DEVELOPMENT OF COMMUNICATIVE CULTURE AS THE BASIS FOR SPIRITUAL AND INTELLECTUAL EDUCATION IN MODERN EDUCATION

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Modern conditions of the educational process, marked by the dynamics of social changes and the impact of technological progress, pose challenges to the education system that require innovative approaches to spiritual and intellectual upbringing. A special place in this process is given to the development of communicative culture, which becomes not only a tool of pedagogical activity but also the basis for forming a well-rounded personality. This article is dedicated to analyzing the impact of communicative culture on the effectiveness of spiritual and intellectual upbringing in modern education. Research results demonstrate that systematic and purposeful implementation of communicative culture in the pedagogical process significantly improves the level of understanding between educators and learners, contributes to the formation of an open, trusting atmosphere, which is key for effective spiritual and intellectual upbringing.

The author reveals potential challenges and limitations associated with interactive learning and highlights the role of digital technologies in supporting interactive learning, especially in conditions dominated by distance education. The potential of interactive learning tools to stimulate active interaction and exchange of ideas among participants of the educational process is discussed, emphasizing their role in forming a culture of dialogue and cooperation. The importance of creating a safe communicative space where each participant can freely express their thoughts and ideas, thereby fostering the development of independence and responsibility, is specifically addressed. Technologies, methods, and practical cases regarding the training of educators in interactive learning tools and their application in pedagogical practice are presented. The use of interactive forms of work as effective tools of communicative culture is examined through their impact on the development of skills for critical analysis, empathy, and effective interaction. The study shows that the use of interactive methods and digital technologies enhances the efficiency of the educational process, forms an open and trusting atmosphere, which is crucial for spiritual and intellectual upbringing.

Keywords: communicative culture, spiritual and intellectual upbringing, interactive methods, digital technologies, education, challenges of interactive learning.

Ukraine’s adaptation to the European educational space and openness to innovations in pedagogy have prompted the development of new strategies for the development of the national educational system. Among the key areas of this strategy is the spiritual and intellectual education of the youth of the twenty-first century, which is based on improving the communicative culture of participants in the educational process and improving methods of its formation. In this context, considerable attention is paid to the importance of communication in education and its role in the formation of a harmoniously developed personality capable of productive interaction in the modern world.

The study of communicative culture is mainly focused on the analysis of the peculiarities of interpersonal communication and communication, which has been shown by numerous researchers (in particular, V. Barkovskyi, A. Bilonozhko, L. Biriuk, N. Volkova, V. Greilich, N. Zuenko, O. Pyshchyk, L. Rudenko, S. Sarnovska, V. Ternopilska, T. Turkot, and others). The study of culture as a theoretical concept and its impact on communication allows us to better understand its significance in human life and activity.

Since the eighteenth century, there has been an evolution in the understanding of culture, which has led to its modern recognition as a process and result that can promote deep inner-spiritual communication. Contemporary culture acts as a platform for demonstrating the identity of individuals and collectives, contributing to their intellectual, spiritual and creative development. It encompasses both material and non-material spheres of life, reflecting the complex nature of man and his interconnection with the environment.

Educational researchers see culture not only as a basis for personal development, but also as a means of human existence as an active participant in social life. At the same time, communicative culture, united with general culture, is a key element in the development of the individual and the formation of his or her ability to adapt and self-realization.

According to E. Hall, the importance of communication is determined by its ability to create and transmit cultural values, which makes it an integral part of the cultural process [1]. This approach opens new perspectives for understanding culture as an important component of communication relations and emphasizes the role of education in this context.

The definitional analysis of the concepts of “culture” and “communication” has made it possible to find out that the concept of “communicative culture” has the inherent characteristics of the terms from which it is derived. Communicative culture as a form of human activity expresses the essence of general culture with all its characteristics and is manifested in the process of communication.

