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THE IMPORTANCE OF DEVELOPING A NETWORK COMMUNICATIVE CULTURE OF THE FUTURE TEACHER

Abstract. The article defines the meaning of the concept of transformation in accordance with the characteristics of various fields of science, clarifies the features of digital transformation for educational organizations. The levels of replacement, improvement, change and transformation of changes in pedagogical practice are determined, which are a clear manifestation of digital transformation in education. In addition, the role of communicative revolutions in the history of mankind is determined. The value of communicative culture is determined in the case of interaction between communication and culture. The communicative qualities of the individual, which form the basis of pedagogical relations, are studied. The meaning of the concepts communicative culture of the teacher, pedagogical communication, and intercultural communication is determined. The role of the components of the teacher's communicative culture in professional pedagogical activity is considered. The communicative culture of a teacher is defined as a set of cultural norms, knowledge and values, knowledge and skills used in the course of his personal and pedagogical communication, contributing to its effectiveness. As components of a communicative culture, it is based on the ability for interpersonal relationships, acceptance and respect for opinions, differentiation and presentation of arguments, discussion of problems, readiness to communicate harmoniously and politely with strangers. As a result of the rapid development of information and communication technologies, the Internet has had a positive impact on increasing access to information for education and teachers. The network communication direction of traditional communication theory is often discussed today in the focus of attention of researchers and scientists. The content of the ethical principles of communication on the Internet is specified through psychological, emotional, technical, decorative and administrative categories. In the article, pedagogical communication in the electronic environment is considered as a developing pedagogical scientific direction that studies the effective interaction of participants in the educational process in the electronic educational environment. The actual communication skills of the teacher in the context of digitalization of educational processes are systematized. The effective factors of using network communications in the educational space of higher education organizations

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are revealed. The effectiveness of the use of training technology in the development of a communicative online culture of future teachers is substantiated.

Keywords: network communication culture, transformation, replacement, improvement, teacher's communication culture, pedagogical communication, network community, training

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Болашақ мұғалімнің желілік коммуникативтік мәдениетін дамытудың маңыздылығы

Аңдатпа. Мақалада трансформация ұғымының мәні түрлі ғылым салалары ерекшеліктеріне сәйкес анықталып, білім беру ұйымдары үшін цифрлық трансформацияның ерекшеліктері нақтыланған. Білім берудегі цифрлық трансформацияның айқын көрінісі болатын педагогикалық практикадағы өзгерістердің ауыстыру, жақсарту, өзгерту, трансформация деңгейлері айқындалған. Сонымен қатар, бүгінгі күнге дейін орын алған коммуникативтік революциялардың адамзат тарихындағы рөлі айқындалған. Коммуникация мен мәдениеттің өзара кірігуі жағдайында коммуникативтік мәдениеттің мәні анықталған. Педагогикалық қарым-қатынастың негізін құрайтын тұлғаның коммуникативтік сапалары зерделенген. Педагогтың коммуникативтік мәдениеті, педагогикалық коммуникация, мәдениетаралық коммуникация ұғымдарының мәні анықталған. Педагогтың коммуникативтік мәдениетінің кәсіби педагогикалық қызметтегі құраушыларының атқаратын рөлі қарастырылған. Мұғалімнің коммуникативтік мәдениеті оның жеке тұлғалық және педагогикалық коммуникациясы барысында пайдаланылатын, оның тиімділігіне ықпал ететін мәдени нормалардың, білімдер мен құндылықтардың, біліктер мен дағдылардың жиынтығы ретінде анықталған. Коммуникативтік мәдениет құраушылары ретінде тұлғааралық қарым-қатынасқа қабілеттілік, пікірлерді қабылдау және құрметтеу, дәлелдерді саралау мен ұсыну, мәселені талқылау, бөгде тұлғалармен өзара үйлесімді әрі әдепті қарым-қатынас жасауға дайын болу негізделген. Ақпараттық-коммуникациялық технологиялардың қарқынды дамуы нәтижесінде ақпараттың білім алуы мен мұғалімдерге қолжетімділігінің артуына интернет желісі оң әсер етті. Дәстүрлі коммуникация теориясының желілік коммуникация бағыты зерттеушілер мен ғалымдардың назарында бүгінгі күні жиі талқылануда. Интернет желісіндегі қарым-қатынастың өзіндік этикалық қағидаларының мазмұны психологиялық, эмоционалдық, техникалық, безендіру, административтік категориялары арқылы нақтыланған. Мақалада электронды ортадағы педагогикалық коммуникация білім беру процесіне қатысушылардың электрондық білім беру ортасында өзара тиімді әрекеттестігін зерттейтін дамып келе жатқан педагогикалық ғылыми бағыт ретінде қарастырылған. Білім беру процестерін цифрландыру контексіндегі мұғалімнің өзекті коммуникативтік дағдылары жүйеленген. Жоғары білім беру ұйымдарының білім беру кеңістігінде желілік коммуникацияларды іске асырудың негізгі факторлары анықталған. Болашақ мұғалімдердің желілік коммуникативтік мәдениетін дамытуда тренингтік оқыту технологиясын пайдалану тиімділігі мазмұндалған.

