SECTION 5:
RESEARCHER'S LINGUISTIC PERSONALITY AND ACADEMIC COMMUNICATION: COMMUNICATION STRATEGIES AND TACTICS

MANAGEMENT OF THE DEVELOPMENT
OF COMMUNICATION SKILLS OF THE TEACHER
OF AN OUT-OF-SCHOOL EDUCATION INSTITUTION
AS A COMPONENT OF ACADEMIC CULTURE

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INTRODUCTION

The contemporary conception of enhancing the communicative competencies of out-of-school educators is intimately associated with the integration of optimisation technologies within the domain of communication. Within the context of the educational process, it is imperative to focus on the development of teachers' competencies in constructing their own models of speech behaviour in diverse communication scenarios. In order to develop these skills, teachers must first understand the purpose of each individual communication situation and convey it verbally and non-verbally, demonstrating the necessary communicative qualities of speech. In this particular context, learning is closely associated with the process of exploring new possibilities. Teachers have numerous opportunities to refine their speech behaviour until it is optimally effective. It is evident that the correlation between the level of development of out-of-school teachers' communicative qualities and the effectiveness of the learning process is a matter of both theoretical and practical significance.

Many foreign and domestic scholars and practitioners have developed the problems of communication theory: I. Alyoshin, S. Black, J.-P. Baudoin, G. Broom, F. Boer, I. Vikentyev, T. Hrushevitska, D. Dozier, A. Zvirintsev, O. Karpukhin, S. Cutlip, V. Konetska, E. Makarevich, B. Van Rooer, V. Popkov, G. Pocheptsov, A. Sadokhin, G. Lasswell, A. Senter,

G. Tulchinsky, R. Harlow, E. Hall, M. Shishkina. Economist M. Castells made a significant contribution to the theory of communication.

The relevance of the present study is determined by the necessity to increase the effectiveness of professional interaction between participants in the educational process, harmonisation of relations, search for ways to constructively resolve problem situations, including by improving the management of the development of communication skills of teachers of out-of-school educational institutions. Consequently, this predicament is pertinent at the present stage of education development in Ukraine and necessitates a comprehensive approach to its resolution.

The objective of the present study is twofold: firstly, to provide a theoretical basis for the investigation of the aspects and features of managing the development of communicative qualities of teachers employed in out-of-school education institutions; and secondly, to make practical recommendations for developing the communicative qualities of teachers in this field, based on a comprehensive analysis of the problem.

In order to achieve the aforementioned goal and solve the assigned tasks, the following research methods were employed:

– A theoretical analysis of philosophical, sociological, pedagogical and psychological literature was conducted, as well as regulatory documents, in order to highlight the state of the research problem;

– A systemic and generalising approach was taken to formulate conclusions based on the results of the study.

1. Communicative qualities of a personality as a component of the managerial potential of an out-of-school teacher

Communication

Throughout the development of human history, the phenomenon of communication has been established as the main condition and way of forming a social person. Since ancient times, communication activity has been a universal means of communication between generations and interpersonal transmission of moral norms, cultural values, worldview, and behavioural patterns[1].

Human society is simply unthinkable without communication. Communication is a means of uniting individuals and, at the same time, a means of developing these individuals. As you know, communication has three aspects of its manifestation: communicative, interactive and perceptual. Let us consider each of them.

The first, namely, the communicative side of communication is manifested through the actions of the individual, consciously oriented towards their

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[1] Бурмака Т. М., Великих К. О. Комунікативний менеджмент: конспект лекцій. Харків, 2019. С. 16.

semantic perception by other people. The second, namely the interactive side of communication, is the interaction of people with each other in the process of interpersonal relations. The third, the perceptual side of communication is manifested through people's perception and assessment of social objects (other people, themselves, groups, certain social societies, etc.).

The technogenic nature of contemporary communications has resulted in the formalisation of interpersonal relationships and the concomitant loss of value potential in the educational process. Pedagogical communications utilise a variety of modern communication technologies; however, the task of secondary and higher education workers today is to preserve and develop the value potential of live interpersonal communication in students.

The present study aims to expand the scope of analysis of innovative processes in educational management by considering the educational process in an educational institution from the point of view of managing the development of communication skills of teachers of an out-of-school education institution. The term 'communication' is frequently employed as a synonym for 'communication' and 'interaction'. However, recently, it has been utilised with greater frequency to describe not only interpersonal relationships, but also to expand the concept of interpersonal interaction, which does not necessarily entail external dialogue[2].

An example of a semantic expansion of the concept of «communication» is the term «*intrapersonal communication*», which implies conscious or unconscious communication between a person and himself/herself. This communication is the basis for self-development and self-education, as well as for communication with others. Internal communication usually includes: internal dialogues with oneself or with someone else in consciousness or in dreams; reflections on dreams; work of the imagination: fantasies, stories, creative ideas; contemplation of the inner world; discussion of oneself, one's thoughts and actions in comparison with others; emotional reactions to events and adventures; reflection on past events, etc.; discussion with oneself of values, plans for the future, relationships with other people, etc.

There are also verbal and non-verbal communications; oral and written; linear and interactive (interpersonal), synchronous and asynchronous. All of them are reflected in the modern educational process.

Linear communication is defined as a unidirectional transmission of a message by a sender without the possibility of feedback. Within the context of the educational process, such communication can be facilitated in a virtual classroom setting through the utilisation of video lectures or electronic guidelines. These alternatives to traditional instruction serve the purpose of providing explanatory material. Such communication can be seen as an

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[2] Бурмака Т. М., Великих К. О. Комунікативний менеджмент: конспект лекцій. Харків, 2019. С. 17.

exercise of greater activity on the part of the teacher as a communicator, with the student assuming a more passive role. The interactive model of communication (educational focus groups, business games, educational conferences and videoconferences, Internet forums, etc.) involves the exchange of information and, accordingly, close communication between communicators (although it may be remote), as well as their parity in providing information.

A distinction is made between pedagogical and educational communications. Pedagogical communications are aimed at maintaining a positive trajectory of personal development of the student, while educational communications are aimed at mastering the necessary educational information. The basis for educational communications can be established on the principle of modern communication technologies, which is likely to result in the achievement of the required outcome. Conversely, while the possession of the requisite knowledge during the educational process does not guarantee the value-oriented personal development of the student, the absence of such knowledge does not guarantee its absence. Communication technologies can be categorised as either «low-intensity» or «high-intensity». The nature of these technologies can be positive or negative[3].

Internet technologies are *high-intensity*, but among them there are often those that transmit low-quality or destructive information, i.e. negatively oriented technologies. Low-intensity communication technologies, such as theatre and films, have a long-lasting and deep impact.

Pedagogical communication technologies can be classified as *low-intensity*, while learning technologies can be both low-intensity and high-intensity. The pedagogical process of an educational institution includes such types of communication as *group*, *interpersonal* and *interpersonal (intrapersonal)*. Group communication includes communication within a group, between groups and an individual with a group (teacher and study group), while pedagogical communication characterises only the communication of a teacher with a student or with a study group. The *following elements* are distinguished in the structure of communication: communication process, communication events, communication acts, communicants, and communication space.

The manner in which communicative space is organised within the pedagogical process of an educational institution can vary. For instance, the term 'symbolic' is employed to denote the fact that all technological systems of communicative influence are based on symbols. It is possible to

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[3] Ваавренюк С.А. Модель комплексного механізму публічного управління реформуванням вищої освіти України. *Публічне управління у сфері цивільного захисту: освіта, наука, практика*: збірник матеріалів міжнародної науково-практичної інтернет-конференції, (м. Харків, 16 березня 2023 р.). Харків : НУЦЗУ, 2023. 313 с., С. 18–21. http://repositsc.nuczu.edu.ua/bitstream/123456789/18399/1/ZBNMKS2023.pdf

consider computer technology to be a symbolic means of organising communication. In addition, a visual organisation of the pedagogical communicative space, event, mythological and communicative is also in evidence. The organisation of the communicative learning space should take into account the ways in which an individual identifies and marks their personal space. The concept of personal space, as defined by the individual, serves as a marker of sovereignty, integrity and individuality in interpersonal interactions. In physical terms, personal space is defined by various locations, including a library hall, a classroom, or a desk, all of which serve as environments conducive to learning activities. At the proximal level (personal distance), the concept encompasses the distance to the interlocutor, the angle of orientation towards them, and personal space.

