

Preparation of future specialists for the formation of educational communication skills for elementary school children

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Abstract

Modern primary school teachers must implement training, development, and education based on knowledge of the individual characteristics of the younger pupil, be able to manage the process of the schoolchild's constant change and ensure his ascent to a higher level of development, carry out the scientific-pedagogical search, solving the problems of the child's personality formation on a scientific basis. The relevance of this research is determined by the fact that it considers the problem of mastering communication skills as an integral part of speech communication skills, which is a necessary condition for successful social adaptation of the trainee. This article discusses the issue of determining the theoretical knowledge level of future primary school teachers for the formation of communication skills of younger learners. For this research, a research experiment (2017-2018), a search experiment (2018-2019), education experiment (2019-2020) was designed. The survey of students was conducted to determine their own opinion about the formation of their knowledge, skills, and abilities. For this purpose, a survey was conducted with 152 students. The developed method is more likely to create information about the formation of communication skills of primary school students than the traditional method of future teachers.

Keywords: communication, skill, ability, skill set, competence, difficulty, contact information, future teachers;

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Introduction

The current stage of development of our society is characterized by deep economic and social transformations (Kubieva et al., 2021). Therefore, the need to focus the learning process on the formation of a person's readiness to constantly changing demands of society, to cooperate with other people at the moment is no longer in doubt (Green, 1990). However, despite the ever-increasing needs for people with social and social knowledge, modern school with current forms and methods does not contribute to the development of communication skills of school children (Yakavets & Dzhadrina, 2014).

Educational institutions do not specifically teach communication, and life shows that not everyone can acquire communication skills independently. The situation of modern school education requires the child to actively solve new complex communicative tasks: organizing business communication between schoolchildren with each other and with the teacher about the material being studied. Therefore, it is very important to develop a child's high forms of communication with adults and peers, which will form a prerequisite for the new type of formation of a relationship between teacher and schoolboys, between classmates (Grabinger, & Dunlap, 1995). This is why problems and conflicts arise at the interpersonal, group and social levels. As a result of education, a person develops a holistic quality that allows him to interact with other people.

Success in language acquisition is the most important condition for the overall success of school education. In other words, having oral and written speech includes not only a special education skill, but also an examination of any subject (Griffiths, 2018; Nkrumah, 2021). As seen in practice, students cannot read and analyze other people's expressions adequately that they cannot express their thoughts clearly and logically, cannot establish their speech properly, cannot express their opinions.

The formation of communication skills of primary school children is an extremely urgent problem, since the formation degree of these skills affects not only the effectiveness of children's learning, but also the process of their socialization and personal development as a whole. Skills are formed in activities, and communication skills are formed and improved in the process of communication of schoolchildren, both in the classroom and in extracurricular activities (Kamalova & Koletvinova, 2016).

General education schools should form an integral system of universal knowledge, skills, and experience of independent activity and personal responsibility of trainees, that is, the key competencies that determine the timely quality of education, not an unimportant role in this is assigned to primary schools. The State Educational Standard (SES RK) of primary general education offers to form communicative universal educational actions for the adaptation of a child in society (Vladimirovna, 2017).

A real change in the school system, determined by the school reform, requires as one of the main criteria for the effectiveness of the educational process to consider the formation of the learners' personality who are talented, capable, diligent, with developed communication skills, participants in the open pedagogical process, prepared for life in an open society, starting from the first years of school (Wilson, 2018).

The emphasis on the development of the individual, as well as its individual qualities, including communication skills, is reflected in state documents. This problem is reflected in the updated content of education of RK dated 23.08.2012, it is noted: "the program defines the communicative orientation to language learning as a priority learning goal. This is shown, first of all, in the fact that a special task is allocated in the program where it is said: "formation of communication skills, i.e. the ability to hear and listen to the speech of another person in the course of a dialogue, readiness to participate in a dialogue, conversation, to understand that everyone has their own opinion and thoughts, to clearly and correctly state and fully express their opinion". Therefore, one of the tasks of a teacher is to organize purposeful systematic work aimed at the formation of a communicative personality (Zhetpisbayeva, Shelestova & Abildina, 2017). This means that an important role in the organization of such work will be played by the correct choice of the necessary forms of work, techniques, and methods.

