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 Research Article

PEDAGOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF COMMUNICATIVE SKILLS OF MATHEMATICS TEACHERS

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ABSTRACT

The article presents an overview of the theoretical and pedagogical foundations for developing the communicative competence of future teachers. The author also analyzes the content of the special subject "Communicative competence of a teacher" for developing the communicative competence of a future teacher.

KEYWORDS

Mathematics, competence, competency, communicative competence, communicative activity, psychological preparedness, pedagogical communication.

INTRODUCTION

The role of pedagogical simulation games in the formation of communicative skills and abilities of

future mathematics teachers is great. Business games allow junior students to get acquainted

with the features of pedagogical activity before starting pedagogical practice at school and try their hand at the chosen field of activity. It helps students to increase their level of self-esteem, self-relationship, determine the direction of professional and personal growth.

The construction of seminars in the form of a business or role-playing game is one of the forms of solving the problem of forming communicative skills and abilities of future teachers. The role of educational business games in the methodological training of teachers at a pedagogical university is enormous. They integrate all three areas of improving methodological training: in solving problems of a methodological nature (in determining the goals of teaching a subject at different stages, etc.), theoretical level (mastering the theory, forming concepts, etc.), problems of organizing training (in forming the ability to navigate in pedagogical situations, in choosing teaching methods, etc.).

Mathematics, unlike most other disciplines taught at school, does not study directly the things that make up the world around us, but the quantitative relationships and spatial forms inherent in these things. Mathematics teachers face a difficult task - to overcome the emerging idea in the minds of students about the "dryness", formal nature, and isolation of this science from life and practice. The peculiarity of the science of mathematics also explains the specificity of the tasks that arise before the mathematics teacher - to use the teaching of his subject for educational purposes. And for us, mathematics teachers, the task is more difficult than in the case of other sciences. Since

mathematics studies not the things themselves, but their relationships between them, and therefore necessarily requires raising to a certain level of abstraction. Often one comes across the assertion that accustoming to a strict logical train of thought is the first and main task of the mathematics teacher. However, for me, and for many other mathematics teachers, the main common point of the educational function of mathematical education is accustoming students to the completeness of argumentation. Studying mathematics, a schoolchild for the first time in his life encounters high demands on the completeness of argumentation. At first, it surprises, repels, frightens him, seems unnecessary to him. But gradually, day after day, he gets used to it. The most important thing for me is to accustom the children to mutual criticism: when one of them proves something or solves a problem in front of the whole class, all the others should look for possible objections and be able to express them. And the child who "fights off" such objections, silences all his critics, will inevitably experience the joy of victory. At the same time, he will feel that it was logical argumentation that was the weapon that gave him this victory. But speech training is also necessary for victory, which includes the ability to express your thoughts logically and consistently. Please remember to format the citation correctly:

The communicative competence of a mathematics teacher of teaching efficiency can be connected precisely with the admission of content-speech shortcomings, expressed in the

vagueness of statements, incorrect, inappropriate use of speech means.

The second task is to determine the distinctive features of physical and mathematical disciplines, correlated with the specifics of their speech design, adequate to the objects, goals, tasks and methods of scientific knowledge.

The third is to derive indicators of the degree of influence of the features of the disciplines of the physical and mathematical cycle on the nature of professional intellectual communication.

The fourth task is to create special creative communicative tasks reflecting the features of physical and mathematical disciplines and aimed at improving the professional communicative competence of the teacher.

As an example, let us consider the features of the professional communicative competence of a mathematics teacher. Mathematical explanation has the form of presentation-reasoning based on the disclosure of the features of a mathematical object, its goals and objectives. It includes a dialogized form of intellectual communication aimed at developing cognitive independence and creative abilities of students. Reasoning, if considered in the context of professional communicative competence, includes the following: a) the ability to formulate a thesis of a certain mathematical position; b) the ability to pose a problem based on a brief presentation of the material; c) the use of analytical forms of explanation: dependence, exclusion, inclusion, mathematical solutions; d) the use of logical forms of presentation: analysis, synthesis,

comparison, generalization; e) the ability to derive final knowledge from intellectual communication. The features of the professional communicative competence of a mathematics teacher can also include specific difficulties associated with the language of this science. This language leaves almost no room for the use of emotional-rhetorical structures in the presentation of the material. The language of symbols, numbers and graphs is aimed at implementing the nominative function of speech.

However, such a component as love for one's subject also plays a significant role in professional communicative competence, which allows one to find inspiration in the language of numbers and symbols, to see the beauty of the logical construction of mathematical knowledge. Intellectual communication significantly increases its educational and upbringing effectiveness if the mathematics teacher manages to convey this love for the harmony and classical simplicity of mathematical science to his students.

Having outlined the specifics of the professional and communicative competence of a teacher of mathematics, it is important to note that intellectual communication as a dialogized form of teaching includes general pedagogical requirements of professional communication, which is a distinctive feature of pedagogical universities, since it is important for a future teacher not only to know the subject well, but also to be able to convey knowledge. Such requirements include the following: a) stable regulation of students' attention and activity

based on a correctly chosen form of communication; b) the productivity of using the form of open and hidden dialogue during collective cognitive search and reflection; c) establishing contact with the audience based on common goals and objectives of teaching; d) the use of new technologies that develop students' creative activity in the process of intellectual communication.

The professional competence of a teacher lies not only in the transfer of subject knowledge, but also in teaching certain techniques, methods, and techniques with the help of which future teachers will teach their students. And in this regard, knowledge of the characteristics of the disciplines of a particular cycle, their role in mastering professional communicative competence will help the future teacher to correctly organize intellectual communication of an educational and upbringing nature.

The business game allows you to create an image and model of yourself in the profession, develop a direction for your own professional development, develop the ability to re-evaluate accumulated knowledge and experience, analyze your capabilities, realize responsibility in the chosen profession, the need to comply with the standards

of professional ethics, and master modern intellectual technologies.

The formation of the listed qualities, so necessary for the training of highly qualified specialists - future teachers of mathematics and computer science, ready to qualitatively perform their professional duties, must be developed in the process of studying all disciplines, including mathematical and computer science disciplines, through direct teaching of the subject and specially developed methods.

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