At the emotional level, personal space is represented by the right to one's own mood and attitude to something. The right to choose a profession, occupation and individual way of performing one's work is indicative of status and role level of personal space. At the cognitive level, the right to information and knowledge is crucial, and at the moral and ethical level, the right to one's own worldview, freedom of choice, will, and conscience is crucial. At the level of creativity, the concept of personal space is realised through the manifestation of two distinct facets. Firstly, it is evident in the realm of freedom of creative expression. Secondly, it is embodied in the possession of an individual's own repertoire of skills and abilities. The aesthetic level of personal space is a concept that has been extensively researched in the field of psychology. It has been demonstrated that the right to one's own vision, reading of works of art, and individual image are all influenced by the aesthetic level of personal space. Pedagogical communication, therefore, must be based on the student's personal space.

Communicative qualities.

The efficacy of communicative activity is ensured by a set of individual communicative characteristics of a person. These communicative features are defined by scientists as «communicative qualities», «communicative abilities», «communicative competence», «communicative potential», «communicative culture».

The analysis of recent studies and publications has shown that the problem of communicative qualities of speech has been studied in different directions: psychological, pedagogical, linguistic.

Despite the considerable attention of scientists to the problem of communicative qualities of speech, it remains open in terms of studying its relationship with the formation of the teacher's managerial potential. We have analysed the approaches of scientists to the definition of the concept of 'communicative qualities' and presented them in the form of a table (see Table 1).

Table 1

Approaches to defining the term "communication skills"

I.V. Melnychuk, I.V. Sobyanina	Communication qualities of a personality are defined as a set of personality traits that characterise his or her attitude to people and provide an opportunity to establish and maintain contact and mutual understanding between them. It should also be noted that communication skills are a key component of effective interaction. The communicative orientation of a personality determines the nature of interaction between a person and others[4].
Olena Pyshchyk	The communicative qualities of a personality are a long-term characteristic that manifests itself in the communication and behaviour of an individual in different situations. Communicative qualities of a personality are not initially given, but go through a long period of formation, improvement and development[5].
Matsiuk Z., Khvesyk O.	Communicative qualities are key characteristics of communication skills. Communicative qualities should be considered psychological traits of a person that ensure the individual's readiness for the process of communication, are the basis for the formation of communication skills, and provide emotional colouring of interpersonal interaction[6].
Live Action blog	Communication skills are the ability to communicate effectively, the ability to understand what the interlocutor means and be understood by him, the ability to negotiate, to achieve one's goal through communication. This type of skill performs many important functions in the development of the personality: • provides psychological comfort; • allows you to organize joint activities; • satisfies the natural need of a person to communicate; helps to assert oneself, to realize oneself socially.
Olena Kovtun	The notion of 'communicative qualities of speech' is central to the theory of speech culture and denotes the real properties of its content and formal aspects[7].
T. Pirozhenko	At the level of personal properties, communication qualities are manifested in the communicative orientation towards the world around us, friendliness, sociability, readiness for social interaction, and trust in people. In the motivational and need sphere, communication qualities are the basis for the development of communicative and speech activity and are expressed in the need for communication, the development of motives for recognition and support, motives for cooperation, expressed in business and cognitive forms. In the field of emotional and volitional

[4] Мельничук І.В., Собяніна І.В. Співвідношення комунікативних якостей особистості та схильності до певних стратегій поведінки у конфлікті. *Наука і освіта*. 2009. № 3. С. 26. URL: https://scienceandeducation.pdpu.edu.ua/doc/2009/3_2009/7.pdf.pdf

[5] Основи комуніктивної культури педагога. Електронний навчально-методичний комплекс / Укладач Пищик Олена Василівна. 2020. С. 11. URL: https://chcptucourse.pp.ua/index.html.

[6] Мацюк З., Хвесик О. Комунікативні здібності як домінантна характеристика мовленнєвої особливості дитини. *Педагогічний часопис Волині*. № 1(4). 2017. С. 90. https://evnuir.vnu.edu.ua/bitstream/123456789/12287/1/Matsiuk_Khvesyk.pdf.

[7] Ковтун О. Комунікативні якості мовлення у структурі позитивного вербального іміджу студента ВНЗ. *Збірник наукових праць*. Випуск 2, 2015. С 179. https://library.udpu.edu.ua/library_files/zbirnuk_nayk_praz/2015/2/22.pdf.

	regulation, the communicative properties of the individual are the basis for the development of emotional sensitivity, the ability of an individual to respond emotionally to the experiences of another person, and thus largely determine the development, differentiation and deepening of social feelings: moral, intellectual, aesthetic, and encourage the manifestation of volitional efforts[8].
O. Vodolazska	Communicative qualities as factors of professional self-realisation of the individual and a key condition for positive professional functioning[9].
A. Pogribna	Communicative abilities are considered as individual psychological characteristics of a person that ensure the dynamics and effectiveness of the successful acquisition of knowledge and the formation of skills, as well as the creative development of skills for establishing and maintaining interaction on a partnership basis[10].
N. Vitiuk	Communicative abilities are a complex of individual psychological features that ensure the ability of an individual to actively and effectively communicate, transmit and adequately perceive information, organise interaction with other people, correctly understand themselves and their behaviour and partners in communication, their behaviour, which are necessary conditions for successful human life[11].

Usually, the following qualities of a teacher's personality are considered to be communicative:

– sociability, sociability (the need for communicative interaction with students, fluency in the language);

– benevolence (favourable attitude towards students, the ability to show respect, sympathy, acceptance of students' behaviour, even when one does not approve of their actions and deeds, the desire to support others);

– empathy (empathy and sympathy without judgement to the student, desire to help without having special educational goals);

– authenticity (ability to be natural in relationships, not to hide behind social roles or masks);

– openness (ability to speak openly about your feelings, thoughts, willingness to open your inner world to others);

– energy and resourcefulness (ability to establish relationships without waiting for the actions of interlocutors);

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[8] Піроженко Т. О. Комунікативно-мовленнєвий розвиток дошкільника. Тернопіль : Мандрівець, 2010. С. 7

[9] Водолазська О.О. Комунікативні якості як чинник професійного самоздійснення особистості майбутніх психологів. *Теорія і практика сучасної психології*. 2020. № 1, Т. 1. С. 24. dspace.pdpu.edu.ua/jspui/handle/123456789/10219

[10] Погрібна А.О., Яценко О.А. Комунікативна компетентність як складник професійної клмпетентності корекційних педагогів. *Вчені записки ТНУ імені В.І. Вернадського. Серія: Психологія*. Том 32 (71). № 2. 2021. С. 153.

[11] Вітюк Н. Р. Основні психологічні підходи до визначення категорії «комунікативні зібності особистості». *Вісник прикарпатського університету : Філософські і психологічні науки*. Івано-Франківськ : Плай, 2002. Вип. 3. С. 161.

– tactfulness (developed general and communicative culture, ability to create emotional well-being at all stages of communication);

– flexibility (ability to change the tactics of interaction depending on the situation);

– spontaneity and spontaneity (ability to be genuinely interested in the interlocutor, ability to show sincere interest in others, ability to speak and act directly).

There is also a widespread classification of *types* of communication skills, among which the leading ones are information and communication, affective and communication, and regulatory and communication.