We conducted research studies to examine the real situation of future teachers' education in pedagogical high school for the formation of communication skills of primary school trainees. The literature review showed that graduates do not actually have knowledge and skills and do not need to communicate. Skills. On the other hand, after becoming familiar with the development of the teacher who prepared the problem for the formation of communication skills, we found that the formation of the communication skills of elementary school children in the country's education system has not been studied enough.

1.1 Review of related resources

Communication (from Latin - making common, connecting, communicating) is a semantic aspect of social interaction. Since every individual action is carried out in terms of direct or indirect relationships with other people, it includes (along with the physical) the communicative aspect (Yalap & Polat, 2020). Actions that are consciously focused on the meaning of their perception by other people are sometimes called communicative actions. We distinguish the communication process and its constituent acts. The main functions of the communication process are to achieve social community while protecting the individuality of each of its elements.

Kagan (2006) understands communication as the information connection of a subject with a particular object - a person, an animal, or a machine. It is expressed in the fact that the subject transmits certain information (knowledge, ideas, business messages, information, instructions, etc.), which the recipient must accept, understand, assimilate well and act accordingly. In communication, information circulates between partners, since both are equally active, and the information increases, enriches; at the same time, in the process and as a result of communication, the state of one partner is transformed into the state of another.

The orientation of modern pedagogy to the humanization of the educational process puts forward the creation of optimal conditions for the development of each child's personality, his personal self-determination. This problem is particularly acute in relation to younger school children, since, according to psychological and pedagogical research, the process of personal development and self-determination of children of this age has recently been difficult (Carrillo, Rodriguez, & Jimenez, 2019). This is due to the immaturity of their emotional and volitional sphere, lagging in the formation of the system of social relations, age identification, and problems of family education. The situation of modern school education requires the child to actively solve new complex communicative tasks:

organizing business communication between school children with each other and with the teacher about the material being studied. Therefore, it is very important to develop a child's high forms of communication with adults and peers, which will form a prerequisite for the formation of a new type of relationship between teacher and school child, between classmates.

The problem of effective organization of the process of developing communication skills during educational activities is reflected in the research of domestic and foreign scientists. These are the works of Mudrik (1984) - about the interaction of schoolchildren and ways of educational influence on them, Chechet - about the features of communication between parents and children, etc. Currently, in the psychological and pedagogical literature, an important role in the development of communication skills is assigned to the younger school age. The development of communication skills in the educational process is considered in the works of Bodalev (1995), Brudnyi (1998), Vygotski (2005), Davydov (1996), Kagan (2006), Lisina (2009). In addition, we can say that the research works of Kazakh scientists Zhumabayeva et al., (2019), etc. considered the implementation of communication skills in integrated learning.

The development of human communication capabilities in modern society is becoming an extremely urgent problem (Yesnazar et al., 2020). The improvement of scientific technologies has led to an increase in the needs of society for people who could set and solve problems related not only to the present, but also to the future. Since our research is related to the formation of communication skills, it is necessary to clarify the vision of such basic concepts as "communication", "personal interaction", and "communication skills".

The need for communication is one of the most important things in a person's life (Nkrumah et al., 2021). When we enter relationships with the world around us, we communicate information about ourselves, in return we receive information that interests us, analyze it, and plan our activities in society based on this analysis. The effectiveness of this activity often depends on the quality of information exchange, which in turn is ensured by the availability of necessary and sufficient communication experience of the relations' subjects. The earlier this experience is mastered, the richer the arsenal of communication tools, the more successful the interaction is realized (Lisina, 2009; Sari et al., 2019). Therefore, self-realization and self-actualization of the individual in society directly depends on the level of its communication. From the age of six, children spend more and more time with their peers, and almost always of the same sex. Conformism increases, reaching its peak by the age of 12. Popular children usually adapt well, feel comfortable among their peers, and are usually able to cooperate.

Communication skills are the skills and abilities to communicate with people that determine its success (Kamalova & Koletvinova, 2016). People of different ages, education, culture, different levels of psychological development, having different life and professional experience, can differ from each other in their communication abilities. Educated and cultured people have more pronounced communicative abilities than uneducated and uncultured people. The richness and diversity of a person's life experience, as a rule, positively affects the development of a person's communication abilities. People, whose professions involve not only frequent and intensive communication, but also the performance of certain roles in communication (actors, doctors, teachers, politicians, managers), often have more developed communication abilities than representatives of other professions.