In the studies of the last decade of the twentieth century, the concept of communicative culture was singled out from the problems of communication (mainly pedagogical) and entered into scientific circulation. The steady growth of scientific research in the field of its study shows that communicative culture is one of the defining features of a modern person, as it occupies a leading place in the general cultural and professional development of the individual.
The philosophical content of the concept of “communicative culture” is a specific manifestation of social culture, characterized by the “human dimension” of social and intersubjective relations and aimed at mutual enrichment of individuals through information exchange, mutual transmission of knowledge, dissemination of positive life experience [2, p. 9].

The philosophical concepts of M. Dufresne and J. Mead reveal the first attempts to solve the problem of forming a personality’s communicative culture. At the same time, according to scientists, it is a means of transmitting forms of culture and social experience of mankind, and all this happens in dialogic contact. It is worth noting that the formation of the concept of “communicative culture” took place on the basis of a certain transformation and rethinking of the concept of “culture of communication” as a special system of typical emotional, sensory, rational and volitional behavioral reactions of a person to specifically significant conditions of his or her life.

B. Busheleva, introducing the term “culture of communication” into scientific circulation, defines it as knowledge of communicative norms and rules and habitual observance of them by a person in everyday life. Thus, the researcher brings it closer in meaning to the culture of behavior [3].

Professional communication in the system of spiritual and intellectual education and training forms the basis of communication, which is positioned in the process of interaction with students, parents, colleagues and is aimed at creating a favorable psychological climate among participants in the educational process. The professional activity of teachers is fundamental in the constantly changing conditions of communication, in finding modern communication tools, and in maintaining feedback in communication.

Communication in the professional activity of a teacher is aimed at interaction between the subjects of interaction, between the subject and object of spiritual and intellectual education and training to achieve the goals set, which is the essence of the mission of the educational institution.

In turn, pedagogical communication is a business communication between the subject and object of spiritual and intellectual upbringing and teaching in organizations, which is carried out by sign means and is conditioned by the needs of learning. Depending on the composition of the subject-object of interaction, there are: interpersonal pedagogical communication (contact between the teacher and the student); intergroup communication (communication between different structural units of the educational institution); communication of the “personality-group” type (i.e., the teacher and the team). Pedagogical communication is a special, specific type of communication. It differs from other types of communication in that professional tasks are solved through it and with the help of it. Therefore, it is defined as a special type of communication, the purpose and result of which is to solve specific professional problems [4, p. 185].

Researchers state that it is communication that determines the success of a teacher in professional and pedagogical activities, in the perception and awareness of personality in all its manifestations, and its proper organization allows to understand the model of the student’s inner world and to positively influence personality development and behavior. The importance of communication in the process of education management is emphasized as the most important functional subsystem necessary for obtaining new knowledge, a way of creative activity of the teacher, which ensures the formation and development of self-esteem and self-control skills, and which determines the ways of interaction, goal selection and its achievement [2; 5; 6; 8].

Thus, the essence of the communication process is mutual information during the joint achievement of the goal of spiritual and intellectual upbringing and teaching of young people. Therefore, in each communication process, activity, communication and cognition are actually represented in unity. It can be assumed that the communication process becomes a pedagogical activity when it is specifically comprehended and planned in advance, due to the goals.

On the other hand, spiritual and intellectual communication is a specific cultural phenomenon, and the quality of communication determines the worldview and worldview, the style of relationships and interaction of teachers with people and the world around them.

According to the conclusions of modern philosophical research, communication culture is transforming from a factor that accompanies the process of social interaction into one of the leading factors in achieving social stability and orderliness due to its stabilizing effect on communication processes.

Accordingly, we consider communicative culture as a component of general culture, which allows us to present the phenomenon under study in all its diversity of structural and functional components. The communicative culture of teachers includes psychological properties and peculiarities of thinking (openness, flexibility, non-standard associative series, development of an internal action plan, etc.).

The most important component of communicative culture is fluency in language (availability of vocabulary, imagery of statements, accurate perception of the spoken word and the transfer of the interlocutor’s ideas in their own words) [5].

In terms of its content and forms, communicative culture is an independent direction in the development of
practical human activity, which in the general context of culture performs the function of preserving human experience in the creation of cultural objects.

