. Use of interactive teaching methods: discussions, brainstorming, project work, case method.
2. Application of modern information and communication technologies: online courses, webinars, forums, social networks.
3. The development of public speaking and presentation skills.
4. Use of active teaching methods: educational games, simulations.
5. Organization of meetings and communication with students outside the classroom (Dmitrenko, N.Ye., Voloshyna, O.V., Kizim, S.S., Mnyshenko, K.V., Nahorniak, S.V., 2023).

renko, N.Ye., Voloshyna, O.V., Kizim, S.S., Mnyshenko, K.V., Nahorniak, S.V., 2023).

Conclusions. Communication support in higher education institutions means a system of interaction and information exchange between the participants in the educational process: teachers, students, administration and other stakeholders. Thus, communication support in higher education is a key element for ensuring the quality of education, comprehensive development of students and preparing them for a competitive professional environment. Pedagogical communication is an art that requires constant development. A teacher with perfect communication competence can significantly improve the quality of education and make the learning process as effective as possible.

The study of this topic has significant potential for the development of pedagogical theory and practice. The results of the research on this topic can be useful for teachers who want to master communication skills and use various methods and tools of communication support, methodologists who develop teacher training programs, university managers who seek to improve the educational process, researchers who study the problems of pedagogical communication.

Improving communication support is the key to successful teaching and upbringing, the formation of competitive individuals who meet the challenges of the modern world.

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