The communication techniques and methods used in practice have age-specific characteristics. For example, children are different from adults, and pre-schoolers communicate with other adults and peers differently than do older school trainees. Methods and techniques of communication of older people, as a rule, differ from the communication of young people. Children are more impulsive and direct in communication; their technique is dominated by non-verbal means. Children have poorly developed feedback, and the communication itself is often overly emotional. With age, these features of communication gradually disappear, and it becomes more balanced, verbal, rational, and expressively economical. Feedback is also being improved.

Communicative competence is the ability to establish and maintain necessary contacts with other people (Bello, Idris & Bappayo, 2020). Effective communication is characterized by achieving mutual understanding between partners, a better understanding of the situation and the subject of communication (achieving greater certainty in understanding the situation contributes to solving problems, ensuring the achievement of goals with optimal use of resources). Communicative competence is considered as a system of internal resources necessary for building effective communication in a certain range of situations of interpersonal interaction.

A fundamental approach to solving the problem of developing communication skills and forming communicative competence is presented in the works of Vygotski (2005), who considered communication as the main condition for personal development and upbringing of children. Based on the concept of Vygotski (2005), it can be argued that the formation of children's communication skills is one of the priorities of the school, since the effectiveness and quality of the communication process depends more on the communication skills level of the subjects of communication.

Primary school age, which is considered in this study, is associated with entering school as the most systematic form of communication, with involvement in educational activities as the leading activity of this period, which determines the transition from visual-figurative, concrete situational thinking to abstract thinking, to the ability to identify significant connections, build reasoning, make conclusions, deductions. First there is the mastery of written speech, which is a kind of analogue of oral speech, and its improvement by increasing the length of sentences, increasing the number of subordinate parts of the sentence (Taspinar, 2019).

By the end of primary school age, with the development of logical and communicative functions of speech, with the development of arbitrariness and reflection, the skill to build a statement logically and coherently is formed (Taspinar, 2019). The descriptive-narrative type of speech is replaced by reasoning, the transition to conclusiveness. The features' analysis for formation of receptive types of speech activity indicates the increasing role of the mechanism of understanding when reading, the tendency of students to rely on the main idea of the text while hearing, ability to comprehend all text content, organize it structurally and logically.

The positive influence of the communicative attitude on the preservation of the listened text is also noted. In general, the linguistic experience of a junior school child increases due to the accumulation of language resources and significant quantitative changes in speech and communication activities (Deacu, Kilyeni & Barbulescu, 2018). Primary school age is the optimal period for active learning of social behavior, the art of communication between children of different sexes, the acquisition of communication and speech skills, ways to distinguish social situations.

When a child enters school, they discover a new place in the social space of human relations. He has permanent responsibilities related to educational activities. Close adults, the teacher, even strangers communicate with the child as a person who has committed himself to learning. As noted by Elkonin and Davydov, a child in primary school learns special psychophysical and mental actions that should serve writing, arithmetic, reading, physical education, drawing, manual labour, and other types of educational activities. On its basis, under favourable learning conditions and a sufficient level of mental development of the child, prerequisites for theoretical consciousness and thinking arise (Elkonin, 1995; Galina, 2018).

The school makes new demands on the child's speech development: when answering the lesson, the speech must be literate, concise, clear in thought, and expressive; when communicating, the speech structures must meet the cultural expectations, and this is essential for the formation of communicative abilities. The child is forced to take responsibility for his speech and organize it correctly to establish a relationship with the teacher and peers (Lisina, 2009).

In addition to learning special mental actions, the child under the guidance of a teacher begins to master the content of the main forms of human consciousness (science, art, morality, etc.) and learns to act in accordance with traditions and new social expectations of people. The problem in the development of primary school children is the formation of so-called *social speech*, which contains an attempt to communicate something to another person. Observing the conversations of children, Jean Piaget (1984) found that social speech is opposed to egocentric, which is not designed to communicate with others. The scientist called long conversations with himself in the presence of others a collective monologue. He believed that the process consists in "a gradual transition from egocentric speech, with its characteristic collective monologue, to socialized speech, which connects children in the process of their communication" (Jean Piaget, 1984 as cited by Cheiz, 2017).

