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## METHODOLOGY OF DEVELOPING FUTURE SPECIALIST'S COMMUNICATIVE LEADERSHIP COMPETENCE

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**Abstract.** The development of communicative leadership competence in future specialists is essential for fostering effective leadership skills in diverse professional environments. This paper explores the methodology for cultivating communicative leadership competence among future specialists, emphasizing its significance in ensuring successful collaboration, problem-solving, and conflict resolution within professional and organizational contexts. The study focuses on the integration of communication theories, leadership strategies, and practical exercises designed to enhance both interpersonal and organizational communication skills.

The methodology involves a multi-dimensional approach, combining theoretical instruction with practical application. It includes the use of interactive teaching methods such as case studies, role-playing, group discussions, and leadership simulations that encourage active participation and self-reflection. Additionally, the development of emotional intelligence and critical thinking abilities are incorporated into the training, ensuring that future specialists are equipped to handle complex leadership challenges. Special attention is given to cross-cultural communication, adaptability, and ethical decision-making as core components of effective communicative leadership.

Assessment tools, such as peer and self-evaluations, as well as feedback from mentors, are employed to monitor the progress of students in developing their communicative leadership skills. The integration of real-world leadership scenarios and professional internships further bridges the gap between theory and practice, providing students with valuable hands-on experience.

This methodology aims to shape future specialists who are not only skilled communicators but also capable leaders, prepared to influence and inspire teams in dynamic professional settings. By focusing on the holistic development of communicative and leadership abilities, the methodology seeks to foster well-rounded, effective leaders who can navigate the complexities of the modern workplace and drive organizational success. The paper concludes by discussing the potential impact of such an approach on the overall professional development of future specialists and its contribution to the creation of a more collaborative and innovative work environment.

**Key words:** teachers, communicative, leadership, competence, interactive method, modern foreign language, intercultural communication, role play

### Introduction

We consider the process of forming the communicative leadership skills of future foreign language specialists within the framework of a university that prepares a special specialty. There are enough pedagogical universities that prepare the country a teacher of foreign languages and a separate sphere that is developing in pedagogy in its own way. Every year, in order to update teaching technologies in accordance with modern requirements, the university holds international scientific conferences and seminars on the exchange of various practices related to language methodology, and publishes a

collection of materials. Many famous methodologists, Verbitsky A. A., Galskova N. D., Mitina L. M., Khutorskoy A. V., Selevko G. K. contributed to the study on this topic. (A. A. Verbitsky 2010; Galskova N. D., 2006). Among the domestic Sciences, M. Ushatov contributed to the study. "I Don't Know," He Said. "I Don't Know," She Said. A. Baikulova.

It was taken into account that in order to become a modern professional, it is necessary to have developed all the skills of communicative leadership skills and methodological activities of a teacher in training a specialist (Absatova M, 2015).

At the same time, the requirements for the training of a modern specialist of a modern society are directly indicated in a number of documents containing a professional standard, for example, "Strategy 2020" "who will provide a competitor with tangible competitive advantages".

In connection with the introduction of technology for the development of communicative leadership skills, it is necessary to identify the difference between communicative competence and communicative leadership skills.

As an expert in systems thinking, Peter Senge studied the importance of communication and leadership skills in the development of educational organizations in educational institutions. However, in training a professional is not at the level necessary for the issue of advanced training. In modern society, due to the rapid development of technology, the rapid learning of society also depends on the access of information. Well, it will not be difficult for a specialist who likes the profession to make a decision. In this regard, only when the communicative leadership skills of a teacher develop, he becomes a professional teacher who can easily manage various situations in his audience. At the same time, the formation of communicative leadership skills will be relevant due to the fact that education through education is a concomitant process that directly affects the development of the professional audience.

In the age of globalization, the demand for is growing every day, as the problem of teaching as the language of education and business has become the main tool for integration with international society. In this regard, the requirements for a teacher are also increasing. In the research work, an analysis of linvodidactic, methodological, psychological and pedagogical literature was carried out, creating a study of scientific theoretical literature. After studying the domestic literature, it was found that teachers do not have the skills of communicative leadership, which forms them as professionals. In the practical part, the professional language and methodological training of future teachers was monitored. On the general research problem, empirical analysis was used: pedagogical experiment, observation, testing, diagnostics (correlation and factor analysis), statistical processing of data analysis. As a result of the practical study, the need for a communicative leadership qualification that develops the future as a proposal that forms a professional in accordance with the requirements of the time was confirmed. Communicative leadership, which is formed as one of the qualifications of a professional in education, can be formed methodically in the innovative development environment of pedagogical universities that train teachers. The gap between the methodology of teaching a foreign language and teaching to speak a foreign language was considered one of the common problems of linguodiactics.