Increasing the effectiveness of spiritual and intellectual upbringing and teaching of young people in the current socio-economic situation requires activation of the subjective position and creative potential of the teacher. One of the internal sources of his activity as a subject of professional activity should be considered professional communication, namely communicative culture. It is this culture that gives the process of professional development in the field of teaching a subjectively significant value. At the same time, the analysis of professional activity, which is the basis for preparation and decision-making, shows that there is a problem of developing the communicative culture of teachers. This is mainly reflected in the desire to preserve the old models of educational process management, the usual practice of preparing and making professional decisions, and the use of traditional methods and techniques of working with information.

Communication is often identified with communicative culture as a means of organizing the activities of a group or an individual. In our opinion, the communicative culture of teachers is the basis of the culture of an educational institution and a powerful strategic tool that allows to orient the activities of all departments of the organization and the people working in it to achieve certain goals and to provide spiritual and intellectual upbringing and teaching of young people.

In turn, we consider the communicative culture of a teacher as a personality trait that manifests itself in the need to interact with other subjects, integrity and individuality, the creative potential of the individual, and his or her ability to maintain a friendly attitude towards the surrounding subjects. Every time a teacher tries to enter into communication, to realize his or her own goal in it, he or she formulates a statement and predicts its impact on the subject of communication, counting on a certain number of behavioral options. Therefore, as a sender of information, he or she must be aware of his or her responsibility for the consequences of the act of communication. By constantly improving their skills based on the reaction of the subject of communication, the teacher develops their own communication culture [6, p. 156].

Therefore, it is important that teachers not only understand the laws of professional processes, know pedagogy, know how to work with information, plan and predict the consequences of their unit’s activities, but also know how to work with people. Educational institutions are, first and foremost, a human community. A teacher’s responsibility for developing the creative, spiritual and intellectual potential of young people is just as important as shaping the image of the educational institution.

The opinion of T. Norbert [7] is convincing about the possibility of achieving positive changes in educational institutions under the influence of communicative culture as a set of socially progressive norms accepted and maintained in the field of organizational relations. The work of teachers has two main aspects: one is related to ensuring the technological process (the educational process of knowledge transfer), and the other is related to the organization of interpersonal interaction through spiritual and intellectual education. This is the reason for the general level of complexity of professional activity, which requires the creation of a well-developed system of development and high communicative culture of teachers.

Consideration of the peculiarities of teachers’ communicative culture shows what an important role it plays in the formation of an effective educational environment. The next part of the article focuses on the analysis of specific methods and approaches that can contribute to the development of this culture in modern educational institutions.

Improving the quality of professional training of teachers is closely linked to the search for effective ways to intensify the learning and cognitive activities of students, which is largely due to the thorough development of organizational and methodological support for this process in accordance with the specifics of the development of teachers’ communication culture. The need to improve teachers’ skills develop under certain conditions of organization and control of their activities in a purposefully organized educational process. Therefore, the main goal of development remains the formation of the professional position of teachers, the growth of their competence and moral readiness for rational, sometimes non-standard, solution of professional tasks.

Thus, the development of teachers’ communication culture will consist in the introduction of a set of methods and means of consistent operational influence on the process of developing personal qualities and functions of teachers in the education system related to their professional activities. “The level of communicative culture determines the ability of a person to adapt at work, in society; the ability to reduce the impact of negative factors on his/her emotional state, self-awareness”, - researchers note [8, p. 109].

Thus, communicative culture is the basis of the general culture of the individual. It gives the individual the opportunity for life self-determination, while acting as a basic component of culture and spiritual and intellectual education and training. As a means of creating an individual’s inner world, communicative culture is a condition for a person to achieve harmony with himself or herself and the surrounding reality. All the richness of the content of the inner world shows the life ideals of the
individual, his or her focus on culture, life self-determination.

Scientists and practitioners recognize that the acquisition of knowledge, professional competencies, the formation of skills and abilities, and the development of personal qualities in students are more effective if interactive forms and methods are used in the educational process.