Vygotski believed that "egocentric speech directs the development of children's thinking and activity, helping the child to solve problems, before he, like adults, master's internal speech". He proved that egocentric speech does not disappear, but "merges with thought", turning into internal speech. When thinking and speech are completely merged, the child does not need to speak out the commands given to himself aloud to control his actions; instead, he uses silent internal speech. This is also the case when the child solves social problems of a Behavioral nature, for example, when crossing the street, in conflict situations that occur in a game, etc (Sari, Mappapoleonro, & Iriansyah, 2019). Consequently, the formation of a child's communicative abilities is based on the acquisition of language means: the ability to freely express their thoughts by speech means, using various types of sentences, compliance with the logic of transmitted information, since the most important factor in the formation of communicative activity is the need and ability to use language means in speech practice. The speech of a child, as well as an adult, is one of the specific forms of human consciousness and at the same time, its visual expression. By the way the child speaks in a free interactive communication (answers questions, talks about the phenomena that agitated him, events), you can get an idea of how he thinks, perceives, and comprehends the environment (Sari, Mappapoleonro, & Iriansyah, 2019).

Continuing research in this area of child psychology, Mukhina notes that in the sphere of "child - adult" and "child - parents" there are new relationships "child-teacher", raising the child to the level of social requirements for his behavior. In a teacher for a schoolchild, the normative requirements are implemented with more certainty than in a family, because in the primary conditions of

communication it is difficult to distinguish oneself and evaluate the nature of one's behavior (Nkrumah, 2021). Only the teacher who makes demands on the school child, evaluating his behavior, creates normal conditions for the child's life in society. In primary school, children accept the new conditions imposed by the teacher and try to strictly follow the rules. The teacher becomes a figure for the child that determines his psychological state not only in the classroom, during the lesson and in communication with classmates, but also in the family (Mukhina, 1999).

The nature of adaptation and the attitude of the family determine the state and development of the individual. In a family that is sensitive to changes in the social status of a child, changes also occur within family relationships: now the child is a schoolboy, he is consulted, and he is considered. The means of effective communication used during this period determine the attitude of the surrounding people to the child. Communication becomes a school of social relations (Karim & Gide, 2018). The child unconsciously discovers the existence of different communication styles. He also unconsciously tries these styles, based on his own volitional capabilities and a certain social courage. Thus, it is the family, the teacher and peers who help the younger schoolchild to master the requirements of educational activity and accept these requirements as inevitable and necessary (Yesnazar et al., 2020).

Sapogova (2005), notes that the features of educational activities of younger students create conditions for the formation of their communicative abilities. In other words, educational activity turns the child on himself, requires an assessment of "what I was" and "what I became". The process of self-change, self-reflection stands out for the subject himself as a new theme. That is why every educational activity begins with the fact that the child is evaluated.

In the educational activities, younger students are most attracted to the emotionality, external entertainment of the lesson, game moments in it, and to a much lesser extent the cognitive side (Yesnazar et al., 2020). However, in Davydov's research, it was found that in experimental training, when the child's attention is drawn to the origin, meaning and essence of phenomena, the cognitive component appears more clearly. This means that the very nature of educational activity is of great importance for the formation of cognitive motivation. Here, a special place is occupied by the involvement of the child in educational situations that are solved jointly with the teacher. One of the regularities of this formation is that the teaching process in the lower grades is initially based on a detailed acquaintance with the main components of educational activities, and children are drawn into their active implementation.

Psychologists have proven that most primary school children develop prerequisites for the formation of important social qualities (Eksi & Bahcecik, 2018). Adaptation to new social relations and relationships, in which the personality begins to manifest itself, is determined by how the child enters a new group of peers, what place he occupies, how he communicates with peers and adults, how he relates to school, to himself as a schoolboy.

For the successful social adaptation of younger students, it is necessary to lay such a quality as in-touch capabilities or rapport. Rapport is the ability of children to enter normal, productive relationships with peers and adults. This is shown in the ability to be active in conversation; not to be afraid to be the first to start communicating with unfamiliar children, with a teacher, using the knowledge of etiquette; to enter joint activities with peers (play, cognitive, work, etc.) and show initiative and creativity in it (Moghadamizad, Mowlaie & Rahimi, 2020).