Since the independence of the country, there have been significant changes in the higher education system. One of them was the development of professional competence of the individual in accordance with the requirements of Modern Foreign Language Teaching. In this regard, research on the introduction of methodological approaches to effective teaching and organization of the teaching process in pedagogical universities has increased. Modern information technologies are developing at such a rapid pace that now the results of training are discussed and the requirements for them are tightened.

In the development of communicative leadership competence in the training of a professional, several basic principles are presented in the educational and leadership literature P. Northouse, D. Goleman, S. Covey (Covey S.R, 2008), M. Linsky, M. Smith.

These are the basic principles:

- Integration of communication and leadership training. The leader needs to be communicative in order to enter into dialogue with the other, actively listen and motivate his team through verbal and non-verbal cues (Galskova, 2019).
- Having high emotional intelligence can recognize their own emotions and those of others, helping them to communicate effectively and maintain productive working relationships.
- Developing active listening skills teaches empathic listening, which allows them to understand the needs and concerns of their team members, which leads to more effective decision-making and team cohesion (Passov, 2000).
- Development of cooperation and teamwork. Leaders with strong communication skills can facilitate collaboration between team members, resolve conflicts, and take advantage of different group strengths (Verbitsky,2010).
- Adapted communication styles, future teachers must learn to adapt their relationships to different environments in the classroom (Kunanbayeva, 2015).
- Open communication through the development of critical thinking and problem-solving skills leads to innovative solutions.
- Reflective experience is key to developing communicative leadership. By continuously evaluating their communication style and leadership approaches, people can improve over time.
- Develop intercultural competencies to effectively navigate and communicate in a multicultural environment.

Creating an environment that encourages open dialogue and feedback is the basis for developing communicative leadership emphasizes that ethical communication in leadership strengthens trust and trust between leaders and their teams (Winter I. A.,2003).

This method of developing communicative leadership skills will be new one that will form future language professionals as professionals. The qualification of communicative leadership helps future teachers to teach a foreign language qualitatively, to solve a critical problem in various situations, and to develop professionally.

The educational process will be easy and interesting when the development of communicative leadership skills takes place on the basis of discourse. Through language

communication, when communicative competence is combined with leadership skills through discourse, leaders deepen communication using discourse strategies using various word forms, metaphors, proverbs, and stable phrases. Leaders who use persuasive discursive strategies use discursive strategies such as argument, emotional impact, and rhetoric. It is able to influence the thinking and behavior of the student, pushing them to action. Through the dialogue communication between the leader teacher and the student, an effective solution of thought is made by exchanging ideas. teachers must be able to manage the classroom in a foreign language, communicate effectively with students, model communicative situations, act as leaders and mentors. That is, there must be a competent teacher.

Teachers should not only teach grammar and vocabulary, but also develop students communication skills in a foreign language, using leadership skills to manage the learning process.

Le Boterf attributes to competence the ability to effectively apply knowledge and skills in different contexts, including leadership and communication (Northouse,2018).

### **Methods and materials**

The formation of communicative leadership competence is based on several methods, including elements of leadership in education, communicative competence, and a personality-oriented approach. The most common methods are: competency-based method, Project-Based Learning, Collaborative Learning, and critical thinking development methods. Competency-based method is one of the main methods for developing communicative leadership. It is aimed at developing students ' knowledge, skills and the ability to use personal qualities to solve life problems. In the context of communicative leadership, teachers learn to use effective communication strategies, manage groups, make decisions, and resolve conflicts.

Based on the principles of the competence-based method, future teachers will develop the following skills:

- Communication skills: use linguistic and non-verbal communication to communicate with students and colleagues.
- Leadership skills: develop management, motivation and discipline skills in the classroom.

This approach emphasizes the need to combine theoretical knowledge with practical experience, which allows teachers to develop and apply communicative leadership strategies in the educational process.