Кілт сөздер: желілік коммуникативтік мәдениет, трансформация, ауыстыру, жақсарту, педагогтың коммуникативтік мәдениеті, педагогикалық коммуникация, желілік қоғамдастық, тренинг.

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Важность развития сетевой коммуникативной культуры будущего учителя

Аннотация. В статье определяется значение понятия трансформации в соответствии с особенностями различных областей науки, уточняются особенности цифровой трансформации для образовательных организаций. Определены уровни замены, совершенствования, изменения и трансформации изменений в педагогической практике, которые являются ярким проявлением цифровой трансформации в образовании. Кроме того, определена роль коммуникативных революций в истории человечества. Определено значение коммуникативной культуры в условиях взаимодействия коммуникации и культуры. Изучаются коммуникативные качества личности, составляющие основу педагогических отношений. Определено значение понятий коммуникативная культура учителя, педагогическая коммуникация, межкультурная коммуникация. Рассмотрена роль компонентов коммуникативной культуры педагога в профессиональной педагогической деятельности. Коммуникативная культура педагога определяется как совокупность культурных норм, знаний и ценностей, знаний и умений, используемых в ходе его личностно-педагогического общения, способствующих его эффективности. Как компоненты коммуникативной культуры базируется на способности к межличностным отношениям, принятию и уважению мнений, дифференцированию и представлению аргументов, обсуждению проблем, готовности гармонично и вежливо общаться с незнакомыми людьми. В результате стремительного развития информационных и коммуникационных технологий Интернет оказал положительное влияние на увеличение доступа к информации для образования и учителей. Сетевое коммуникационное направление традиционной теории коммуникации сегодня часто обсуждается в центре внимания исследователей и ученых. Содержание этических принципов общения в Интернете уточняется через психологические, эмоциональные, технические, декоративные и административные категории. В статье педагогическое общение в электронной среде рассматривается как развивающееся педагогическое научное направление, изучающее эффективное взаимодействие участников образовательного процесса в электронной образовательной среде. Систематизированы актуальные коммуникативные умения педагога в условиях цифровизации образовательных процессов. Определены основные факторы реализации сетевых коммуникаций в образовательном пространстве организаций высшего образования. Изложена эффективность использования технологии тренингового обучения в развитии сетевой коммуникативной культуры будущих учителей.

Ключевые слова: сетевая коммуникативная культура, трансформация, замена, улучшение, коммуникативная культура педагога, педагогическая коммуникация, сетевое сообщество, тренинг.

Introduction

The XXI century should be attributed to the century of great progress. In the history of mankind, the transformation of the world has never taken place on such a significant scale, and its scope has not had such a global character, sensational information about crucial discoveries in the

field of computer science, genetics, and molecular physics is continuously transmitted from the laboratories of research institutes and centers. The introduction of improvements and research and technological innovations lead to an increase in the pace of human life, and constant adaptation to digital gadgets entails an ontological transformation of humanity.