1. Materials and methods

This study was an experimental research. We conducted a pilot study of the experiment before the main experiment. The purpose of the pilot study, which was conducted during the 2017/2018 to 2019/2020 academic year, was to study the possibility of forming communication skills in future teachers, and contained three stages:

- ascertaining experiment (2017-2018)
- search experiment (2018-2019)
- training experiment (2019-2020)

At the first stage, we worked to determine the range of theoretical knowledge about the preparation of future specialists for the formation of communication skills of primary school students. Based on the results of the analysis of psychological, pedagogical, and methodological literature and experimental data of the first stage, the research hypothesis was formulated. The purpose of the second phase of the study was the scientific and pedagogical analysis of students' applying problems of theoretical knowledge in practice, review of the methodology for its improvement and its implementation. At this stage, the training experiment plan was developed and refined. The third stage was aimed at experimental verification of the proposed hypothesis. It was necessary to determine whether the method developed by us help future specialists contribute to the formation of communication skills of primary school students, improve the quality of knowledge.

Let's turn to the description of the methodology and results of the selected stages of experimental work. The purpose of the first stage was to justify the feasibility of conducting special work to determine the knowledge of future specialists in the formation of communication skills in primary school students. Observations of students' activities in the educational process, questionnaires, conversations with teachers and students, testing, studying, and generalizing the pedagogical experience of their own teaching allow us to say that the student does not achieve the necessary level of professional skill during the period of study at the pedagogical university.

As part of the research work in the 2017-2020 academic year at the faculty of "Pedagogy and psychology" of the Kazakh National Pedagogical University named after Abai, experimental work was conducted on the 3rd year of the specialty 05010200 – "Pedagogy and methods of primary education". 152 students of "Pedagogy and psychology" Institute of the Kazakh National Pedagogical University named after Abai took part in the experimental work, 76 of them were in control groups, 76 - in experimental groups.

During the experiment the following tasks were solved:

- Determination of the methodological training levels and its directions.
- Identification of the methodological skills' formation in students of the III courses.
- Conducting a comparative analysis of the control results and experimental groups.
- Distribution of future teachers by levels of methodological training was carried out by means of questionnaires, observation of students during the educational process, interviews, testing, etc.

The survey of students was conducted to determine their own opinion about the formation of their knowledge, skills, and abilities. For this purpose, a survey was conducted with 152 students. The questionnaire included questions that allow us to identify students' opinions about the formation of their skills, which determine the main directions of methodological training. The analysis of these questionnaires allowed us to identify students' opinions about the formation of their methodological

skills in different groups. We need this data for selecting and experimenting with those that are least pronounced. For mathematical processing, the questionnaire contains two possible answers. In points, they were evaluated: "I know (master)" - 1;" I do not know (master)" - 0 points.

For comparative characteristics of the methodological training results, we introduce the coefficient of possession of methodological skills (C). We define as a "standard" the knowledge level of methodological skills, which is the maximum possible number of points scored by the participants of the experiment. The level of methodological skills that determines the actual number of points scored by participants in the experiment, we define as the real level.

We introduce the following notation:

n^s_3 - standard level of preparation of the S^{th} student.

n^s_p - implemented level of preparation of the S^{th} student.

$P_{3i} / P_{s/}$ - the standard level of preparation of the S^{th} student in the i (j) direction.

We define the values of $P_{si} Pr$ as follows:

$P^s_s = \sum_{i=1}^n n^s_{3i}; n_{j \in V}$ where $j = 1, 2, 3, 7$ - the directions number of methodological trainings.

The ratio $C = Pr / P_s$, we define as the coefficient level of methodological readiness of the student in each of the directions. To quantify the C coefficient, each skill element has a numerical indicator corresponding to the answers given in the questionnaire: I do not know - "0"; I know - "1" (Table 1).

Table 1- Distribution of points based on survey results

№	Directions of methodological training	Student №			
		1	2	3	4
1.	Formation of communication skills	1	2	3	4
	Determine the level of training in the subject: formation of communication skills	0	0	1	1
	Analyze the educational and material base in the direction of	1	1	1	1
	Identify and formulate the main educational problems in the	0	1	1	1
	Total points	0	0	0	1
2.	Formation of predictive skills	1	2	3	4
	Total points	1	2	3	4

The sum of numerical indicators related in this case to one of the directions of methodological training is combined in a Table 1.

In Table 1, the lines correspond to analytical skills. The columns contain information about each skill being mastered by an individual student, and each line reflects the state of each of the skills shown in the Table 1.