Project-Based Learning focuses on solving real-world problems and completing training projects that require communication and guidance from students (Levina,2002). By participating in team projects, teachers learn how to organize work, delegate tasks, and communicate effectively with students and colleagues. In the process of working on projects, future teachers develop the following competencies:

- Ability to coordinate the work of the team.
- Ability to conduct a dialogue and organize discussions.
- Skills in feedback and evaluation of results.

Project-based learning also promotes creativity and critical thinking, which is essential for being a leader in the educational environment.

o cooperative learning method involves working in a team and sharing knowledge between students. This approach builds communication and leadership competencies through interaction and collaboration. teachers learn to communicate with colleagues and students, distribute roles in the group, organize the educational process and effectively resolve conflicts. In the process of collaborative learning:

- Interact as a team and maintain mutual understanding.
- Use group leadership and management strategies.

Collaborative learning helps future teachers become leaders who can manage the learning process and interact effectively with the team (Goulman,2005).

Development of critical thinking is an important element in the development of communicative leadership. This methodology is aimed at developing in future teachers the ability to analyze complex situations, make informed decisions and conduct constructive discussions. The use of critical thinking contributes to the development of:

- The ability to prove and defend their point of view.
- Skills in working with information and analyzing it.
- The ability to evaluate different points of view and take them into account in the decision-making process (Khutor, 2002).

These methodologies help future teachers develop strategic thinking, which is a key aspect of leadership in the educational environment.

In didactics, the following basic principles are used to develop the communicative leadership competence of teachers (Vasilyeva,2011):

The principle of social activity and independence. This principle suggests that student-teachers take an active part in the educational process, take the initiative and make their own decisions. It is the development and implementation of independent classes and projects necessary for classroom management, and the initiation and conduct of lesson discussions contribute to the development of leadership skills and effective communication skills.

o The principle of problem-based learning develops the ability of future teachers to solve pedagogical and managerial problems through collective work, discussion and search for solutions. It helps to develop skills in analyzing and solving real and simulated pedagogical situations, designing problem lessons, negotiating, and leadership.

o The principle of cooperation and interaction. Effective development of communicative leadership requires the organization of the educational process through group interaction (group projects, role-playing games). Group work allows future teachers to acquire the skills of cooperation, coordination of activities, distribution of roles and responsibilities, mutual knowledge of students, exchange of experience.

o The principle of reflection and feedback. Feedback and reflection assessment of students ' activities by the teacher and classmates helps future teachers analyze their work, correct actions and improve leadership and communication skills (lesson analysis,

discussion of achievements and difficulties). The leader must be able to adequately perceive criticism and develop based on it.

- The principle of visualization and modeling. An important component of didactics is the provision of examples and patterns of behavior of Successful Leaders, which will help to form and develop the communicative and leadership abilities of future teachers. This helps students to clearly see how effective leadership and communication strategies work.

- The principle of individualization and differentiation. This principle takes into account the individual characteristics of each future teacher, his strengths and directions of growth. An individual approach allows students to develop leadership and communication skills in accordance with their personal qualities and professional needs: individual projects and tasks, differentiated tasks depending on the level of training and personal preferences.

- The principle of professional orientation. It is important for future teachers that the educational process is closely related to their future professional activities. This position is aimed at developing leadership and communication competencies that are directly necessary for the successful work of a teacher (Baimukhanbetov,2014). Introduce leadership and classroom management elements into learning tasks.

- The principle of motivation and motivation.

For the successful development of communicative leadership, it is important to maintain a high level of student motivation. The principle of motivation involves the use of various incentives to develop an interest in learning and applying communication and leadership skills. Using competitive projects and tasks to encourage leadership activity.

These didactic principles are aimed at creating favorable conditions for the active development of such important competencies of future teachers as communicative leadership. The application of these principles helps to train specialists who can effectively manage the educational process and interact with students, colleagues and parents.

## **Results**

Thus, the result of the formation of a method for developing communicative leadership skills is the result of scientific research . Due to the lack of this skill in training a professional, it is necessary to consider the production of methodological products, since there are no special textbooks, tasks, projects. For the formation of communicative leadership skills of future teachers, it is necessary to create special socio-pedagogical conditions in the learning process and apply the knowledge gained from theory in practice in the discipline of methods of teaching a foreign language, solve professional problems.

