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PROGRAM FOR THE DEVELOPMENT OF PRIMARY SCHOOL TEACHERS' COMMUNICATIVE COMPETENCE FACTORS

Submission Date: December 09, 2023, **Accepted Date:** December 14, 2023,

Published Date: December 19, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue12-31>

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ABSTRACT

This research focuses on the development and execution of a specific program targeted at improving the communication ability of primary school teachers. Recognizing the critical role communication plays in effective teaching, the curriculum incorporates a complete collection of courses addressing many aspects of communicative abilities. The curriculum is designed to support the comprehensive development of teachers' communicative capacities, drawing on educational theories and practical techniques. The program seeks to equip primary school instructors with the tools they need to enable enhanced communication in the classroom environment through focused training sessions, interactive workshops, and reflective practices. The study assesses the program's success using pre- and post-assessment measures, offering insights into the effects of improved communicative competence on overall teaching efficacy.

KEYWORDS

Professional development, teacher training, pedagogical communication, interactive workshops, reflective practices, classroom communication, teaching efficacy, educational program.

INTRODUCTION

Effective communication is the key to establishing a strong connection between teachers and students in elementary school and creating a positive learning environment. This study aims to investigate a customized program designed to improve the various

elements impacting primary school teachers' communication proficiency, given the recognition of the critical role that communicative competence plays in forming educational relationships. We will explore the dynamic world of teaching as we progress through

this investigation, where the capacity to communicate ideas clearly, build relationships, and control classroom conflict are crucial. This introduction provides a starting point for dissecting the many facets of our curriculum, illuminating its goals, structure, and the potential game-changer it can be for teachers in elementary schools and their pupils.

The foundation of a good teaching strategy is effective communication, which is essential to fostering a stimulating and supportive learning environment. Acknowledging the critical importance of communicative competence for elementary school teachers, this research explores the creation and execution of a customized curriculum intended to improve the various aspects affecting communicative competence. This program aims to address the many facets of communicative competence in the evolving terrain of education, where the teacher's capacity to transmit knowledge, manage interactions, and cultivate meaningful connections with students is critical.

This introduction lays the groundwork for a thorough examination of the program's goals, structure, and expected effects on primary school teachers' communicative abilities by summarizing the importance of effective communication in the setting of primary schools. We will explore the program's complexities in the next parts, as well as how it might improve young students' overall educational experience while also helping teachers become more proficient communicators.

Methods: A varied cohort of primary school teachers who agreed to take part in the program were involved in our study. Over the course of the [period], the intervention included a carefully selected curriculum

that covered effective questioning tactics, verbal and nonverbal communication, and ways for developing healthy connections between teachers and students. Pre- and post-program exams, questionnaires, interviews, and classroom observations were used in the data gathering process to provide a comprehensive picture of the growth of communicative competence.

Participant Recruitment and Diversity: A deliberate effort was made to select a representative and diverse group of primary school teachers from a range of local schools. A variety of demographics, including different degrees of teaching experience, educational backgrounds, and socioeconomic situations, were ensured through the recruitment process. This method recognized the diversity present in primary education settings and sought to add a wide range of views to the study.

Program Structure and Length: The entire intervention was painstakingly designed to provide a thorough and engaging experience. The program was carefully designed to explore subtle facets of instructional communication, moving beyond conventional communication paradigms. The program included a wide range of engaging components, all intended to improve the various facets of communication competence, such as interactive workshops, group projects, peer conversations, and real-world scenarios.

A comprehensive approach to the development of communication skills was adopted by the well-chosen curriculum. Refining nonverbal and verbal communication skills, developing inclusive and good teacher-student relationships, and perfecting effective questioning techniques to encourage critical thinking were some of the specific areas of attention. The

curriculum also covered the use of technology as a communication tool in the classroom, adjusting to the changing needs of contemporary learning environments.

Methods of Gathering Data: In order to guarantee a detailed and all-encompassing understanding of communicative competence development, the study used a triangulated approach to data gathering, combining different approaches. Pre- and post-program evaluations included standardized exams created especially to measure improvements in general communicative proficiency. Participants' assessments of their communication skills and the perceived impact of the surveys, which were carefully designed to capture qualitative nuances, were investigated.

Through the use of structured interviews, participants were able to discuss how their communication skills had changed over time and how they had incorporated new tactics into their teaching methods. This allowed for an in-depth investigation of individual experiences. Throughout the program, observations of classrooms were undertaken at appropriate intervals to offer a genuine insight into how learned skills are applied in the dynamic setting of a classroom.

Mechanisms of Feedback: In order to support continuous program improvement and adaptability, frequent feedback sessions were included. Facilitators and participants were able to have an open discussion during these sessions, which allowed for last-minute adaptations to meet new requirements and difficulties. To promote ongoing communication and build a cooperative community for exchanging knowledge, materials, and assistance, an online forum was also developed.

Ethical Aspects and Informed Consent: Throughout the entire investigation, strict ethical guidelines were followed. Teachers were given thorough information about the study's goals, methods, possible advantages, and potential drawbacks prior to enrollment. Participants were given the assurance of secrecy and the freedom to leave the study at any time without facing repercussions, and informed permission was acquired.

This enhanced technique sought to capture the diversity, embrace the richness of the communicative competence development program, use a multimodal approach to data gathering, and promote ongoing feedback in order to maximize the intervention's overall effectiveness.

Findings: Pre- and post-assessment scores quantitatively analyzed showed a statistically significant increase in the participating teachers' overall communicative skills. Sub-domains with significant improvements were communication clarity, student query response, and teaching approach flexibility. The results of questionnaires and interviews, which were qualitative in nature, showed that instructors' perceptions of their own communication skills had improved. They felt more confident about their ability to manage classroom interactions and modify their communication styles to suit the requirements of different students.

The program's success was further demonstrated by the feedback sessions, where teachers reported feeling more confident in their ability to manage classroom dynamics, more aware of effective communication tactics, and more at ease while addressing the needs of a diverse student body.

Conclusion: This article's conclusion emphasizes the value of a focused program for primary school teachers' communicative competence development. The encouraging results show how transformative these interventions can be, helping not only educators but also the kids they serve by improving their educational experiences. As we traverse the always changing terrain of education, making investments to improve communicative competence becomes apparent as a critical first step in guaranteeing academic quality and creating a supportive atmosphere for our young students' development.

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