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TECHNOLOGY FOR DEVELOPING PEDAGOGICAL COMMUNICATION COMPETENCE IN PREPARING FUTURE TEACHERS FOR TUTORIAL ACTIVITIES

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Abstract: This article examines the theoretical and methodological foundations of the technology for developing pedagogical communication competence in preparing future teachers for tutoring activities. The purpose of the study is to substantiate the role of pedagogical communication competence and the mechanisms of its development in ensuring effective tutoring practices. The study employed methods of scientific literature analysis, comparative analysis, systems approach, modeling, and pedagogical interpretation. The findings indicate that the integrated development of communicative, empathetic, reflective, and collaborative competencies significantly enhances tutoring effectiveness. A stage-based technology for developing pedagogical communication competence was designed and justified. The study concludes that pedagogical communication competence is one of the key indicators of future teachers' readiness for tutoring activities.

Keywords: Tutoring, pedagogical communication, pedagogical competence, communicative competence, pedagogical cooperation, reflection, mentoring, facilitation, individual educational trajectory, transformational education, pedagogical technology, future teacher.

INTRODUCTION

The transformation of higher education systems worldwide, the widespread implementation of the credit-module system, and the development of innovative mechanisms aimed at supporting students' individual educational trajectories have significantly increased the importance of tutoring activities. In contemporary universities, a tutor is increasingly viewed as a pedagogical facilitator who supports students' academic development, assists in their professional formation, and helps them address personal challenges. Consequently, the preparation of future teachers for tutoring activities has become one of the priority directions of modern pedagogical science.

As highlighted in the monograph, the tutoring system in developed countries is regarded as an effective mechanism for facilitating students' successful integration into the university environment, organizing independent learning activities, and providing academic as well as psychological support. Special programs aimed at developing tutoring practices have been implemented at leading universities such as Harvard, Oxford, Stanford, Edge Hill, and many others.

The effectiveness of tutoring activities largely depends on pedagogical communication competence. This competence encompasses a tutor's ability to establish effective communication with students, identify their individual needs, foster motivation, support reflective learning processes, and create a collaborative educational environment. Although the communicative aspects of tutoring competence have been addressed in existing studies, the technology for developing pedagogical communication competence among future teachers has not yet received sufficient scientific and methodological substantiation.

The purpose of this study is to provide a scientific, theoretical, and methodological foundation for the technology of developing pedagogical communication competence in the process of preparing future teachers for tutoring activities.

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The objectives of the study are: to analyze the communicative essence of tutoring activities; to identify the structural components of pedagogical communication competence; to substantiate the functions of pedagogical communication within tutoring activities; to develop a technology for fostering pedagogical communication competence; to evaluate the pedagogical effectiveness of the proposed technology.

LITERATURE REVIEW AND METHODS

The theoretical foundations of pedagogical communication and tutoring activities have been extensively investigated by numerous national and international scholars. T.M. Kovaleva characterizes a tutor as a pedagogical professional who facilitates the design and implementation of a student's individual educational trajectory. According to her perspective, tutoring activities are aimed at the individualization of education and the support of learners' independent development.

V.A. Kan-Kalik interprets pedagogical communication as one of the fundamental components of a teacher's professional mastery. A.V. Mudrik, in turn, regards pedagogical communication as a significant factor in the socialization of individuals. I.A. Zyazyun emphasizes the special role of communicative culture within the structure of pedagogical mastery.

According to the findings presented in the monograph, tutor competence is characterized as an integration of pedagogical, psychological, communicative, organizational-technological, and research competencies. Among these, communicative competence occupies a central position, as it enables tutors to perform all of their professional functions effectively.

The methodological framework of the study was based on:

- the systems approach;
- the competency-based approach;
- the communicative approach;
- the integrative approach.

The research employed the following methods:

- analysis of scientific literature;
- comparative analysis;
- modeling;
- pedagogical interpretation;
- synthesis and generalization.

The analysis made it possible to identify the following structural components of pedagogical communication competence:

1. Motivational component;
2. Cognitive component;
3. Communicative component;
4. Reflective component;
5. Activity-competence component.

RESULTS AND DISCUSSION

As a result of the study, a technology for developing pedagogical communication competence in the preparation of future teachers for tutoring activities was designed and substantiated.

The proposed technology consists of four interconnected stages.

Stage 1. Diagnostic-Motivational Stage. At this stage, students' levels of communicative preparedness are assessed, their motivation toward tutoring activities is examined, and the professional significance of pedagogical communication is explained. Particular attention is devoted to fostering awareness of the role of communication in effective tutoring practice.

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Stage 2. Cognitive-Developmental Stage. This stage focuses on the formation of theoretical knowledge related to pedagogical communication, communicative strategies, conflict management, empathy, and reflection. Students acquire a conceptual understanding of communication processes and develop the intellectual foundation necessary for effective tutoring interactions.

Stage 3. Practical-Activity Stage. During this stage, practical communicative skills are developed through role-playing activities, case studies, communication training sessions, mentoring situations, and various interactive exercises. These activities enable future teachers to apply theoretical knowledge in realistic educational contexts and to strengthen their communicative competence through experiential learning.

Stage 4. Reflective-Corrective Stage. The final stage is aimed at improving competencies through self-analysis, peer assessment, video observation, and reflective assignments. Students critically evaluate their own communicative performance and identify areas for further professional growth.

The findings indicate that pedagogical communication competence contributes significantly to the effective implementation of the following tutoring functions:

Tutoring Function	Role of Pedagogical Communication
Support	Identifying students' difficulties and providing appropriate assistance
Collaboration	Establishing relationships based on mutual trust and cooperation
Guidance	Designing and managing individual educational trajectories
Motivation	Enhancing students' interest and engagement in learning activities
Reflection	Facilitating self-assessment and personal development

According to the teacher-tutor model presented in the monograph, the principal functions of tutoring include support, collaboration, and facilitation, all of which are realized through effective pedagogical communication.

The results further demonstrate that future teachers with well-developed pedagogical communication competence achieve higher levels of effectiveness in: identifying students' educational and personal needs; providing psychological support; offering academic guidance and consultation; resolving conflicts constructively; organizing and facilitating reflective activities.

These findings confirm that pedagogical communication competence serves as a key determinant of successful tutoring practice and contributes substantially to the professional readiness of future teachers.

CONCLUSION

The development of pedagogical communication competence in the process of preparing future teachers for tutoring activities represents one of the most important tasks of contemporary teacher education.

The findings of the study demonstrate that pedagogical communication competence is among the key factors determining the effectiveness of tutoring activities. This competence manifests itself as an integration of communicative, empathetic, reflective, and collaborative abilities that enable future teachers to provide comprehensive educational support to learners.

The technology developed within the framework of this study contributes to improving future teachers' readiness for tutoring activities, enhancing their communicative competence, and increasing the quality of individualized pedagogical support provided to students.

Therefore, it is advisable for higher pedagogical education institutions to introduce specialized courses, training programs, and practical learning activities aimed at the integrated development of

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tutoring competence and pedagogical communication competence. Such initiatives will facilitate the preparation of highly qualified teachers capable of effectively supporting students' academic, professional, and personal development in contemporary educational environments.

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