During the experiment, various tasks were organized. Experimental work at the Kazakh National Women's Pedagogical University was carried out in three stages: detection, formation, control. It was attended by 66 students of the pedagogical Faculty of foreign languages, of which 33 were in EG (experimental group), 33 were in CG (control group). All students took an active part.

The purpose of our experiment is an approach based on the development of communicative leadership skills in the formation of professional qualifications of future teachers.

The discourse was given various simulation tasks. Simulation situations were given to the type of tasks on the discipline methods of teaching foreign languages. The lesson was conducted in parallel in the control group and in two experimental groups.

In the Experimental Group, additional educational materials were presented to the training program and special tasks were organized for it. We used a method that develops communicative leadership skills in accordance with the topics in the curriculum. There, different tasks covered different levels, involving all students.

The exercises in the assigned tasks were aimed at the formation of communicative leadership.

An exercise model that develops communicative leadership skills.

### *1. Classroom management (role-playing game)*

Goal: to increase decision-making and leadership in classroom management.

*Task:* divide the students into groups of 4-5 groups, one teacher, and the rest into the role of a student of different character. Establish a smooth relationship in the classroom.

1. the student's laptop does not work, and he does not ask you to see it.
2. after the student was disturbed by the child sitting behind him, the two quarreled.
3. the student does not run out of questions about the lesson.
4. students finish tasks quickly and continue to ask for more tasks.
5. students are playing with noise because they do not understand.

After the role-playing game, discuss which communication strategies were most effective for the teacher and how his leadership was demonstrated. Discuss further what alternative approaches are available.

After all the groups played, everyone voted for the student, the teacher who played the most communicative leadership.

### *2. Planning a joint lesson.*

Goal: to encourage leadership in a collaborative group environment.

*Task:* students were divided into small groups and each was given a task to draw up a lesson plan on the allocated topic. For example, the interpretation of the text on reading. One student from each group is appointed as the head of the group. The leader needs to organize a group, delegate tasks and monitor everyone's attendance. The lesson plan was developed using a presentation.

Evaluate how the team leader managed the relationship, promoted cooperation, and coped with difficulties.

### *3. Peer feedback lesson.*

Goal: practice giving constructive feedback as a leader.

*Task:* work in pairs. Each couple goes through a specific task with an explanation as a teacher. Then the pair and switch. And he himself becomes the leader.

Discuss whether the leader has effectively managed criticism or support, ensuring that communication is open during the feedback process.

*4. Conflict resolution in the classroom.*

*Goal: to develop problem-solving and conflict management skills.*

Task: students are given project work. It is necessary to resolve differences in opinions that do not agree with their allocated roles in the project. The participant who acts as a teacher must use communication and leadership strategies to resolve the conflict in a peaceful way, which must ensure that all students feel listened to and that class dynamics are restored. They analyze the conflict resolution methods used, focusing on how the leader adhered to open communication and took over the situation.

In the practical application of more than 10 tasks used in the experiment, an improvement in the ability to communicate in the control group was immediately observed.

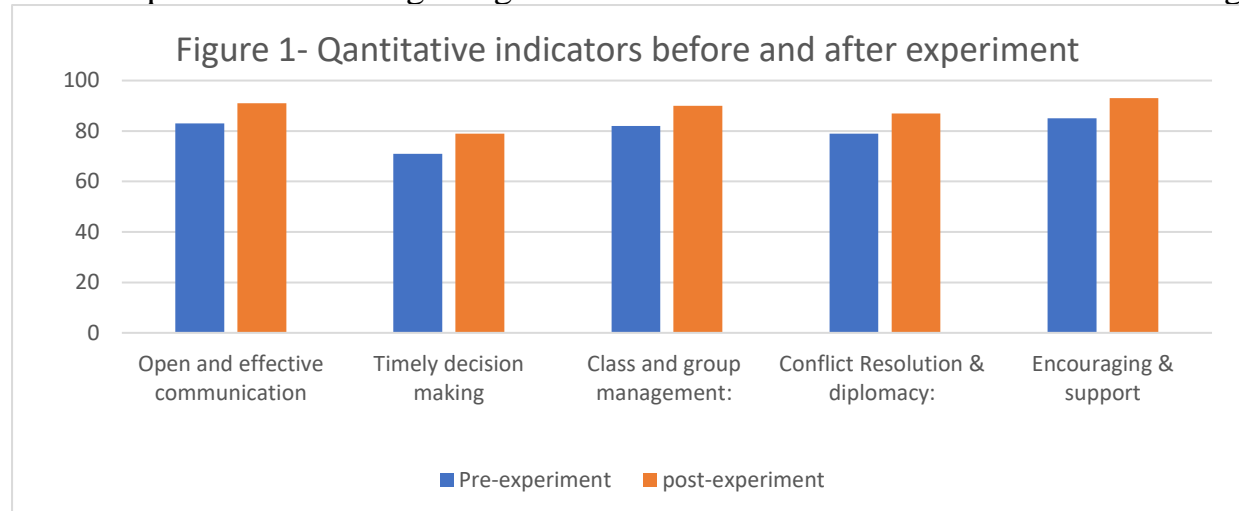
Table 1 - Quality indicator of students before and after experiment.