The change in reality is happening before our eyes, although visually it is not always noticeable. In a world measured by supersonic speed or in nanoseconds, numerous changes take place outside of the usual human perception. In most cases, they are unconscious. Out of a million gigabytes of hypertext, only scraps of information that have already lost relevance at the time of action reach contemporaries. New value systems, new models of social relations, patterns of behavior, new organizations and institutions with unprecedented speed so far are emerged [1].

In the conditions of the modern development of civilization and new economic development strategies, politics and the socio-cultural sphere for changes, the first is the high-quality training of professional - pedagogical personnel. The system of professional-pedagogical education is crucial to completing this task because teaching staff must first complete the task of raising the standard of the professional education system to a new level.

Goals and objectives of the study

The purpose of the study is to identify the importance of developing a network communicative culture of future teachers. To achieve the goal, it is necessary to implement several of the following tasks. These are: analysis of native and foreign experience in the development of the network communicative culture of future teachers based on the digital transformation of education, communication theories, scientifically based conclusions and consistently justified definitions of researchers in the humanities and social spheres; clarification of learning technologies for the development of the network communicative culture of future teachers.

Research methods

The object of research: the development of a network communicative culture among future teachers in the context of digital transformation of education. The hypothesis of the research study: if the significance of the development of the network communicative culture of the future teacher is determined by the level of change in pedagogical practice in the conditions of digital transformation of education, the actual communicative skills of the teacher and the influential factors of the implementation of network communication in higher education organizations are clarified, then the significance of the implementation of educational technologies for the development of the network communicative culture of teachers is determined.

Methods and tools of the research. When carrying out research in this direction, the following research methods were used: analysis of theoretical information, analysis of research results. The analysis of native and foreign articles is carried out. The essence and content of the concept of transformation, the change of teacher activity in the conditions of digital transformation of education, the results of experiments of the near and far abroad on network communicative culture, dissertation research, research articles of the authors are used as theoretical materials of the study.

Results and Discussions

In this sense, the digital transformation in education has a significant role to play in creating the perception of a contemporary teacher.

Transformation is a unidirectional and irreversible change in the dominant economic activity of a person. These changes occur due to continuous improvements in productivity growth in the sector, which are slower or faster. The growth of productivity itself is ensured by technological progress, the stream of valuable developments, gathered practical knowledge and experience, institutional viability, quality of decision-making and organized human efforts. The transformation of the private sector is the performance of the socio-economic evolution of man. The concept of transformation is a term used not only in one area, but also in several areas.

Including: The concept of transformation in genetics is the process by which an organism cell absorbs a free DNA molecule from the environment and introduces it into the genome, where DNA leads to the development of modern Hereditary features characteristic of the donor body.

Transformation in linguistics is the rule by which a language is derived from derived words called basic sentences.

The one of the ways to implement the law is transformation in law.

The economy transformation refers to a long-term change in the prevailing economic activity in terms of the prevailing relative participation or employment of capable people.

Therefore, in one word, transformation corresponds to the statement that it is a change of State.

For educational organizations, digital transformation means:

- change (update) the purpose and content of educational work, orientation to maximize the potential of each student;

- transition from teaching and educating everyone, i.e. individual training and education, with the replacement of the organization and methods of educational work;

- review and optimize the used sets (sets) of educational, methodological and organizational solutions, information materials, tools and services;

- description/reflection and optimization of the business processes used, making them open (understandable), flexible, scalable and natural for all stakeholders (primarily students and teachers;

- use all the capabilities of modern digital technologies to mechanize and automate business processes and all types of Information work to increase the effectiveness and productivity of educational work.

Systematic updating of educational results and content of education, methods and organizational forms of educational work expected by society means their comprehensive, systematic implementation. In particular, the variation of each of the components is related to each other, complements and supports each other.

The main element of the digital transformation of education is changes in pedagogical practice, which allow us to introduce digital transformation into the educational process. These changes may differ qualitatively. Depending on the degree of change, four levels of digital transformation implementation in the educational process have been adopted and formed. Digital technologies can be used both at the levels of “replacement” and “improvement” of traditional pedagogical tools, and at the levels of “transformation” and “transformation” of pedagogical practice. Abroad, the division of the level of implementation of digital transformation into the educational process is commonly referred to as the SAM model (Substitution Augmentation Modification Redefinition Model).

