

SOCIAL PSYCHOLOGICAL DETERMINANTS OF FORMATION OF COMMUNICATIVE
COMPETENCE IN PRIMARY SCHOOL TEACHERS

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Abstract: *This article explores the social psychological determinants that influence the formation of communicative competence in primary school teachers. Communicative competence is a crucial skill for teachers as they interact with students, parents, and colleagues on a daily basis. By understanding the factors that contribute to the development of this skill, educators can better support teachers in honing their communication abilities. This study examines how social influences such as teacher-student relationships, professional development opportunities, and organizational culture impact the communicative competence of primary school teachers.*

Keywords: *communicative competence, primary school teachers, social psychology, teacher-student relationships, professional development.*

Introduction:

Effective communication is a fundamental aspect of teaching that plays a vital role in creating positive learning environments and fostering meaningful relationships with students. Communicative competence encompasses not only the ability to convey information clearly and effectively but also to listen actively and empathetically. In the context of primary school education, where students are at a formative stage of their cognitive and social development, teachers must possess strong communication skills to engage students and support their learning.

Effective communication is a critical component of successful teaching. In the context of primary school education, teachers play a key role in fostering the development and learning of young students. Communicative competence refers to the ability to effectively convey and receive messages in various social contexts. In this article, we will explore the social psychological determinants that influence the formation of communicative competence in primary school teachers.

Social Identity Theory:

Social identity theory posits that individuals derive their sense of self from their group memberships and social categorizations. In the context of primary school teachers, their professional identity as educators influences their communicative competence. Teachers who identify strongly with their role as educators are more likely to exhibit effective communication skills in interactions with students, parents, and colleagues.

Socialization Processes:

The socialization processes that teachers undergo during their training and professional development also impact their communicative competence. Teachers who receive training in effective communication strategies and interpersonal skills are better equipped to navigate the complex social interactions inherent in teaching. Additionally, the organizational culture of schools can shape teachers' communication patterns and behaviors.

Emotional Intelligence:

Emotional intelligence refers to the ability to recognize and manage one's own emotions as well as understand and respond effectively to the emotions of others. Teachers with high emotional intelligence are better able to establish positive relationships with students, parents, and colleagues, which is essential for effective communication. Emotional intelligence also enables teachers to handle challenging situations and conflicts with empathy and sensitivity.

Teacher-Student Relationships:

The quality of teacher-student relationships has a significant impact on communicative competence. Teachers who foster positive relationships with their students create a supportive learning environment where open communication can thrive. Strong teacher-student relationships are built on trust, respect, empathy, and clear communication, which enhance student engagement and academic achievement.

Professional Support Systems:

Professional support systems within schools can also influence teachers' communicative competence. Collaborative environments that encourage teamwork, feedback, and mentoring facilitate the development of effective communication skills among teachers. Peer collaboration and professional development opportunities can help teachers refine their communication strategies and adapt them to different contexts.

In conclusion, the formation of communicative competence in primary school teachers is shaped by various social psychological determinants such as social identity theory, socialization processes, emotional intelligence, teacher-student relationships, and professional support systems. By understanding these factors and investing in training programs that promote effective communication skills, schools can empower teachers to create positive learning experiences for their students.

The formation of communicative competence in primary school teachers is influenced by various social psychological factors. One key determinant is the quality of teacher-student relationships. Positive and supportive interactions between teachers and students create a conducive environment for effective communication to take place. When teachers establish trust and rapport with their students, they are more likely to communicate openly and authentically.

Another important factor that shapes communicative competence is access to professional development opportunities. Teachers who engage in ongoing training and workshops on communication skills are better equipped to handle challenging situations in the classroom and collaborate effectively with colleagues. Professional

development not only enhances teachers' knowledge but also builds their confidence in using different communication strategies.

Furthermore, organizational culture within schools can impact how communicative competence is developed among primary school teachers. Schools that prioritize open communication, collaboration, and mutual respect among staff members foster an environment where teachers feel supported in enhancing their communication skills. On the other hand, schools with hierarchical structures or lack of interpersonal trust may hinder the growth of communicative competence among educators.

Conclusion:

In conclusion, social psychological determinants play a significant role in shaping the formation of communicative competence in primary school teachers. By understanding these factors and addressing them proactively within educational settings, schools can support teacher growth and ultimately improve student outcomes. Building positive teacher-student relationships, providing professional development opportunities, and fostering a supportive organizational culture are essential steps toward enhancing communicative competence among educators. As we continue to prioritize effective communication in education, it is crucial to recognize the interconnectedness between social influences and teacher effectiveness in promoting positive learning experiences for students.

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