Similarly, the possession of methodological skills in other areas of methodological training is determined. For the value Pr_j that characterizes a particular student, we take a number equal to the sum of the digits in the corresponding column in the table. To define n^s_3 , it should be assumed that any student in all lines received the maximum possible number (1). This will correspond to the state when the degree of training has reached the standard level in this direction.

$$P^4s = 1+1+1+1=4 \quad C = 4/4=1.$$

In the same way, we will determine the C coefficient for the 3rd student:

$$P^3r = 1+1 + 1+0=3$$

$$C = k^n ar/n^s = 3/4=0.75.$$

From the individual coefficient to the one defined for each direction of methodological training, you can go to that for the control and experimental groups (Table 2).

$$y = \frac{J}{z} \underline{Up}$$

In quantitative terms, the goal of methodological training is expressed in the approximation of the coefficient C to one in all directions. The C coefficient allows you to determine the impact of the training system on the personality of the student, the group, evaluate the effectiveness of innovations introduced in the educational process and is calculated for the control and experimental groups before the experiment begins, at the beginning and at the end.

The changes made to the process of methodological training of students will be effective if the value of C increases more than C_c during the period under review, and not effective if $C = C_s - C_c$ remains at the same level or decreases.

2. Results

The analysis of the survey data shows that students of the control and experimental groups note their lack of preparation for future teaching activities, namely on the formation of communication skills, which is due to a low coefficient of methodological skills' ownership by all groups. Especially low coefficient in the control and experimental groups was obtained on the formation of communication skills (Table 2).

Table 2 - Coefficient of proficiency knowledge in the formation of communication skills

Groups	The coefficient of proficiency knowledge in the formation of communication skills
Control	0,35
Experimental	0,5

Table 3 - Results of questionnaire

Groups	Num ber of participants	Standard level							Implemented level							Coefficient of methodological skills' possession based on self-assessment						
		Number of directions							Number of directions							Number of directions						
		1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Control	76	236	236	354	354	236	177	472	153	131	286	153	196	93	147	0,6	0,55	0,8	0,4	0,8	0,5	0,3

Experim 76 220 220 330 330 220 165 440 158 142 244 117 159 86 179 0,7 0,6 0,7 0,4 0,7 0,5 0,4
mental

Data from a survey of 152 students indicate a lack of knowledge about the formation of communication skills.

The opinion of an individual participant in the survey cannot claim to be completely objective in view of either overestimating or underestimating their real abilities. In this regard, the next stage of the experiment was to determine the possession levels of communicative methodological skills.

The internal structure of methodological skills includes the operational structure of skills (actions) and their content base (knowledge). At the first stage of forming skills, it is necessary to acquire certain knowledge, which is later transformed into practical actions that make up a particular methodological skill.

Based on this understanding of the internal structure of skills, you can determine the following levels of their formation:

Level I - initial, characterized by lack of knowledge and skills (I don't know, I cannot).

Level II - intermediate, characterized by the presence of the necessary knowledge, but the lack of formed skills (I know, I cannot).

Level III - final, characterized by the presence of knowledge and corresponding skills (I know, I can).

To check the formation of methodological knowledge about the formation of communication skills at the II, III levels of learning, we used a test evaluation method developed by Rudenko.

Mathematical processing of tests was developed and experimentally verified by Bespalko. Tests consist of tasks for the activity of this level (3) and a standard (s), i.e., a sample of complete and correct execution of actions. The standard determines the number (p) of essential operations required to solve the test. Comparing the student's response to the standard by the number of correctly performed operations (a) of the test makes it possible to determine the coefficient of assimilation (C_a). Thus: $C_a = a/p$. The definition of C_a is an operation of the assimilation quality.

According to the assimilation coefficient, the completion of the learning process at this level is judged. From the research carried out by Bespalko and Tatur (1989), it follows that at $C_a > 0.7$ the learning process can be considered completed. In subsequent activities, the student becomes able to improve his knowledge during self-learning. When learning knowledge with a coefficient $C_a < 0.7$, the student systematically makes mistakes in subsequent activities and is not able to correct them due to the inability to find them. Further, the authors note that stopping the educational process before students reach this coefficient value will not allow them to move to the next stage of education.

It has explored the importance of system research and synergistic approaches as a general scientific methodological basis for defining the concept of "social reflection of the future teacher". To provide a synergistic understanding of the nature of the system and the didactic phenomenon studied, considering the system and synergistic approaches of the future teacher in separate and holistic combinations. The results obtained from these studies are consistent with the model developed (Opalyuk, 2017).

Level II tests will be tests that identify the availability of the necessary knowledge for the formation of knowledge, according to the types of training.