When implementing digital transformation, four levels of transformation of pedagogical practice can be noted.

Replacement. For example: go from reading text in a sealed textbook to reading it on a computer screen (tablet, smartphone, etc.). This is done by transferring a sheet of paper directly to the computer screen. You may wonder what you can gain by replacing traditional tools with digital ones. The result here is that the cost of an electronic textbook is lower than on paper, it is easier to update it, etc. However, in some cases, working with pen and paper seems easier than with digital tools.

Improvement. At the second level, the traditional tool/tutorial will also be replaced by new digital tools. In this case, the functionality of the new tool improves compared to the functionality of the previous one (for example, it is more convenient, lighter, etc.). This makes it conceivable to enrich the pedagogical experience, expand its capabilities. As an example, the transition from displaying material on paper posters to displaying it using a multimedia projector, which allows you

to visualize it. The benefit or advantage of this process is that it makes it easier to work, saves time, and increases the productivity of educational work.

Change. At the third level, the traditional tool and tutorial will also be transformed to a new digital format. But also, its functions are significantly expanded, which makes it possible to improve pedagogical experience. With its help, it became possible to solve a wide range of tasks. Digital technologies allow us to formulate and solve traditional tasks in a new way.

Transformation. At the fourth level, the functionality of digital learning tools is not only significantly expanded, but also qualitatively differs from the functionality of traditional tools. Here, digital technologies make it realizable to do things that were previously impossible, to create conditions for solving tasks that could not be solved without their use.

Humanity has experienced five communicative revolutions: (1) the appearance of human speech, which occurred approximately 40-35 thousand years ago; (2) the emergence of writing about 5 thousand years ago; (3) the invention of the printing press by I. Guttenberg in 1440; (4) the development of electronic mass media in the twentieth century; (5) the acquisition by the Internet in the early 1990s of the status of accessibility.

Each of the communicative revolutions contributed not only to the transformation of the epoch-making model of the world corresponding to it, but also to cardinal changes in world history.

The basis of pedagogical communication includes the communicative qualities of the individual.

- 1) speaking qualities: expressiveness and excellent diction;
- 2) individual qualities: communication skills, openness, ability to listen and feel people.

Communication as a sense-forming activity in education is considered the main tool aimed at the modernization formation of certain values, knowledge and behavior. Also, a stable system of speech and mental strategies formed in educational communication ensures the transformation of information into knowledge and experience. And we will not be mistaken if we say that it is educational communication that sets the framework for transferring this experience to the next generation, from community to society. Finally, the result is the possibility of uniting individuals into a single socio-cultural space while maintaining the creative potential of each of them. Communication in education is the main factor in managing the quality of education through the formation of opportunities.

Nowadays, educational communication, namely the study of the process of communication in lectures and practical classes, is one of the fastest growing areas of pedagogical research in this area. The relevance of the proposed topic and the interest of most researchers is due to the fact that pedagogical communication is carried out in the conditions of direct work with educational texts. In addition, the educational ideals of the teacher determine the nature of interaction with the student and the results of communicative situations. The above ideals are possible due to the fact that they make sense within the real provisions of pedagogical communication. The relevance of educational communication in the process of professional training of future teachers is an effective practical tool for managing the quality of education and an object of interdisciplinary research.

Communication is the main part in the culture of the teacher, namely the constant desire to increase relationships with people and quickly find contacts. A qualified teacher has a high communicative potential, which is an indicator of sociability. According to researchers, communicability as an individual trait includes the following components:

- communicability - the ability to experience pleasure from the process of communication;
- social relationships - the desire to be in society;
- altruistic tendencies - empathy as the ability to empathize, empathy and identification as the ability to transfer oneself into the world of another person.

A set of knowledge of the laws of interpersonal communication, skills and abilities to use its means in various life and work situations and personal communicative qualities. The communicative culture of a teacher is a qualitative characteristic of the subject of educational

activity, including a system of communicative knowledge and skills that determine a certain position of a person in communicative activity [2].