Information and communication skills are the ability of an individual to engage in communication activities, to navigate people and situations, to correlate verbal and non-verbal types of communication. This category includes the following skills:

– formulate requests;

– politely greet, invite and communicate with the interlocutor;

– adhere to the canons of behaviour in interaction with management, colleagues and students, etc.

– be aware of communication situations, understand the motives and intentions of partners;

– ability to actively listen to the interlocutor;

– apply signs of politeness in verbal and non-verbal communication;

– be able to properly express their thoughts, feelings and emotions.

Regulatory and communicative skills are defined as the ability to coordinate one's words and actions with the needs of others, to offer support, help, trust, implement one's own skills in the process of collective problem solving and summarise the results of joint communication. The following communication skills are encompassed within this group:

– management and control of students' learning activities;

– reasoning for common tasks;

– identifying productive ways to solve problems together;

– ability to compromise, honesty in communication, expressing clear intentions;

– ability to critically evaluate both oneself and communication partners, express agreement/disagreement, approval/disapproval of oneself and partners.

Affective-communication skills include the ability to share one's interests and feelings with a communication partner, to weigh up their emotional behaviour and empathy skills.

Here are examples of the leading communication skills.

Active listening skills:

– showing interest in the communication partner through gestures, facial expressions, reinforcement of agreement such as "I understand", "yes", "continue";

– facilitating the conversation with questions that activate participants in discussing the topic;

– the ability to understand the main feelings and ideas of the communication partner.

Persuasive skills include the following:

– justifying one's position logically and reasonably;

– the ability to present facts and data that add weight to a position;

– the ability to adjust one's own style of interaction to the level of awareness of the audience.

The main *empathic skills* include the following:

– the ability to step into the shoes of a communication partner and feel their experiences and feelings (in this aspect, communication skills demonstrate a high level of emotional intelligence;

– empathy and support in a difficult situation of a communication partner;

– the ability to communicate with respect and attention to the feelings of others.

Public speaking skills include the following:

– the ability to present one's own thoughts to the audience in a concise and confident manner;

– the ability to control voice, pace, facial expressions and gestures to hold the audience's attention and interest;

– the ability to tailor a message to the expectations and needs of the audience.

Conflict management skills include the following:

– the ability to compromise and reach mutually beneficial decisions;

– the ability to interact productively, preventing the escalation of a conflict;

– the ability to respect and understand the positions of different parties to a conflict.

Collaboration skills include the following:

– the ability to work effectively in a team, share one's own ideas and acknowledge the ideas of other participants in the interaction;

– the ability to analyse differences and contradictions in positions productively and to seek a common solution;

– the ability to inspire and motivate communication partners to achieve a common goal[12].

Communication skills.

Communication skills are usually defined as the ability to interact with people on whom one's productivity depends.

When considering the structure of a person's communication abilities, three basic components are usually distinguished:

– gnostic – the ability to understand communication partners;

– expressive – the ability to express and realise one's personality;

– interactional – the ability to influence communication partners.

L. Thayer identifies two types of communication skills: «strategic abilities, which express the individual's ability to understand the communicative situation, to orientate in it correctly and, accordingly, to form a certain strategy of behaviour; tactical abilities to ensure the individual's direct participation in communication» [Thayer L].

Communicative competence.

In modern scientific literature, the terms «communicative competence in communication» or «communicative competence» are widely used.

Communicative competence is interpreted as a certain level of development of interaction experience, i.e. mastery of interpersonal communication, which is necessary for a person to function productively in society within the limits of his/her potential and social status.

Another interpretation of the concept of communicative competence is presented in the study by Y. Zhukov, L. Petrovska, P. Rastiannikov[13]. This characteristic of a personality is revealed by them as «a system of internal resources necessary for building an effective communicative action in a certain range of situations of interpersonal interaction».

V. Kashnitsky's conceptualisation of communicative competence as defined in Fundamentals of the Teacher's Communication Culture is a noteworthy example of multilevel integrative quality of a personality. This is defined as a set of cognitive, emotional and behavioural features that express the professional pedagogical activity of a teacher. The establishment, maintenance and development of effective contacts with students and other participants in the pedagogical process is therefore central to this definition.

Communicative potential.

As posited by K. Tereshchenko, "communicative potential" is deemed to be a pivotal factor in determining the communicative competence

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[12] Комунікативні навички – що це, які бувають і на що впливають? 19.04.2019. URL: https://zhyvoedelo.com/ua/news/kommunikativnye-navyki

[13] Погрібна А.О., Яценко О.А. Комунікативна компетентність як складник професійної клмпетентності корекційних педагогів. *Вчені записки ТНУ імені В.І. Вернадського. Серія: Психологія*. Том 32 (71). № 2. 2021. С. 153.

of educational personnel within the paradigm of the New Ukrainian School. This concept is multifaceted in nature, representing a complex, multidimensional psychological construct that amalgamates communicative knowledge, communicative characteristics, motives, and communicative skills. These elements are manifested during the interaction with participants in the educational process, thereby determining the individual style of communicative behaviour exhibited by teachers.

From the point of view of management psychology, the communicative potential of a personality is considered in the following aspects:

– a system of psychological properties and personality traits acquired in joint activities, communication, and also a set of forms, means of integrating one's own activities with the activities of others, one's own personality with the personalities of others;

– communicative properties characterise the personality of a participant in joint activities and determine the effectiveness of such participation, and, accordingly, the depth and completeness of the input.

In the context of current challenges, the role of global competence of an individual as a universal ability for individual career development in the future and the growth of the country's human capital in general is becoming more relevant. The definitional analysis of the concept of «global competence» carried out by Ukrainian scholars makes it possible to interpret it as

– knowledge, skills, values and attitudes;

– competence associated with various linguistic and cultural features;

– a set of skill groups;

– a system of knowledge and skills, a set of personal characteristics[14].

The communicative potential of a teacher of an out-of-school education institution is understood as a kind of individual set of communicative properties of a teacher (both intrapersonal and behavioural) that determine his/her capabilities in the implementation of the communicative component of professional activity.

Most scholars agree that the totality of the communicative potential of a personality is a multi-level system.

In the structure of the communicative potential of a teacher of an out-of-school education institution, the following levels are interrelated: *basic, substantive, operational, and reflective*.

The purpose of each level is to provide a certain aspect of the communicative component of the teacher's professional activity.

The *basic* level of communicative potential reveals the general orientation and motivation of the teacher's communicative actions, its balance with

[14] Толочко С. Теоретико-методологічний аналіз формування глобальної компетентності здобувачів освіти в умовах сучасних викликів. *Вісник науки та освіти.* № 3 (21). 2024. С. 983. https://doi.org/10.52058/2786-6165-2024-3(21)-978-992.

professional tasks and goals. The basic level contains the teacher's deep guidelines and value orientations in the field of interpersonal communication.

The *substantive* level of communication potential involves the development of communication plans and programmes of pedagogical communication by the teacher in order to solve a specific pedagogical task. Each teacher models his/her own communication behaviour differently, taking into account individual peculiarities of thought processes, character and temperament.

The effectiveness of designing individual communication programmes is also characterised by the breadth and depth of the teacher's knowledge system.

The *operational* level of the communicative potential of an out-of-school education institution teacher is a set of individual skills and abilities in the field of communication. It involves the implementation of certain communication actions in the process of implementing communication plans aimed at solving a pedagogical task.

In addition, it is imperative for educators to possess the following communication qualities and skills: the capacity to establish rapport with their students; the ability to attentively listen to students; the ability to embody personal capabilities during a conversation or public speech; the ability to adopt an appropriate communication stance during interaction; the ability to sincerely express one's own emotions, thoughts, and feelings; the ability to find a constructive solution to a conflict situation; and the ability to respond accurately to students' statements and actions, among others.

The personal complex of communication skills is directly determined by the teacher's communication behaviour.