“Interactive” means capable of interaction and dialogue. The essence of interactive learning is that the educational process is ensured through the constant active interaction of teachers and students. Interactive learning is a methodology that emphasizes active interaction between all participants in the educational process. According to O. Pometun and L. Pirozhenko, interactive learning is understood as “co-learning, mutual learning,” which means collective or group learning in cooperation. In this context, the student and the teacher act as equal subjects responsible for a common result, which emphasizes the importance of mutual understanding and cooperation in the educational process [9, p. 9].

It should be noted that in pedagogical theory, the concept of “interactive learning” is mostly considered as: learning based on the interaction of the student with the educational environment, the educational environment; learning based on the psychology of human relationships and interactions; learning, the essence of which is to organize a joint process of cognition, when knowledge is acquired in joint activities through dialogue, sharing among participants and the teacher.

C. Sysoieva defines interactive learning for adults as a way of organizing their educational and cognitive activities, which is carried out taking into account the interests and requests, life and professional experience of an adult in the forms of partnership interaction of all subjects of the educational process. Interactive adult learning is aimed at ensuring a joint process of cognition, gaining knowledge, skills, and competencies in joint activities through dialogue, communication between adult learners and the teacher, as well as through direct interaction with the learning environment or learning environment, which provides a high level of motivation to learn and models the reality in which participants will find the field of application of the acquired experience [10].

It has been proven that intra-group cooperation increases learning efficiency by 10% compared to individual work. However, for the organizers of interactive learning, in addition to educational goals, it is important that in the process of interaction, the value of other people is realized and the need to communicate with them and support them is formed.

In an interactive learning group, two main functions need to be realized for successful activity: solving tasks and supporting group members in the process of joint activity. Learning interaction will be effective if both functions are realized to the same extent in the process of interaction. The group form of learning allows to simultaneously achieve three main goals: specific cognitive, related to the immediate learning situation; communicative and developmental, in the process of which the development of basic communication skills inside and outside the group takes place; socially oriented, aimed at fostering civic qualities necessary for the socialization of the individual in society.

The need to integrate innovative technologies into the process of developing a communicative culture allows us to adapt the educational process to the needs of the modern information society. In an environment where traditional educational approaches are under tremendous pressure, digital technologies are a critical tool for ensuring the continuity and quality of education, as well as for the development of communication culture in the digital space.

Digital technologies, such as e-learning platforms, social networks, webinar platforms, and other interactive tools, not only allow for communication between educators and students, but also maintain a high level of engagement and interactivity in the educational process. They provide opportunities for group projects, real-time discussions, game elements, and virtual simulations, which are important components of a person’s spiritual and intellectual development.

However, the transition to distance learning has also revealed a number of challenges, including a decrease in motivation and emotional connection between participants in the educational process, difficulties in adapting to new forms of interaction, and the risk of digital burnout. In this context, an important task for educators is not only to choose effective digital tools but also to develop methods that would promote the development of a communicative culture in the virtual space.

The adaptation of digital technologies to support spiritual and intellectual education requires teachers to have a deep understanding of the psychological aspects of interaction in the digital environment, the ability to be creative and willing to experiment. It also implies creating a safe and supportive online environment where each participant feels valued and involved in joint activities.

Thus, digital technologies open up new horizons for the development of a communicative culture in modern education, offering innovative ways for spiritual and intellectual education. At the same time, they require the educational community to constantly improve themselves, be ready to adapt and open to change.

In actual teaching practice, the teacher is mainly focused on solving the educational goal. Such a decentral-
ization of learning interaction is justified in the traditional way of teaching. But when organizing group interactive work, the effectiveness of learning largely depends on the favorable emotional climate of the microgroup and the educational environment. The organization of interactive learning itself involves modeling various life situations, joint problem solving based on the analysis of circumstances and the relevant situation, the use of role-playing games, etc.

In general, an interactive lesson can be presented in four main stages. The first is preparatory. The second is dialogic communication that takes place in microgroups. The third is interactive communication between groups. The fourth is the reflective stage (Table 1).

Table 1.