S.L. Troyanskaya believes that pedagogical communication is “the organization of the pedagogical process as communication, interrelation, cooperation based on the reception, processing and transmission of information, personal meanings and value relations” [3], the subject is the definition of patterns, meanings, verbal and nonverbal techniques, communicational education technologies, and communication of participants in the educational process-mastering oratorical and acting skills, gestures, intonations, solving issues of self-regulation, and pedagogical techniques, that is, important pedagogical aspects of educational system. Among the features of pedagogical communication, including the inclusion of digital options, we highlight the following: emphasis on the educational communication is based on the following personal qualities of a person: self-realization of the individual and emphasis on the processes of further development; ambiguity of interaction and ethics; cultural conformity of activity and communication; the presence of a large number of factors; communication and communication process.

It is necessary to consider that in this type of communication there are educational relations, which are characterized by awareness and acceptance by participants of the position in the system “teacher – students”, “teacher – learners”, “educator – pupils”; acceptance of a person as a goal and value of pedagogical activity, but not a means; orientation to work with properties man and the manifestations of his nature; readiness of communication participants to interchange; availability of materials with educational meaning – the basis for pedagogical interaction [4].

According to the statement of E. Hall, who is the initiator of the theory of intercultural communication, formulated the idea of the uniformity and interdetermination of communication and culture. According to the author, culture is communication, and communication is culture. M. Girdham expressed his opinion on this matter: “Cultures are nothing but the same way of thinking and mode of activity, existing due to relatively isolated intra-group communication. Cultures differ from one another because the level of communication between representatives of different cultures is lower than between representatives of the same culture. If people from different cultures communicated with each other as much as they communicate within their own culture, then the cultures themselves would soon disappear”.

From the point of view of B. Haslett, culture and communication are acquired simultaneously and cannot exist without each other. On this occasion, Yu.M. Lotman noted that culture is a communication system that serves communicative functions [5].

In modern educational research, the communicative culture of a teacher is understood as:

- component of pedagogical culture;
- a system of human communicative interaction with the world as a whole based on signs and sign systems;
- the quality of communication characterized by a humanistic vector of improvement;
- joint capabilities and knowledge in the sphere of means of communication and the laws of interpersonal interaction that contribute to mutual understanding and the effective solution of communication problems.

The communicative culture of a teacher can be defined as a set of cultural norms, knowledge, values, skills, and talents used in the communication process and enhancing its efficacy, summarizing the numerous points of view on the nature of this phenomena. As an integrative education, communicative culture includes: the ability to coordinate and correlate one's actions with others; acceptance and receptivity of others; selection and presentation of arguments, the ability to put forward alternative explanations; discussion of the problem; understanding and respect for the opinions of others; and the readiness for accommodating and correct interaction with others. The level of improvement in the communicative culture of the teacher is demonstrated in the communicative activity [6].

On the global Web at the moment, there are various types of communication: audio, video, and text communication. Many Web resources support all three methods of communication.

Samoilenko L.V. identifies the following main types of communication on the Web [7]:

- real-time communication (the so-called chat): with one interlocutor (a specific channel is selected for such communication); with a large number of people at the same time;
- communication, in which messages to the addressee arrive with a delay: with one interlocutor (e-mail); with many people-participants of the teleconference. The rapid development of information technology and the growing popularity of network communication have created the prerequisites for the emergence of not only various new professions, but also communication habits, computer jargon. It all has a really big impact on the language.

Communication via the Internet has its own etiquette (netiquette, netiquet), its own rules. In general, the content of this etiquette can be divided into three categories:

- psychological, emotional - appeal to “you”, the number of emoticons used, support for newcomers or ignoring them;
- technical, design - restrictions on the size of the message, the use of transliteration, the use of lines of a certain length, the admissibility of extended design (use of different fonts, bold, italic, color, frames, etc.);
- administrative – advertising admissibility, topic naming rules, citation rules, the need to adhere to community topics, etc.]