The *reflective* level of communicative potential implements the process of analysing and evaluating the teacher's professional activity.

The reflexive level of a teacher's communicative potential includes a combination of intrapersonal properties, i.e. the ability to introspect, self-improvement, determination of cause and effect relationships, doubts, and implementation of value orientations; behavioural features, i.e. the use of the above properties in changing and complex conditions of professional activity.

Thus, the reflexive level of communicative potential is a complex of individual ways and methods of self-analysis and self-observation, which are part of the process of teacher's self-improvement in the communicative sphere of professional activity.

The interrelation of all these levels of the communicative potential of the personality of an out-of-school education teacher contributes to the implementation of the integral communicative action of the teacher aimed at productive solution of the pedagogical task [the basis of the teacher's communication culture].

The use of developed communicative qualities in professional activities contributes to the achievement of success in professional and life self-determination. The presence of communication competence makes it possible to take a difficult situation under one's own control, constructively resolve conflicts, and achieve the goal of negotiations.

Accordingly, the theoretical analysis of psychological literature enables the differentiation of the concepts of "communicative qualities" and "communicative potential of a personality" in scientific studies of personality and communication. This signifies that an individual possesses a set of personal achievements that characterise their capabilities in carrying out communicative and managerial activities, and creating actual and potential areas of their application. The development of communicative qualities in teachers employed by out-of-school education institutions is the basis for the realisation of the teacher's readiness for effective professional interaction.

2. Ways to develop the communicative qualities of an out-of-school education teacher

The issue of enhancing the productivity of professional pedagogical activity in the present age has given rise to the problem of identifying innovative methods for developing the communicative qualities of a teacher employed by an out-of-school education institution. A comprehensive analysis of the prevailing methodologies for enhancing pedagogues' communication skills has been conducted. Firstly, the commonly accepted approaches will be considered.

The professional competence of a teacher is comprised of two distinct components: firstly, the performance of professional pedagogical functions, encompassing teaching and upbringing; and secondly, personal qualities that are socially and pedagogically significant. The two components of a teacher's professional profile are inextricably linked, as they are based on the principles of pedagogical culture. These values are determined by a combination of moral, ethical, cultural and linguistic norms. Concurrently, the level of formation of communicative qualities and cultural and speech norms, in contrast to others, such as moral ones, functions as an existing part of the iceberg, as they are visible and manifest in speech and interaction (in a word, in a sentence, in a speech act).

It is imperative for all individuals to possess a fundamental understanding of communicative qualities, the culture of speech, and the ability to communicate successfully and effectively. However, for those engaged in professional roles within the teaching sector, these qualities assume a heightened significance. Speech communication is a fundamental concept of the culture of speech and communicative qualities of a teacher,

since the primary social role of a teacher is that of a culture carrier. Pedagogical interaction (also termed pedagogical communication) is defined as an interaction between a teacher and a student, the nature of which is principally informational. It implements the content (knowledge, experience), form (methods, ways) and norms of mutual relations, thereby establishing the necessary basis for information communication and ensuring harmonious speech communication.

Speech behaviour, as an indicator of the teacher's communicative qualities in a particular communicative situation, serves as an authoritative model for the student, influencing the child's personality and the nature of their response to various circumstances. Concurrently, the pedagogues' verbal actions function as a regulatory mechanism that influences the child's communicative capacities and metamorphoses their internal realm. It can thus be concluded that one of the ways in which a teacher's communicative qualities may be developed is through positive personality transformation. In order to implement this approach, it is essential that teachers possess a comprehensive range of effective communication methods. It is only through the employment of such means and methods that the harmonisation of relations with students can be achieved.

The second method for cultivating a teacher's communicative qualities involves attaining mastery over the theoretical underpinnings of communication. This theoretical framework encompasses, firstly, the dynamic interplay between language, cognitive processes, and cultural expression, and, secondly, the intricate dynamics of language and communication norms, which are intricately interwoven with the established conventions and traditions inherent in Ukrainian communication. This knowledge must be perceived, understood, transformed into beliefs, and influence personal attitudes (internal ways of perceiving and responding to life situations). It is only through such active knowledge that one can commence the development of constructive communication skills.

It is recommended that the development of effective speech communication skills be grounded in the cultural and linguistic education of teachers. This is necessary so that all that is presented as part of the teacher's knowledge and experience of social/pedagogical interaction processes is manifested in their professional activity, in order to provide full feedback. This approach is regarded as a valuable method for enhancing teachers' communication skills.

The methods employed in the development of positive communication skills entail the active involvement of the individual in the learning process. The activity-based approach is implemented in three stages. Firstly, it actualises personal communication experience. Secondly, it is corrected. Thirdly, it is enriched with new, most productive models of practical

application and direct communication. The most effective approach to resolving this issue appears to be the implementation of immersion techniques within communication scenarios, encompassing situational exercises and the design and reconstruction of communication situations.

The concept of situation-based learning entails the identification of diverse real-life communication scenarios, accompanied by the construction of models that reflect the idiosyncrasies of the situations and the associated forms of speech behaviour. The selection of situations is contingent upon their significance, the degree of development of speech skills, and the quality of communication experience.

The next way to develop a teacher's communicative skills, in our opinion, is to provide wide opportunities and options for speech actions, scenarios and models of speech behaviour, as well as ways to develop skills in their use and interpretation. The development and presentation creates a database for communicators that needs to be used in a motivated and appropriate way. The wider the repertoire of constructive ways of communicating is presented, the richer the individual's database will be and the more opportunities the communicator will have to effectively achieve communicative goals and intentions by means of language and speech. Variable ways of behaviour in a given communication situation are a toolkit for organising one's own speech activity.

We see another way to develop a teacher's communication skills in creating a positive cultural and linguistic environment. This should be the concern not only of one teacher, but of the teaching staff as a whole.

The problem of developing a teacher's communication skills and abilities is an integral part of the broad and complex problem of forming his/her professionally significant qualities. The peculiarity of communicative qualities and abilities of a personality is his/her theoretical training in the field of interpersonal cognition, interpersonal relations; laws of logic and argumentation; professional, in particular, language etiquette; communication technologies. The communicative ability of a teacher is understood as a set of formed professional knowledge, communicative and organisational skills, self-control, empathy, culture of verbal and non-verbal interaction.

Communication qualities and abilities in teaching should be aimed at establishing mutual understanding and a favourable atmosphere of joint activity. Weak development of communication skills or their absence leads a teacher to significant mistakes, conflicts that are difficult to overcome, professional defeats and failure.

As a rule, a teacher with developed communication skills is a recognised team leader who has the ability to organise and manage, and is able to resolve conflict situations constructively.

Teaching involves constant and long-term communication. Therefore, teachers with underdeveloped communication skills quickly get tired, irritated and feel dissatisfied with their professional activities.

In this regard, it is logical to add intermediate goals to the main goal of developing the communication skills of teachers of out-of-school educational institutions, namely: educational, educational and developmental.

The educational goal is to teach teachers to effectively use the basic linguistic means of language culture in situations of professional communication.

The educational goal is to motivate teachers to master theoretical and practical material on the culture of speech on their own in order to develop and improve their speech activity and communicative skills.

The developmental objective centred on cultivating teachers' competence in autonomous planning of language activities, aligning with its fundamental phases (orientation, planning, implementation, and control). The objective was to nurture the following qualities and skills:

– At the orientation stage, the ability to analyse the language context and the participants' speech behaviour.

– At the planning stage, the capacity to prepare for pedagogical communication, contemplate all potential scenarios, and predict the interlocutor's actions.

– At the implementation stage, the capacity to articulate their own position with conviction and reason, and to communicate in a constructive manner.