	Criteria	Pre-experiment	Post-experiment
1.	Open and effective communication: clear communication of information, instructions.	83%	91%
2.	Timely and appropriate decision-making: solving problems quickly and correctly.	71%	79%
3.	Class and group management: observes, develops cooperation, effectively organizes and manages activities and tasks.	82%	90%
4.	Conflict Resolution and Diplomacy: Resolving disagreements and tensions tactfully.	79%	87%
5.	Encouraging: support by listening to others' opinions, encouragement during discussion or feedback.	87%	93%

Thus, we tried to develop students ' communicative leadership skills, making the tasks easier and more complex. In the experimental group, we modified our tasks by integrating different approaches, such as effective communication, problem solving, team management, conflict resolution, motivation, which develop the skills of communicative



leadership. The following diagram shows the relative result of the two groups.



The results of the experimental group on these selected criteria are 1-8% higher than those of the control group, as shown in the diagram. This shows the effectiveness of the tasks and methodology we used. As a result, students' motivation and activity increased, which influenced their interest in lessons. During the implementation of these tasks, it was found that the development of leadership through communicative tasks affects the formation of a professional. We believe that the purpose of this qualification was to introduce an effective methodology for training a professional. This qualification will solve the problems of language and methodology.

In the formation of linguistic and methodological qualifications for the development of communicative leadership skills of future teachers, the transformation of methodological skills is provided:

- Ability to identify linguistic and methodological difficulties based on the experience of training a general specialist.
- Ability to systematize new knowledge in combination with previous knowledge.
- and processing methodological data through unique methods for a deeper understanding.
- Recognize the relevance of information and apply the acquired knowledge to solving specific tasks.
- Establish a connection between new experience and existing knowledge.
- Forecasting the probabilistic development and results of linguistic and methodological situations with the analysis of theoretical knowledge and decision-making.

Thus, in the methodology of teaching, Communicative leadership promotes communicative leadership by integrating competence into critical decision-making, leading effective problem-solving and discussion, and promoting the ability to apply knowledge in diverse, multicultural environments. Future teachers use these skills to participate in professional discourse, collaborate with peers, and guide students, prepare

them for global educational challenges, and enhance their leadership capacity in academic and multilingual environments.

Then it is the development of skills to prepare future teachers to participate in professional, academic and scientific discourse in a multicultural context. In this way, we aim to increase the competitiveness of teachers in the international arena and improve the quality of Education.

### **Discussion**

Three of the above principles form the following system of pedagogical conditions for improving the effectiveness of communicative leadership skills of a future teacher.

The methodology for the development of communicative leadership competence in teaching is not assigned to a single methodologist, but it is developed within the framework of various theories and approaches in pedagogy and Language Teaching. Such methodologies are based on ideas about the relationship between communication competence and leadership skills, and they often rely on the work of specialists in the field of communication competence, leadership in education, and a competency-based approach.

Some of the most important names and concepts related to the development of communicative leadership in teaching are:

David Noonan, one of the leading experts in the methodology of teaching, actively promoted ideas about the communicative approach to teaching, emphasizing the importance of using language in specific communicative situations. His work in teaching focuses on the need to develop students' ability to communicate effectively, which can be correlated with leadership competencies. Students must participate in communicative situations that require decision-making and process management.

- Development of leadership qualities through modeling of communication situations.