Pedagogical communication in a virtual environment also considers communication as a primary process that coordinates the purposeful practical actions of its participants. In the perspective we are considering, the peculiarity of these interactions between communicants is that they are carried out in an electronic environment, through a computer communication channel (computer telecommunications). Thus, it is possible to define pedagogical communication in an electronic environment as a developing pedagogical scientific direction in which the use of electronic (more often text) messages by participants of the educational process for the formation of understanding in an electronic educational environment in the context of information and communicative culture corresponding to learning is investigated. This problem area is practically oriented towards the effective use of the educational electronic environment and the development of the culture of this type of communication in pedagogical practice [8].

The main meanings are “network culture” and “network community” - obviously going back to the concepts of “network”, “network society”, and “social network” (in a broad, sociological sense). The network form of the organization of social ties has always existed, but until the beginning of the XXI century it was not a priority [9].

In the above-mentioned problems, in our opinion, the list of communicative skills of a teacher, formed by I.S. Kryshchuk (2017), has a special practical value since this list consists of measurable communicative skills, which in the hereafter may be used as the main part of the methodology for determining the overall level of development of these skills.

However, within the general trend of increasing digitalization of educational processes, which we consider first of all an exponential increase in the information base for education, and in addition, the “transfer” of learning to an interactive electronic digital environment, it is advisable to supplement the above-mentioned list of I.S. Kryshchuk's skills [10] with communicative skills regarding professional interaction in an electronic and digital environment, formalized by us in the third column of the 1 (first) Table in relation to four objects of pedagogical activity. Thus, it is advisable to consider the 19 communicative skills that form the basis of a teacher's communicative competence in the norms of digitalizing of educational processes.

It is apparent that the tools for developing a teacher's communicative skills should take into account the originality of a teacher's professional activity as well as contribute to solving urgent educational tasks. Then the tools for developing the communicative skills of a teacher should include both traditional classical and electronic-digital learning tools. The concept of continuing

education should also be included since the educational tasks of a teacher are constantly transformed throughout his professional way.

Table 1 – List of a teacher's actual communicative skills of a teacher in the context of digitalization of educational processes

Object of pedagogical activity	List of communicative skills	Additional communication skills
The sphere of knowledge	1. Setting a learning task. 2. Text design by the teacher of the method and result of solving the problem for students. 3. Understanding the difficulties of the student in the process of deciding the educational task. 4. Interaction with students in a dialogue mode in the process of deciding an educational task.	5. The ability of the teacher to identify and level the barriers of cognition and interaction of students that arise in the process of using ICT tools to achieve educational results.
Organizational sphere	1. Structuring of pedagogical texts according to the logic that contributes to changing the relationship between the motives and goals of the child. 2. Understanding the student's actions in various learning situations.	3. The choice and use by the school teacher of the most effective ICT tools for solving educational problems.
Personal sphere	1. Statement of personal attitude (judgments, comments, questions). 2. Empathic listening. 3. Motivational statements. 4. Statements that initiate the process of self-understanding of the child. 5. High level of computer literacy of the teacher.	6. The teacher's awareness of the readiness to use ICT tools to increase the motivation of students.
Sphere of communications	1. Creating a rich information environment at school. 2. Joint definition of communication norms with children. 3. Presentation of their position (grounds) in communication. 4. Interpretation of the meaning of the text in the norm of the situation.	5. The school teacher's knowledge of the principles of network etiquette, as well as the basics of information security

Effective factors in the use of network communications in the educational sphere of the university and college are the next:

- improvement of the material and technical base of the university and college; equipping classrooms with modern technical devices for entering the virtual space;
- the use of various social services by teachers in teaching; the improvement of their own experience in social networks and the management of virtual communication of students;
- application of various forms of communicative interaction in the network (forum, blog, webinar, chat, polls, comments, message, subscriptions, etc.);
- organization, correction and management of contact independent work of students;
- organization of joint activities of students in the network; application of methods of self-verification and mutual verification of tasks of classmates;

- provision of free access to information in various formats; search, exchange and encoding of virtual messages;
- video, online consultations, individual assistance of teachers;
- formation of various online communities for the implementation of group work of students;
- creation of favorable and comfortable conditions for student users.

The highlighted factors of network communications in the system of professional education expound the main and significant significance of the use of electronic communication in higher education. They provide not only an increase in the effectiveness of social networks in the educational process, but also control over the independent work of students; increase motivation to study and study individual subjects; formation of communicative skills and qualities of students; mastering practical experience (training) [11].