$C_D = a/p$ - calculated formula for the absorption coefficient.
 a - the number of actions performed correctly.

Based on the test methods IInd and III^d level of methodical preparation designed to determine the knowledge assimilation about the formation of communicative skills among primary school pupils, it is possible to distribute the students for the control group in the amount of 76 people and an experimental group, which amounted to 76 students of the Department of pedagogy and methodology of elementary education of the Kazakh National Pedagogical University named after Abai by levels of methodological training.

For a comparative evaluation of test results in the control and experimental groups, we apply the well-known method of mathematical processing of results used by us in the processing of questionnaire data. For the I - initial level, we will determine each student in the control and experimental group "0" points, II -intermediate - "1", III – final "2" points. For the standard level of Ps, we will take the number of points scored by all group participants at the III^d level of assimilation. So, in our case, for the control group Ps = 122 points, for the experimental Ps= 114 points. Similarly, the number of points for the implemented Pr level is calculated. Thus, the total coefficient for the group is calculated using the formula: $C = Pr/Ps$. The test results are shown in Table 4.

The table shows that the formedness coefficient of methodological knowledge about the formation of communication skills in primary school children and in the control and experimental groups is at a low level. The majority of students in both groups are at the I - initial level of their formation. During the ascertaining experiment, groups of skills that are not formed within the framework of psychological and pedagogical training of future primary school teachers were identified. It is established that most students participating in the experiment are at the I, II levels of methodological training, which is insufficient for the implementation of professional activities.

Table 4 - Distribution of control and experimental group students by levels of methodological training for the formation of communication skills in primary schoolchildren

Group	Total person	Level of methodological training for the formation of C-total communication skills			
		I Initial	II Intermediate	III Final	
Control	76	41	35	0	0,3
Experimental	76	40	36	0	0,13

These and other circumstances, as well as observations of students while teaching practice, allow us to make a decision to improve the existing practice of methodological training of primary school teachers, to develop new courses, fill them with appropriate content and implement it as part of a training experiment.

The founders of the activity theory believe that the knowledge gained through the self-getting them, especially because of collective thinking activity, is learned more firmly, remembered for a long

time, and become an indicative basis for the actions performed, than the knowledge obtained in a ready-made form. In this regard, students' self-confidence increases, and therefore their self-esteem should also increase /111/. To test this assumption, we conducted repeated questionnaires in the experimental and control groups.

Comparative indicators that reveal the availability of knowledge on the communication skills' formation in primary school students based on self-assessment are shown in Table 5.

Table 5 - results of the self-assessment questionnaire

Experiment	Groups	The coefficient of knowledge possession for the formation of communication skills in primary school students
Stating	Control	0,35
	Experimental	0,5
Training	Control	0,5
	Experimental	0,8

As can be seen from the Table 5, the coefficient of knowledge possession for the formation of communication skills in primary school students in the experimental group at the end of our experiment increased by more than 30% compared to the control group.

The results of the survey were checked based on test methods for the II and III levels of methodological training, which allow determining the real level of mastering knowledge on the formation of communication skills in primary school students. The results of testing indicate significant changes that occurred in the experimental group during the training experiment (Table 6).

The assimilation of knowledge on the formation of communicative skills in the experimental group was 0.7 points, i.e., the majority of students in the experimental group are at the III — final level of assimilation, that indicates the end of methodical preparation phase quasi professional activities.

Table 6 - Results of experimental training in control and experimental groups

Experiment stage	Group	Total person	The level of methodological training for the C formation of communication skills			
			I Initial	II Intermediate	III Final	
Stating	Control	76	41	35	0	0,3
	Experimental	76	40	36	0	0,13
Teaching	Control	76	3	44	29	0,6
	Experimental	76	4	24	48	0,7

The test method developed by Rudenko allows you to determine the level of the student and is also suitable as a diagnostic tool at various stages of methodological training of future teachers (exams, certifications, tests, etc.).

3. Discussion

In the course of the search experiment, theoretical information was allocated, the most optimal forms of organizing practical classes in technology and teaching methods of methodological disciplines were identified, and tasks were selected for students that allow them to form knowledge for the formation of communication skills in primary school students.

As the training experiment developed, the content of the tasks was clarified, new tasks were designed, and techniques were searched for by focusing lectures and practical classes on the development of students' professional skills. The main focus of the practical classes was on solving methodological problems, entertaining logical problems, etc. In addition to solving special problems, in the practical classes, we began to introduce business games, collective problem solving, etc.