A further method of enhancing pedagogues' communicative capabilities is to perfect the art of engaging students. The concept of 'managing interest' in the educational process can be understood as a method of facilitating communication that optimises the resolution of the following tasks: minimising noise. Communication noise (or information noise) can be defined as various forms of distortion, deformation, and alterations to messages, which collectively impede the process of transmitting and/or perceiving information in communication. In essence, these phenomena can be categorised as physiological, manipulative, psychological and semantic noises[15]. The acquisition of new knowledge, the desire to analyse the information received and use it, are fundamental aspects of this process.

As a result of mastering this path, it is possible to 'measure' the level of interest and identify the degree of memorisation of information, i.e. its transition into knowledge; effectively analyse both the knowledge gained and the peculiarities of using various communication techniques that are ways of developing communication skills, namely: the technique of establishing and

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[15] Бацевич Ф. С. Лінгвістична генологія: проблеми і перспективи. Львів: ПАІС, 2005. С. 223.

maintaining emotional contact with the interlocutor; the technique of overcoming communication barriers; active listening techniques (clarification, paraphrasing, verbalisation of feelings, development of thoughts, summarisation).

The utilisation of communication techniques in educational practice constitutes a form of intellectual instrumentation. The success of communication is contingent upon the interest of the parties involved and the ability to anticipate and overcome barriers to misunderstanding. It is also dependent on the ability to manage attention, attracting and maintaining it. Consequently, the development of teachers' communication skills can be enhanced by the influence on motivation. In order to implement this, it is recommended that D. McGregor's theories 'X' and 'Y' be employed in the organisation of the educational process[16]. The implementation of a lesson within the theoretical framework of Theory X (i.e. the structuring of a lesson on the principle of one-way communication, the performance of a substantial theoretical task, etc.) is advantageous in that it facilitates the authoritarian management of the educational process, thereby ensuring the implementation of a considerable number of tasks. Nevertheless, it is challenging to rely on interest, creative initiative and the transfer of information into knowledge. Furthermore, the presence of stereotypes is reinforced, and classroom activity is diminished. The development of a lesson based on the Y concept (business games, analysis, communication techniques, etc.) is founded on a more rational psychological basis. It is the responsibility of the teacher to establish the conditions that will enable the group of students to achieve the strategic goals of the institution, namely the satisfaction of their expressed interests and the acquisition of new knowledge about social reality. The external management control of the educational process, as exercised by the teacher in virtue of their professional status, is transformed into natural group self-control and self-organisation.

Theory Y suggests that students will perform effectively if they are satisfied not only with their grades, but also with their place and role in the learning process.

They do not need to be forced to learn by threatening them with penalty points. They are ready to actively cooperate, showing initiative and creativity, and, as a result, increase the effectiveness of learning. The use of communicative methods in the organisation of the learning process helps to deepen the skills of building effective communication, to transfer information in the best possible way, and to expand the vision of the subject's capabilities.

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[16] Методи і моделі управління підприємством. Теорії «Х» і «У» Д. МакГрегора. Підручники для вузів онлайн. С. 35. URL: https://pidru4niki.com/17190512/ekonomika/teoriyi_x_u_makgregora

In the 20s of the XXI century, *innovative ways of developing* a teacher's communicative qualities not only complement but also replace the possibilities of the 'traditional' ones. Computer communications, the Internet, virtual reality, and artificial intelligence have proved to be the most promising. They are the most suitable for use due to their massive scale, timeliness and efficiency of information, lack of obstacles, accessibility, etc. Let's analyse the most relevant ones, in our opinion.

Interactive training and workshop sessions. Teachers have the opportunity to participate in specialised training programmes designed to enhance their communication skills. These may include sessions on active listening, conflict management, and emotional intelligence. These sessions utilise innovative methodologies, such as role-playing games and simulations, to enhance communication skills. In accordance with Article 51 of the Law of Ukraine On Complete General Secondary Education[17], it is incumbent upon every teacher to enhance their qualifications, with a stipulated requirement of 30 hours of professional development to be completed on an annual basis. It is therefore evident that the most efficacious manner in which to cultivate a teacher's communication skills is to facilitate the acquisition of novel knowledge and competencies as a constituent element of annual professional development. This may be achieved through engagement in the aforementioned workshops, conferences, internships, webinars, and other such initiatives.

Information and communication technologies. The use of digital tools, such as online platforms, social media, email, and specialised applications, helps teachers to interact more easily with students and colleagues. For example, platforms such as Google Classroom or Microsoft Teams allow for an interactive space for discussions, sharing of materials and feedback.

Reflective practices. Keeping a diary of observations and reflections on the lessons helps teachers to better understand their strengths and areas of development in communication. Reflection makes it possible to track how their communication skills are changing and what they need to pay extra attention to.

Gamification in communication processes. Game-based communication methods (e.g., use of situational games, interactive exercises) encourage teachers to develop their communication skills in a relaxed atmosphere. This allows them to explore new ways of communicating information and encourage interaction between students. The term «gamification» is identified with game practices and mechanisms used in a non-game context involving users in problem solving; joint actions to achieve their own goals, virtuality and countdown (completion of tasks in a limited time); an

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[17] Закон України Про повну загальну середню освіту. https://zakon.rada.gov.ua/laws/show/463-20#Text

interactive system aimed at motivating and involving end users – students – in the process of creating a new product (in our context – educational) through the use of game elements and mechanics.

Coaching and mentoring. Working with an experienced mentor or coach promotes personal development, helps you learn effective communication strategies and get practical advice on how to interact with students and colleagues. This can be individual work or participation in group coaching sessions.

Emotional intelligence and empathy. Training empathy and emotional intelligence skills helps teachers to better understand the needs of students and respond more sensitively to different situations. This reduces stress in the classroom and increases the effectiveness of communication.

Storytelling methods. Using stories to explain the material makes communication more interesting and convincing. Storytelling helps the teacher to convey complex information in an easy and understandable way, which has a positive effect on the interaction with students.

Psychological support and supervision. Participation in psychological support groups and regular supervision allow teachers to receive professional help in solving communication problems. This contributes to emotional stability and confidence in communication.

The use of virtual reality (VR) to develop teachers' communication skills is a powerful tool that allows you to immerse yourself in simulations of various situations and develop communication skills in a safe environment. VR technologies are becoming increasingly popular in education as they provide an opportunity to experiment with new approaches to learning, develop emotional intelligence, and improve communication strategies. Here are some ways VR can help teachers develop their communication skills.

Simulation of learning situations. VR can create a variety of learning situations that simulate real-life classroom challenges, such as communicating with problem students, resolving conflicts, and responding to students' emotional needs. By repeatedly going through scenarios, teachers can train their classroom management and interaction skills.

Developing empathy through virtual roles. Virtual reality allows educators to step into the shoes of a student or other educator, which helps them better understand their feelings and behavioural reactions. This approach promotes the development of empathy and emotional intelligence, which are key to interaction and effective communication.

Virtual training with colleagues. VR can be used for team training with other educators, creating situations in which you need to solve problems together or discuss problems in the educational process. This allows teachers to develop skills in collaboration, active listening, and conflict resolution.

Role-playing games with conditional feedback. VR systems often contain feedback algorithms that give teachers the opportunity to see how their behaviour and communication style affect "virtual students". This can include, for example, tone of voice, gestures, and responses to students' questions. Such feedback helps to develop reflexivity in communication.

High-stress training. Virtual reality can simulate situations that provoke stress or certain communication challenges (for example, talking to angry parents or students). Teachers get the opportunity to safely practice stress resistance and adequate response skills, which helps in further work in real conditions.

The opportunity to experiment with different communication styles. VR allows you to virtually try out different styles and approaches to communication. Teachers can experiment with different methods of delivering material, ways to maintain student attention, and feedback options, which helps to find the most effective models for the real classroom.

Development of cultural competence. VR allows you to immerse yourself in cultural contexts, which helps teachers better understand and take into account cultural differences in communicating with students of different nationalities and cultural traditions. This contributes to the formation of tolerance, understanding of diversity and the development of cultural competence.