Nevertheless, it is needful to systematically implement the development of a network communicative culture of future teachers in classroom and extracurricular educational activities. In this regard, training is of huge importance for the improvement of the network communication culture of future teachers.

The development of the network communicative culture of future teachers can be realized not only due to the influence of a system of external factors but also through the methodology of self-development. In education, the degree of educational productivity directly depends on the activity of educational and cognitive activities. Therefore, the use of active learning methods can be considered a catalyst that stimulates and ensures their effective success. For group psychological work in the development of network communication culture of future teachers, a form of training aimed at using active methods of training is used.

Let's consider the example of trainings organized in order to develop a network communicative culture of future teachers.

The training theme: «Network communication»

The purpose of the training:

Formation of readiness for the organization of an effective network communication system that improves the quality of education.

Objectives of the training:

- the formation of an idea of how to organize a comprehensive system of educational-oriented communications.
- formation of an understanding of the goals of education and the role of each teacher (personal responsibility) in achieving the general goals of training.
- development of skills of effective perception and transmission of information within the framework of the implementation of professional activities and between departments.
- formation of skills of constructive group and individual educational communication.
- formation of a comfortable atmosphere of interaction between participants in the educational process.

The implementation of this training included 3 stages.

First of all, video content was heard with the content of the psychology of the internet, internet communication, ethics of speaking and writing in the network, prevention of communication barriers in the network, reflection in the process of network communication, rules of group network communication.

In the second part of the training, the exercise “My appearance” was performed as a psychogymnastic exercise. During the exercise, the training participants depicted themselves realistically and flawlessly (as they wanted) and demonstrated it using a set of colored pencils or markers on a piece of paper.

In the third part, in order to develop the communicative culture of future teachers, reflective exercises of interpersonal relations, exercises to improve the skills of perception of network information, exercises for the development of speech on the network, exercises for the development

of discussion skills on the network (at the time of social networks and direct communication) were performed. In particular, messages aimed at getting to know strangers for the first time on the network, the “Hello-Goodbye” exercise for recording dialogues about interrupting an online acquaintance, the “Interview with parents” exercise for communicating with students, the “online portrait” exercise for describing the personality of a stranger who met online, the “Difficult situation” exercise-during this exercise, the participants were divided into small groups of 3–4 people, and the trainer was implemented with a projector showing a slide describing a difficult situation on the screen. The group should solve the problem in 3 minutes (or several options). Next, the actions are repeated with the following slides.

Exercises for the reflection of interpersonal communication in the network: the exercise “Request”, which should not be meaningful, specific, easy to perform, the exercise “Warning”, which focuses on what the partners in the relationship really say and feel.

At the end of the training, the final opinions of the participants were formulated and the results of the training were summed up.

Conclusions

For future teachers, various active methods of group psychological work are used to develop a network culture of communication. Training is carried out according to methods such as discussion, modeling situations, role-playing games of various modifications and combinations, solving cases, exercises aimed at developing skills, a retrospective analysis of real situations, etc.

The choice of this method was made taking into account such important factors as socio-normative culture of network communication, subjectivity, activity, dynamism, orientation of training in solving problems of the professional sphere:

First, the future teacher participating in the training creates a holistic and broad structure of relationships in his psyche, in the components of his personality. That is, during the training, conditions are created for interaction between the subject and the subject.

Secondly, it allows you to achieve the goal effectively and quickly, promotes the development of a network communicative culture of future teachers, and introspection and reflection are carried out without violating existing personality structures. Also, internal restrictions are removed, new opportunities for self-realization and development of creative potential of the individual are opened.

Third, various and leading professionally significant qualities for a person are identified, i.e. the acquisition of management skills, correction and transformation of personal qualities.

Fourth, the internal integration of the structural norms of the network communicative culture is carried out, and it is determined what their manifestation is in specific situations.

As indicated in the reasons that served as the important for the choice, the subject's imagination and sensory experience must necessarily be included in the training process. The signals received in consciousness are compared with the standards stored in memory, etc. Mental operations occur, so exercises related to decision-making play a special role.

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