Conducting practical classes in the form of business games requires serious training on the part of both the teacher and students (Sari et al., 2019; Kamalova & Koletvinova, 2016). However, as practice shows, students show a great interest in this type of activity and are willing to act in various roles.

Thus, practical classes play an important role in improving the pedagogical skills of future teachers, developing their initiative and ability to apply knowledge in practice, which generally helps to improve methodological training (Opalyuk, 2019; Taspinar, 2019). Our extracurricular activities are also a means for improving the methodological training of future primary school teachers.

Pedagogical practice provides great opportunities for the development of students' professional independence (Zhetpisbayeva & Shelestova, 2017). During the practice, students were involved in solving more complex professional tasks: evaluating the learning process, developing lesson options, and testing them, conducting experiments, and implementing the skills they learned in practical classes at the Institute.

Private and special techniques were formed using the following techniques:

- analysis of methodological literature on this problem,
- study of best practices on this issue,
- showing the teacher, a sample of performing the appropriate actions,
- introduction of business games in practical classes on the methodology of teaching methodological disciplines,
- setting and resolving problem situations,
- solving entertaining problems in practical classes on the method of teaching methodological disciplines.
- practical work on a specific topic,
- collective problem solving,
- practicum:
 - a) information for reflection (discussion of various pedagogical problems and ways to solve them),
 - b) tasks for students,
 - c) conducting tests,
- conversations with teachers on the specified problem,
- self-development, self-esteem,

- work with additional literature.

In our results, the coefficient of knowledge possession for the formation of communication skills in primary school students in the experimental group at the end of our experiment increased by more than 30% compared to the control group. Marushkevych, & Zvarych, (2019) focused on modernizing information, at the expense of improving students' development capabilities. The importance of responding to the requests of the students and the methods of the instructors in time has been proven. Teaching, methodological and research studies to provide information to students in Higher Education Institutions necessary information, personal research data. The text of the publication is considerable (Kamalova & Koletvinova, 2016). Paying attention to the interpretation of the term "competence", analysis of its content in the American and Ukrainian language scientific resources, and teachers' language proficiency problem. American students' evaluation of teachers' competencies, attitudes of teachers towards professionalism, pedagogical effectiveness, skills, subject knowledge, awareness of subject content and this information, evaluation results are widely available on websites, magazines, and other information sources.

The training experiment showed that purposefully organized formation of students' communicative skills in the process of their methodological training leads to good results: the vast majority of students effectively applied their knowledge in practice.

Thus, the results of the experiment allow us to draw a conclusion about the validity of the assumption: the possibility of purposeful formation of knowledge on the formation of communication skills in future teachers in the process of their methodological training through the allocation and solution of special professional tasks and confirms their role in improving the quality of special and methodological training. Malashenko, (2019) in research on future prospective teachers developed the importance of the model in the educational process of a military higher educational institution is emphasized and the possibility of its application in the systems of higher military professional education of the CSTO member states is defined. Prospects for the development of the topic in pedagogical theory and practice are outlined.

4. Conclusion

The results of theoretical and experimental research, analysis of educational and methodological, psychological, and pedagogical literature allow us to draw the following conclusions:

The process of teaching students the method of teaching methodological disciplines in the pedagogical University has great opportunities for developing students' skills and abilities. Teaching students at the University to develop students' knowledge for the formation of communication skills in primary school students involves increasing attention to specially organized independent work of students and its connection with practical classes.

Working with complex tasks in the study of teaching methods of methodological disciplines allows you to form communication skills, thinking focused on teaching activities, without requiring a departure from the specifics of the subject or its expansion.

Observing the work of students in practical classes in other disciplines, conversations with teachers show that knowledge about the formation of communication skills in primary school students, formed in the classroom on the methodology of teaching methodological disciplines contribute to the successful study of these disciplines.

The experiment confirmed that the developed method is more likely to form future teacher's knowledge about the formation of communication skills in primary school students compared to the traditional method and contributes to improving the quality of students' knowledge, the level of their methodological development, increases students' interest in learning and improving pedagogical skills.

5. Recommendation

The research was performed at the Abai Kazakh National Pedagogical University. The practical significance of the research results is the possibility of using the developed methodological recommendations in the practice of training specialists in the field of primary education.

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