The benefits of VR for the development of teachers' communication skills:

– security and confidentiality: VR allows you to work out different situations without the risk of mistakes that could damage your real reputation;

– individual approach: the ability to choose scenarios that meet the specific needs of the teacher;

– prompt feedback: thanks to interactive VR technologies, teachers receive immediate feedback, which helps them learn faster.

The use of virtual reality in education is still at an early stage, but its potential for developing teachers' communication skills is extremely high, as it is an innovative and safe way to improve pedagogical skills.

It is also considered that the establishment of an information and advisory environment within an educational institution is a component of the space pertinent to the information society. In this environment, the exchange of information and the provision of advisory support to the subjects of the educational process by means of information and communication technologies becomes a possibility. This is a contemporary method for the development of the communicative qualities of a teacher. Its leading components include information and communication pedagogical technologies (i.e. multimedia, hypertext, cloud, telecommunication, Internet

technologies, web technologies, smart technologies, automated library and information systems, automated document management systems, innovative educational hubs) and technologies that ensure an appropriate level of advisory services (i.e. interactive technologies, technologies for organising pedagogical interaction and cooperation, and technologies for monitoring the quality of the educational process).

Thus, highlighting the qualitative characteristic of professional pedagogical communication allows us to consider the professional academic culture of teacher's communication as a socially significant indicator of his/her abilities, skills to carry out his/her relationships with other people, ability and skills to perceive, understand, assimilate, and transmit.

It is therefore considered appropriate to establish the following pedagogical conditions for the development of teachers' communicative skills, drawing on both traditional and innovative approaches: The gradual introduction of knowledge on the culture of professional and business speech is to be accompanied by the complication of the material studied. Teachers are to undergo pedagogical training and retraining in order to implement the formation of a culture of professional and business speech in themselves and students on the basis of a communicative and activity-based approach to teaching. Furthermore, a 'team' of specialist teachers is to be created to carry out this learning process in both traditional and innovative ways. The development of teachers' communicative qualities is to be achieved by means of mastering communicative skills.

The teacher's communication skills include:

– the ability to establish emotional contact, to win the initiative of communication; – the ability to control one's emotions – observation and switching of attention; – social perception, i.e. understanding of the student's psychological state by external signs; – the ability to 'present oneself' in communication; – linguistic (verbal) and non-verbal (non-verbal) communication skills, etc.

Taken together, these skills and abilities make up the technique of pedagogical communication or characterise the technological side of a teacher's communication culture.

All communicative qualities and skills can be grouped into four groups: – the ability to quickly and correctly navigate the external communication situation; – the ability to plan one's own speech, i.e. the content of communication; – the ability to find adequate means of conveying this content (the right tone, the right words, etc.); – the ability to provide feedback.

A high level of development of a teacher's communicative abilities implies the presence of:

a) expressive skills and abilities: expressiveness of speech; expressiveness of gestures; expressiveness of facial expressions; expressiveness of appearance;

b) perceptual skills and abilities: the ability to understand the interlocutor; the ability to establish contact with the student; the ability and ability to create an adequate image of the student, etc.

There are different communication styles, the use of which significantly increases the communicative competence of the teacher.

In professional speech communication, the following styles of communicative interaction are usually used: official-business, scientific, journalistic, everyday (conversational).

A teacher, as a specialist in the "person-person" system, must have a high communicative culture, which implies the presence of communicative knowledge, skills, abilities that develop important psychological qualities that are components of the teacher's competence.

Therefore, the development of a teacher's communicative skills is an important aspect of modern education, since effective communication helps to establish high-quality interaction with students, colleagues, and parents and contributes to the creation of a comfortable and productive learning environment.

3. Features of managing the development of communicative qualities of a teacher of an out-of-school education institution

The functionality of a professional community is predicated on its reflection in socio-psychological practice; ergo, the pedagogical professional community is considered primarily as a socio-cultural formation. Within the structured semantic components of this category, properties that engender similarity to others can be distinguished. These qualities are indicative of the organisational features of this group, and the algorithm of its organisation and management. Furthermore, specific characteristics of the self-organisation of the group are determined. Firstly, it is crucial to acknowledge the communicative characteristics that are paramount to the pedagogical professional community. These characteristics serve as the fundamental component and core factor within this community. It is therefore evident that the management, organisation and self-organisation of the pedagogical professional community constitute its essence, reflecting its psychological nature and social properties. The subjective and objective self-determination of the community as a socio-psychological and cultural association is dependent on its communicative qualities, communicative culture and business communication. The management and organisation of communication has enabled the professional pedagogical community to be revealed as a component of society. The process of managing the development of

communicative qualities of a teacher of an out-of-school education institution is characterised by certain peculiarities. The present task is to identify and analyse them.

In the context of the information society, the efficiency of work, including management, is contingent on effective communication between individuals and organisations. This communication is thus transformed into a strategic resource and an object of management. Effective communication management can become the most important resource for the development of society. A novel paradigm within the domain of management theory is materialising: communicative management. This theoretical framework is posited to be a prerequisite for economic advancement and an intrinsic component of sustainable development. Communicative management can be regarded as a scientific discipline that produces and theoretically systematises knowledge about the essence of communication, its role in system management, and as an activity (process) that implements the communication strategy of the management entity, formed within the framework of the general strategy of the organisation. The tasks of communicative management are as follows: firstly, to select and accumulate information from sources external to the system; secondly, to classify, transform, ensure the availability of information for users; thirdly, to disseminate and exchange information; fourthly, to establish effective methods, tools and mechanisms of integrated communication; fifthly, to materialise communication in services, documents and software; sixthly, to create, evaluate and use intangible assets[18].

The basis of professional pedagogical communication is information. It can be called the main tool of the teacher. With the formation and development of the information society, the issue of communication management as a continuous flow of information becomes very relevant. In management, *communication management* is understood as the process of developing and implementing management decisions in a situation where the management influence is implicit, indirect, and the object of management is provided with information about the situation (information picture) determined by the subject of management, focusing on which, this object supposedly independently chooses the line of its behavior. If we talk about communication in the educational process, one of the main tasks facing the teacher is to create conditions for maximum perception and memorization of the transmitted information. The main tasks of regulating communication flows in the educational process are: informing; organizing behavior (forming rules and correcting behavior); establishing and maintaining relationships between the communicator and the recipient. From the

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[18] Григораш В.В., Концептуальні засади комунікативного менеджменту. *Управління школою*. 2020. № 22-24. С. 47.

perspective of the integrative-convergent approach, "communication management" in the educational process is understood as an orderly informational influence from the teacher on a group of students in order to optimize the communication process and, as a result, increase the efficiency of information perception. Hence, the problem of the formation of the teacher's communicative qualities is particularly relevant.

Communications (interaction, communication) have filled almost the entire system of management of the organization and the team. The purpose of communication is to understand, comprehend the information that is transmitted. If the management process consists of the following stages: planning, organizing, motivating and controlling, then communication is the link between all stages:

management – communication – planning;
management – communication – organizing;
management – communication – controlling;
management – communication – motivating;
planning – communication – organizing;
controlling – communication – planning;
motivation – communication – controlling;
organizing – communication – motivating.

At least communication is not satisfied only with the process of transmitting information. It is implemented in such a way that the information that was sent, in a certain way influenced the behavior of the person to whom it was addressed, so that motivation for certain actions and deeds was carried out. This becomes real in the case when the two parties to the communication are confident in the effectiveness and change of the situation for the better, provided that the decision is made and actions are taken on the basis of the information provided.

Accordingly, the information must meet the following requirements: to be *timely*, *reliable*, *relevant* and *complete* (necessarily directly or indirectly related to the object of management).

