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THEORETICAL FOUNDATIONS FOR DEVELOPING PEDAGOGICAL COMMUNICATION COMPETENCE OF PRE-SERVICE TEACHERS IN A DUAL EDUCATION MODEL

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Abstract: This article examines the theoretical and methodological foundations for developing pedagogical communication competence among pre-service teachers within a dual education model. Particular attention is paid to the integration of academic preparation and school-based professional practice as an important condition for improving future teachers' communicative readiness. Pedagogical communication competence is considered a multidimensional professional quality that includes communicative knowledge, verbal and non-verbal interaction skills, active listening, empathy, pedagogical tact, conflict management, professional ethics, and reflective abilities. Competency-based, activity-based, student-centered, reflective, and practice-oriented approaches are analyzed as methodological foundations for developing this competence. The article argues that dual education provides a favorable environment in which theoretical knowledge can be continuously applied, tested, and improved through authentic pedagogical interaction. A conceptual structure consisting of motivational, cognitive, communicative-practical, emotional, and reflective components is proposed. The study concludes that systematic integration of university learning, school practice, mentoring, observation, feedback, and reflection contributes to the professional communicative development of pre-service teachers.

Keywords: dual education, pre-service teacher, pedagogical communication, communication competence, professional competence, teacher education, reflection, mentoring, school practice.

Introduction: The modernization of contemporary education has increased the professional requirements placed on teachers. A modern teacher is expected not only to possess strong subject knowledge and methodological competence but also to communicate effectively with students, colleagues, parents, and other participants in the educational process. Therefore, pedagogical communication competence has become an important component of teachers' professional readiness.

Pedagogical communication is a professionally organized process through which teachers establish educational relationships, transmit information, motivate students, organize cooperation, provide feedback, manage classroom interaction, and create a psychologically supportive learning environment. The quality of communication can directly influence students' participation, motivation, emotional well-being, and learning outcomes.

For this reason, pedagogical communication competence should be developed systematically during the professional preparation of future teachers. It cannot be regarded merely as a personal characteristic or as a skill that automatically develops after entering the teaching profession.

The dual education model offers significant opportunities for solving this problem because it combines academic preparation with regular professional practice. In this environment, future teachers can learn communication theories at a higher education institution and simultaneously observe, apply, analyze, and improve communication strategies in authentic school settings.

Theoretical foundations of pedagogical communication competence

Pedagogical communication competence can be defined as an integrated professional ability to establish purposeful, ethical, effective, and context-sensitive interaction with participants in the educational process.

Its theoretical basis is closely connected with communicative competence, professional competence, social interaction, reflective practice, and activity-based learning.

Communication in teaching has several interrelated functions. It provides the exchange of information, organization of educational activity, emotional support, regulation of behavior, cooperation, feedback, and the establishment of interpersonal relationships.

The professional nature of pedagogical communication means that a teacher should be able to choose appropriate communication strategies according to the educational situation, age of learners, lesson objectives, individual characteristics, and social context.

Structure of pedagogical communication competence

The development of pedagogical communication competence requires attention to its internal structure.

The motivational component reflects a future teacher's willingness to establish constructive communication, cooperate with learners, demonstrate professional responsibility, and continuously improve communication skills.

The cognitive component includes knowledge of communication theory, pedagogy, psychology, learner characteristics, communication styles, conflict management, and professional ethics.

The communicative-practical component includes the ability to explain information clearly, formulate questions, listen actively, conduct dialogue, provide constructive feedback, organize discussion, and adapt communication to different situations.

The emotional component includes empathy, tolerance, emotional stability, respect, sensitivity, and the ability to recognize the emotional states of learners.

The reflective component refers to the ability to analyze one's own communication, recognize successful and unsuccessful strategies, accept feedback, and make appropriate changes.

These components should be developed as an interconnected system rather than as isolated skills.

Dual education as a developmental environment

Dual education creates a direct relationship between theoretical preparation and professional practice. This relationship is especially important for communication competence because communication cannot be mastered through theoretical study alone.

A future teacher may study classroom communication strategies at university, observe how an experienced teacher applies them in practice, attempt to use them during teaching, receive feedback from a mentor, and then reflect on the experience.

The process can be represented through the following sequence:

Theory – observation – practice – feedback – reflection – improvement.

This sequence transforms professional practice into a systematic learning mechanism.

Authentic school environments also expose pre-service teachers to diverse communication situations. They learn to interact with active and passive students, respond to unexpected questions, manage disagreements, encourage participation, explain complex ideas, and maintain professional relationships.

Methodological approaches

Several methodological approaches can support the development of pedagogical communication competence.

The competency-based approach focuses on the ability to apply acquired knowledge and skills in real professional situations.

The activity-based approach emphasizes learning through participation in authentic pedagogical activities.

The student-centered approach requires the future teacher to recognize learners as active participants in educational communication.

The reflective approach develops the ability to analyze personal experience and improve professional behavior.

The practice-oriented approach ensures a systematic connection between theoretical learning and real teaching situations.

The integration of these approaches provides an appropriate methodological basis for developing communication competence within dual education.

Mentoring and professional feedback

Mentoring is an important mechanism in the professional preparation of future teachers. Experienced teachers can provide examples of effective pedagogical communication and help students understand the complexity of classroom interaction.

Mentors can observe how future teachers communicate, identify difficulties, and provide specific recommendations.

Feedback should consider speech clarity, questioning techniques, listening skills, tone of voice, non-verbal behavior, pedagogical tact, classroom dialogue, emotional control, and interaction with individual students.

Constructive feedback allows future teachers to recognize aspects of their communicative behavior that may otherwise remain unnoticed.

Reflection in professional development

Reflection is essential for transforming practical experience into professional competence.

After classroom practice, pre-service teachers can analyze questions such as:

Was my explanation clear?

Did I listen carefully to students?

Were all students involved in communication?

How did I react to incorrect answers?

Was my communication respectful and supportive?

What communication difficulties occurred?

What should I change in my next lesson?

Reflective journals, self-assessment sheets, mentor discussions, peer observation, and video analysis can support this process.

Conclusion

Pedagogical communication competence is an essential component of the professional readiness of future teachers. Its development requires more than theoretical knowledge; it requires systematic interaction between academic preparation and authentic professional practice.

The dual education model provides favorable conditions for integrating theory, observation, teaching practice, mentoring, feedback, and reflection.

The development of motivational, cognitive, communicative-practical, emotional, and reflective components enables future teachers to establish effective and professionally appropriate relationships with learners and other participants in education.

Therefore, dual teacher education programs should incorporate systematic communication practice, mentor support, reflective activities, and criteria-based assessment as essential elements of future teachers' professional preparation.

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