Jack S. Richards made a significant contribution to the development of the methodology of teaching, especially in the context of a communicative approach. His work considers ways to effectively develop the language and communication competencies of future teachers, which will help them become leaders in the classroom and in the professional environment. Emphasis on reflective practice and the development of critical thinking as part of leadership. The teacher as a facilitator and leader who guides the learning process through effective communication.

-Heidi Hayes Jacobs developed concepts for integrating leadership skills into teaching through interdisciplinary learning and project-based learning. Although he is known for his work on the curriculum, his approaches can be applied to the development of communicative leadership in future teachers, including teachers. Integration of Project training for the development of leadership qualities and communication competencies.

Collaborative learning as a tool for developing leaders.

The communication competence model of Canale and Swain.

In spite of Canale and Sven's communicative competence model is not focused solely on leadership, it provides an important basis for the development of communicative

competence in teachers. Within the framework of this model, teachers develop the ability not only to convey information, but also to control the communication process, which is important for leadership. Communicative leadership involves the acquisition of linguistic and strategic communication skills. For effective learning management, teachers must develop linguistic and strategic competencies.

Bernard Bass and transformational leadership.

Despite Bass was not an teacher, however, his transformational leadership theory had a significant impact on the teaching approaches of teachers, including teachers. Transformational leadership requires successful teachers to be not only professionals in their field, but also leaders who motivate and inspire their students. The teacher as a transformational leader who is able to inspire and develop his students through effective communication.

Leadership in the educational environment requires interpersonal communication and interaction management skills. Although one specific methodology for the development of communicative leadership cannot be attributed to one teacher, the above-mentioned scientists and approaches have a significant impact on the development of this competence of training teachers (Rubin,2004). These ideas are being integrated into modern teacher training programs so that teachers can effectively manage the educational process and become leaders in their profession.

In the practical control of practice, we followed the above principles. It is possible to help future teachers master their professional profession in depth by teaching students the skills of communicative leadership.

In this practice, communication skills helped develop leadership skills.

### **Conclusion**

The research work reveals the main theoretical points in the development of communicative leadership skills of future teachers. It is based on the idea of linking communicative communication and leadership in the methodology of teaching a foreign language. We tried to use an interactive approach. Using various methods, we found that simulation role-playing games can help a future teacher become a leading professional in the academic field. In the practical part, we were informed about the basic concepts of communicative competence and communicative leadership skills.

The proposed methodology describes the pedagogical prerequisites for the development of communicative leadership skills of future teachers. That is, the qualification of communicative leadership belongs to the methodological category as one of the components of the methodology that combines communicative communication and leadership. Therefore, in the future, we need to form the principles, the main content of new approaches that will develop the skills of communicative leadership, which will develop professional skills in training these future language specialists.

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## **БОЛАШАҚ МАМАНДЫҢ КОММУНИКАТИВТІК КӨШБАСШЫ ҚҰЗЫРЕТТІЛІГІН ДАМУ ТҰРАҚТЫ АРНАУ**

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**Аңдатпа.** Болашақ мамандардың коммуникативті көшбасшылық құзыреттілігін дамыту әртүрлі кәсіби ортада тиімді көшбасшылық дағдыларды қалыптастыру үшін маңызды. Бұл мақалада болашақ мамандардың коммуникативті көшбасшылық құзыреттілігін дамыту әдістемесі зерттеледі, оның кәсіби және ұйымдық контексттерде табысты ынтымақтастықты қамтамасыз етудегі, проблемаларды шешудегі және жанжалдарды шешудегі маңыздылығына баса назар аударылады. Зерттеу тұлғааралық және ұйымдастырушылық қарым-қатынас дағдыларын жақсартуға арналған коммуникациялық теорияларды, көшбасшылық стратегияларды және практикалық жаттығуларды біріктіруге бағытталған.

Әдістеме теориялық нұсқауды практикалық қолданумен біріктіретін көп өлшемді тәсілді қамтиды. Ол оқытудың интерактивті әдістерін қолдануды қамтиды, мысалы, жағдайлық есептер, рөлдік ойындар, топтық талқылаулар және белсенді қатысуға және өзін-өзі рефлексиялауға ынталандыратын көшбасшылық модельдеу. Сонымен қатар, эмоционалды интеллект пен сыни ойлау қабілеттерін дамыту тренингке енгізіліп, болашақ мамандар күрделі көшбасшылық

міндеттерді шешуге дайын болуын қамтамасыз етеді. Тиімді коммуникативті көшбасшылықтың негізгі құрамдас бөліктері ретінде мәдениетаралық коммуникацияға, бейімделуге және этикалық шешім қабылдауға ерекше назар аударылады.