Communication is an inseparable feature of the process of pedagogical management. Communication combines various components of the student team into a single whole, providing the opportunity to coordinate actions, correct mistakes, analyze achievements and failures, set new tasks, etc., and also acts as a connection with the external environment.

Thus, coordinated pedagogical communications should take place in various *directions* – directed both inside the student body and outside; both within one management level (the so-called horizontal) and between several levels (the so-called vertical); both implemented diagonally, if additional units are involved in the process of discussing methods for overcoming the problem, and be independent of certain restrictions and carried out

informally. But all of the above types of communications should solve their task and be implemented according to certain procedures or rules, the implementation of which guarantees their productivity.

Each teacher must encourage information flows in all directions.

In each educational institution, there are both formal communication channels and informal methods of exchanging and transmitting information.

Informal communication is interpreted as the exchange of information that is predominantly informal in nature and is carried out outside the channels provided by the structure of the class team. It can be implemented both spontaneously and intentionally provoked to verify the reliability of officially provided information (or its addition), or to determine the reaction of students to changes that are already taking place or are planned in the life of the class.

Information support for management processes should be based on established systems. Only in this way will the teacher be able to timely receive the information necessary for making management decisions. Depending on what information is important for the teacher, how often and from what sources it should come, as well as to whom the processed information should be sent (in particular, instructions on further actions), teachers should create appropriate communication networks. A communication network is a set of sources and channels for receiving and distributing information that the management entity builds to make informed decisions and effective management.

It usually unites the teacher-leader, who makes the decision, and the students-executors, who participate in the preparation and implementation process, as well as inform about the implementation and influential factors.

We include the following as the leading principles of effective management of the development of a teacher's communicative qualities: a) the principle of systematicity and consistency: the development of communicative qualities should be a regular process with a long-term plan; b) the principle of feedback: constant feedback from students, colleagues and management contributes to the development of reflection and communicative skills; c) practical orientation: the application of the acquired knowledge and skills in real situations during training increases the effectiveness of their assimilation.

Management is ensured by the performance of a number of functions, which are understood as specific areas of activity.

Target and organizational *functions* are distinguished.

The target function aims to focus attention on specific goals of the system. Since the essence of management is achieved in achieving goals (tasks), the target function is performed not only by a significant, but also by a necessary element of management activity.

A teacher of an out-of-school education institution solves his main management tasks also on the basis of organizational functions. The goal arises from using the best methods of communication between the teacher and students to perform the target functions of the system and ensure the leading activities of all its substructures.

The main technologies and tools of communicative management are:
– public relations;
– relations with social partners, investors (investor relations);
– branding;
– image formation and reputation management;
– relations with the use of mass media (media relations);
– promotion programs (promotion plan)[19].

Based on the theoretical analysis of this problem, it was determined that there is a clearly expressed socio-pedagogical need to improve the process of pedagogical activity, which assumes a democratic-humanistic nature of relations between participants in the educational process. However, this is very often not met by the level of formation of communicative qualities of teachers. The requirements of civilized life, the need to live and work in a single space of universal human values in a new way illuminate various facets of the communicative culture of the individual.

Management of the development of communicative qualities of a teacher of an out-of-school education institution is both operational and preventive measures of assistance in the process of self-development and self-determination. The essence of management is the process of pedagogical support, determination of interests, goals, opportunities for self-development and self-realization, ways to overcome obstacles (problems) that prevent maintaining dignity or independently achieving desired results in professional activity, in a healthy lifestyle, in communication, in personal life. The management process is based on an interactive communication model aimed at intrapersonal communication, it also takes into account the personal space of the teacher.

And pedagogical support itself is focused on creating such communicative conditions and situations that leave more choice for the developing subject, orientation on the organization of independent personal experience and, thus, on indirect management of the process of self-development.

The overarching objective of each manager is to ensure that the communication process is optimised in terms of its effectiveness, while also preserving the integrity of its content. The development of a communication strategy has been identified as a key factor in facilitating this process.

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[19] Бурмака Т. М., Великих К. О. Комунікативний менеджмент : конспект лекцій. Харків, 2019. С. 69.

The term "communication strategy" is not yet widely utilised in management practice. As with many fundamental categories, this term is subject to diverse interpretations, depending on the specific fields of application. However, it is important to note that two main meanings of this term can be distinguished: firstly, it is a communication plan for a certain, often long-term, period of time; secondly, it is certain principles of building communication in a specific communication act (plan).

We have identified 10 universal principles of effective communication of a teacher of a secondary education institution: tact, personality, positivity, activity, integrity, coherence, clarity, brevity, ease of perception, unification, including situational, that is, such messages that take into account the essence (convincing instruction, instruction, etc.).

Implementation of communications is a communication process necessary for each managerial action. There is an opinion that effectively working managers are those who have achieved success in establishing communications.

The organization of communications contributes, on the one hand, to increasing labor productivity, and on the other – to achieving satisfaction in group interaction. In a broad sense, communication not only contributes to the intellectual development of the individual, but also represents a means of managing society or a social group.

During the implementation of the management process, the manager performs three main roles (implements interpersonal relationships, conducts information exchange, makes decisions) and four management functions (planning, organization, motivation and control) to determine and achieve the goals of the organization.

For effective communication, that is, high-quality transmission of messages in the form of methodological guidelines, instructions, orders, reports, it is necessary to take into account various factors: the selection of words when forming messages, mood, well-being, needs of the addressees.

Let's consider the *main ways* to improve communication exchange in an institution of extracurricular education.

Regulation of information flows. A teacher as a manager must learn to assess the qualitative and quantitative side of his information needs, as well as other information consumers in the organization. He must determine the optimal maximum and minimum of information exchanges. Information needs depend largely on the goals of the manager, management decisions and the nature of the indicators of personal assessment of the work of participants in the educational process.

Improving managerial actions. These actions should be aimed at improving information exchange (short meetings, operational meetings, contacts with students and colleagues) and finding additional opportunities

for managerial action. Planning, implementation and control form additional opportunities for managerial action in the direction of improving information exchange. Discussion of new plans, strategy options, goals necessary for more effective implementation of the planned, control over the performance of work, reports on the results of control are additional managerial actions of the manager.

Improving the feedback system. Feedback is part of the control and management information system in a secondary education institution. One of the options for this system is working in groups to discuss various issues. Each leader "overcomes" the distance between himself and the students by creating a thoughtful communication system that guarantees that the message reaches everyone.

Student surveys are one of the options for the feedback system. These surveys are recommended to be conducted to obtain information on various issues: whether students receive accurate and timely information necessary for educational activities; whether the goals and objectives of the activity are clearly conveyed to students; whether the teacher is open to suggestions or not; are students informed about the next changes in the organization of activities that may directly affect them, etc.

Improving the system of collecting proposals, which is being introduced to provide information to management. All participants in the educational process have the opportunity to generate ideas related to improving the activities of the class and school.

Use of newsletters, publications. Educational institutions have the opportunity to issue regular information collections, which contain useful information for students, publish articles with an overview of the organization's management proposals, management answers to questions from employees and students, video reviews of the work of the educational institution.

Modern information technology contributes to the improvement of information exchange in the organization[20].

Managing the development of a teacher's communicative skills requires a systematic approach and targeted support. Effective communication is one of the key factors influencing a teacher's success in the educational process and creating a favorable psychological climate in the classroom. The main features of managing this process are a comprehensive approach that covers various aspects of professional development, reflection and support. Having analyzed the scientific literature on the problem, we have formulated the *main features* of managing the development of a teacher's communicative skills.

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[20] Комунікації у менеджменті. *Навчально-інформаційний портал ВП НУБіП України «Ніжинський агротехнічний інститут».* URL: http://moodle.nati.org.ua/

Diagnostics and analysis of initial skills. At the initial stage, it is important to conduct a diagnosis of the communicative qualities of each teacher. This can be testing, observation during classes, as well as receiving feedback from students and colleagues. By analyzing the initial level of communication skills, it is possible to determine the individual needs of each teacher and draw up a development plan.