Студенттердің коммуникативті көшбасшылық дағдыларын дамытудағы ілгерілеуін бақылау үшін өзара және өзін-өзі бағалау, сондай-ақ тәлімгерлердің кері байланысы сияқты бағалау құралдары қолданылады. Нақты әлемдегі көшбасшылық сценарийлері мен кәсіби тағылымдамалардың интеграциясы студенттерге практикалық құнды тәжірибені қамтамасыз ете отырып, теория мен практика арасындағы алшақтықты одан әрі кеңейтеді.

Бұл әдістеме білікті коммуникаторлар ғана емес, сонымен қатар динамикалық кәсіби жағдайларда командаларға әсер етуге және шабыттандыруға дайын қабілетті көшбасшылар болатын болашақ мамандарды қалыптастыруға бағытталған. Коммуникативті және көшбасшылық қабілеттердің жан-жақты дамуына назар аудары отырып, әдістеме заманауи жұмыс орнының қиыншылықтарын шарлай алатын және ұйымдық табысқа жете алатын жан-жақты, тиімді көшбасшыларды тәрбиелеуге тырысады. Мақала осындай тәсілдің болашақ мамандардың жалпы кәсіби дамуына әлеуетті әсерін және оның бірлескен және инновациялық жұмыс ортасын құруға қосқан үлесін талқылау арқылы аяқталады.

**Тірек сөздер:** ағылшын тілі мұғалімдері, коммуникативтік, көшбасшылық, құзыреттілік, интерактивті әдіс, заманауи шеттік тілі, мәдениетаралық қарым-қатынас, рөлдік ойын

## МЕТОДИКА РАЗВИТИЯ КОММУНИКАТИВНОЙ ЛИДЕРСКОЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО СПЕЦИАЛИСТА

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**Аннотация.** Развитие коммуникативной лидерской компетенции у будущих специалистов имеет важное значение для развития эффективных лидерских навыков в различных профессиональных средах. В этой статье рассматривается методология развития коммуникативной лидерской компетенции у будущих специалистов, подчеркивая ее значимость для обеспечения успешного сотрудничества, решения проблем и разрешения конфликтов в профессиональных и организационных контекстах. Исследование фокусируется на интеграции теорий коммуникации, стратегий лидерства и практических упражнений, направленных на улучшение как межличностных, так и организационных коммуникативных навыков.

Методология включает многомерный подход, сочетающий теоретическое обучение с практическим применением. Она включает использование интерактивных методов обучения, таких как тематические исследования, ролевые игры, групповые обсуждения и симуляции лидерства, которые поощряют активное участие и саморефлексию. Кроме того, в обучение включено развитие эмоционального интеллекта и способностей к критическому мышлению, что гарантирует, что будущие специалисты будут готовы решать сложные лидерские задачи. Особое внимание уделяется межкультурной коммуникации, адаптивности и этическому принятию решений как основным компонентам эффективного коммуникативного лидерства.

Инструменты оценки, такие как сверстники и самооценка, а также обратная связь от наставников, используются для мониторинга прогресса студентов в развитии их коммуникативных лидерских навыков. Интеграция реальных сценариев лидерства и профессиональных стажировок еще больше сокращает разрыв между теорией и практикой, предоставляя студентам ценный практический опыт.

Данная методология направлена на формирование будущих специалистов, которые являются не только умелыми коммуникаторами, но и способными лидерами, готовыми влиять и

вдохновлять команды в динамичных профессиональных условиях. Сосредоточившись на целостном развитии коммуникативных и лидерских способностей, методология стремится воспитывать всесторонне развитых, эффективных лидеров, которые могут ориентироваться в сложностях современного рабочего места и добиваться организационного успеха. В заключение в статье обсуждается потенциальное влияние такого подхода на общее профессиональное развитие будущих специалистов и его вклад в создание более совместной и инновационной рабочей среды.

**Ключевые слова:** преподаватели английского языка, коммуникативный, лидерство, компетентность, интерактивный метод, современный иностранный язык, межкультурная коммуникация, ролевая игра

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