Individualization of approaches. Each teacher has his own unique communication style and a different level of communicative skills. Therefore, it is important to use individual approaches in the development process, for example, through mentoring, coaching or selecting appropriate training for each teacher.

Organizing training sessions and workshops. Training sessions and workshops are effective tools for practicing practical skills in an informal setting. They can include exercises in developing active listening skills, conflict management, empathy, and nonverbal communication.

Involving mentors and coaches. Mentoring and coaching help teachers receive personalized advice from more experienced colleagues, which helps improve their communication. A mentor can provide specific feedback based on observations, suggest alternative ways of interacting, and resolve difficult situations.

Implementing reflective practices. Engaging in reflection is an important part of the process of managing the development of communicative skills. Teachers can keep diaries of observations of their own communication style or discuss difficult cases with their mentors or psychologist. Reflection helps the teacher to independently identify areas for development and analyze their own progress.

Using digital tools and feedback. The use of modern digital tools, such as video recordings of lessons, allows for a detailed analysis of the teacher's verbal and non-verbal behavior. With the help of such technologies, the teacher can review his lessons, pay attention to his own gestures, tone of voice, and students' reactions, which provides an opportunity for self-correction.

Developing emotional intelligence. Managing the development of communicative skills should include working on the teacher's emotional intelligence. This includes developing the ability to recognize and understand the emotions of students, as well as manage one's own emotions, which allows you to avoid conflicts and maintain a positive climate in the classroom.

Organizing supervision. Supervision helps teachers analyze difficult communication situations and receive professional feedback. A supervisor can help the teacher better understand their own communicative reactions and find ways to communicate more effectively.

Forming a feedback culture in an educational institution. Creating a system of regular feedback from students, parents and colleagues allows teachers to receive useful information about their communicative effectiveness. It is important to teach teachers to perceive feedback constructively and use it for self-improvement.

Therefore, effective management of the development of a teacher's communicative qualities creates favorable conditions for self-development, improves the atmosphere in the team and generally increases the quality of the educational process.

CONCLUSIONS

Theoretical analysis of the problem of managing the development of communicative qualities of a teacher of an out-of-school education institution was undertaken, and the following conclusions were drawn:

1. The problem is of relevance and has been the subject of study from a variety of perspectives, including psychological, pedagogical and linguistic aspects, as well as its relationship with the formation of the teacher's managerial potential. The subsequent stage of the research involved the determination of the place of the teacher's communicative qualities in the communication system (verbal and non-verbal, pedagogical and educational, linear and interactive, oral and written, synchronous and asynchronous), as well as in the relationship with the communicative potential of the individual and in their reflection in the modern educational process.

The main theoretical and practical approaches to defining the category of "communicative qualities" of a teacher, which is understood as a complex of individual communicative features of the personality, are considered and analyzed. It was found that the main communicative qualities of a teacher include sociability, friendliness, empathy, authenticity, openness, energy, tact, flexibility, directness, etc. Among the types of communicative skills, the leading ones are informational-communicative, affective-communicative, and regulatory-communicative.

2. The findings of the study, which examined the theories of domestic and foreign scientists on the search for innovative methods for developing the communicative qualities of a teacher of an out-of-school education institution, enabled the determination of generally accepted and innovative ways of developing the communicative qualities of a teacher of a general secondary education institution. In the context of the pedagogical sphere, the most promising developments have been identified as computer communications, the Internet, virtual reality, and artificial intelligence. Interactive training and workshops, information and communication technologies, reflective practices, gamification, coaching, storytelling methods, supervision, and the simulation of educational situations are

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considered to be the optimal methods for this purpose. These methods are deemed suitable due to their mass, timeliness and efficiency of information, absence of obstacles, accessibility, and their perception as a special cultural space, relevant for interaction and learning.

3. This study draws upon the findings of preceding scientific research to establish the characteristics of the management of communicative qualities of teachers employed in out-of-school educational institutions. The management, organisation and self-organisation of the pedagogical professional community constitute its essence, reflecting its psychological nature and social properties.

Based on the position that communication between a teacher and students is a strategic resource and an object of management, we have determined and analyzed the features of the process of managing the development of communicative qualities of a teacher of an out-of-school education institution.

The various stages of the management process are characterised, and communication between teachers and students is considered to be a link between all stages. Pedagogical communication is an inseparable feature of the process of pedagogical management, combining various components of the student body into a unified whole. It provides the opportunity to coordinate actions, correct mistakes, analyse achievements and failures, set new tasks, and so forth. Furthermore, it acts as a link with the external environment. In the context of an out-of-school education institution, the implementation of coordinated pedagogical communications is of paramount importance. These communications are to be executed in a variety of directions, including both horizontal and vertical, as well as diagonally. It is also imperative to recognise the significance of independent and informal communications, which are equally crucial in facilitating learning and development. The paper goes on to formulate the guiding principles and functions of effective management of the development of a teacher's communicative qualities.

Thus, management of the development of the communicative qualities of a teacher of an out-of-school education institution is both operational and preventive measures of assistance in the process of self-development and self-determination.

SUMMARY

The purpose of the article is to theoretically substantiate and practically study the aspects of managing the development of communicative qualities of a teacher of an out-of-school education institution, which should contribute to the improvement of the specified process.

The study substantiates the relevance, priority and leading positions of the problem of developing communicative qualities of a teacher of an out-of-school education institution and managing this process. The problem of communicative qualities of a teacher was studied in various directions, as well as from the point of view of its relationship with the formation of the teacher's managerial potential. We proceeded from determining the place of communicative qualities of a teacher in the communication system (verbal and non-verbal, pedagogical and educational, linear and interactive, oral and written, synchronous and asynchronous), as well as in the relationship with the communicative potential of the individual and in their reflection in the modern educational process.

The essence of the concept of "communicative qualities" of a teacher, which is understood as a complex of individual communicative characteristics of a person, has been clarified. It has been revealed that the main communicative qualities of a teacher include sociability, friendliness, empathy, authenticity, openness, energy, tact, flexibility, directness, etc. Among the types of communicative skills, the leading ones are informational-communicative, affective-communicative and regulatory-communicative.

Generally accepted and innovative ways of developing the communicative qualities of a teacher of a secondary education institution have been determined. Based on the dominant position of productive communication in the pedagogical sphere, computer communications, the Internet, virtual reality, artificial intelligence have turned out to be the most promising. Interactive trainings and workshops, information and communication technologies, reflective practices, gamification, coaching, storytelling methods, supervision, simulation of educational situations are the most suitable for use due to their mass reach, timeliness and efficiency of information, absence of obstacles, accessibility, and are perceived as a special cultural space relevant for interaction and learning.

Based on the analysis of previous scientific research, the features of managing the development of communicative qualities of a teacher of an out-of-school education institution are determined. Management, organization and self-organization of the pedagogical professional community constitute its essence, reflect its psychological nature and social properties. Based on the position that communication between a teacher and students is a strategic resource and an object of management, we have determined and analyzed the features of the process of managing the development of communicative qualities of a teacher of an out-of-school education institution.

The stages of the management process are characterized, communication between a teacher and students is considered as a connection between all stages. Pedagogical communication is an inseparable feature of the process of pedagogical management: it combines various components of the student

collective into a single whole, providing the opportunity to coordinate actions, correct mistakes, analyze achievements and failures, set new tasks, etc., and also acts as a connection with the external environment. The teacher of an out-of-school education institution implements coordinated pedagogical communications in the following directions: horizontal and vertical, those carried out diagonally and those that are independent and carried out informally. The guiding principles and functions of effective management of the development of a teacher's communicative qualities are also formulated and ways of improving management processes in an educational institution are proposed.

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