Interactive learning technology implemented in the classroom

<table>
<thead>
<tr>
<th>Stage of the lesson</th>
<th>Teacher’s task</th>
<th>Tasks</th>
<th>Result of the stage</th>
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<tbody>
<tr>
<td>Preparatory</td>
<td>Methodological study of the topic of the lesson; preparation of a space that sets up an active dialogue; presentation of tasks that encourage the integration of efforts</td>
<td>Acceptance in form and content of the learning situation and the presented learning task</td>
<td>Quick inclusion in a non-standard learning situation, awareness of the learning task, readiness to solve it</td>
</tr>
<tr>
<td>Dialogic communication</td>
<td>Implementation of time management; non-dominant correction of the communication process during group work</td>
<td>Search for a solution to the learning task within the microgroup; mastering the rules of cooperation; involvement in role interaction</td>
<td>Preparation of an intra-group solution; choosing a variant of its presentation and defense; adoption of a role-based interaction</td>
</tr>
<tr>
<td>Interactive communication</td>
<td>Organization of a tender of solutions with the inclusion of all participants in the process of finding the best solution to the task</td>
<td>Presentation of group solutions; their comparison and evaluation, i.e. objectification of the presented options</td>
<td>Development of analytical, critical and creative approaches in a cooperative situation</td>
</tr>
<tr>
<td>Reflective</td>
<td>Providing an opportunity to present an opinion on the educational and communicative tasks of the lesson</td>
<td>Constructive updating of the opinion on the form and content of the lesson</td>
<td>Development of group and personal reflection skills, formation of positive group processes</td>
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According to Table 1, in interactive learning, students and teachers are equal subjects of the educational process, who understand what they are doing, reflect on what they know and are able to do.

The preparatory stage includes preparing for an interactive lesson, which should begin with the transformation of the educational space, i.e., making it conducive to dialogue and discussion. Dialogue implies that the interlocutors communicate with the ability to see each other’s faces, but the eyes should be at the same level (either everyone is sitting or everyone is standing). Such communication excludes the dominance of the participants’ positions (top or bottom position) and is a psychological contact or “common mental state” caused by mutual understanding in joint activities, which is associated with mutual interest and trust of the subjects of interaction in each other.

The preparatory stage for interactive learning technology classes includes the formation of study groups. The most common form for cooperation and mutual assistance is the form of pair learning, where two options are possible: learning in a closed pair (permanent) and in pairs of variable composition.

The most productive work is characterized by study groups. The triad is more collegial, reasoned (due to the greater number of ideas that emerge); more contact and liability of the group; reflectiveness (due to the appearance of a third person) as a new formation in the group’s work. At the same time, practice has shown that the optimal group size for productive learning interaction is five people. There is a certain difference between the performance of groups with even and odd members. According to N. Volkova’s study [11], in groups with an even number of people it was more difficult to reach agreement, and they were more likely to have conflicts and antagonism. These seemingly incomprehensible differences can be explained quite simply: groups with an even number of people can break up into equal subgroups with opposing points of view. This makes it difficult to create a majority and a collective opinion of the group and thus delays the adoption of a common decision.

At the stage of dialogic communication, after dividing students into groups, they need to be combined into study microgroups. First of all, students should be motivated to interact with each other. In this case, students are tactically and strategically aware of their participation in the cognitive process, which again makes them equal subjects of learning. In parallel with this, the communicative and developmental task is being realized: the formation of a favorable communicative environment, which in-
volves the development of rules of cooperation, collaboration, which contribute to the acquisition of skills and abilities of joint productive activity.

In this regard, the most important condition for the success of interactive learning technology is the development and coordination of cooperation rules.

Domestic and foreign scientific literature identifies the following rules of behavior that are important for the process of interactive learning. The main focus in finding a common solution is not on individuals, but on the actions of the group:

- conscious refusal of the position of a “dependent” in a learning situation: there are no “actors” and “spectators”, everyone is a participant;
- support each other in their work: each member of the microgroup deserves to be heard without interruption;
- if the information is not fully understood, ask questions for understanding (“did I understand correctly...?”);
- only then make assumptions and conclusions;
- respect for others and teamwork: you should speak in a way that is understood; speak directly to the topic, avoiding unnecessary information;
- anyone in the group can become a leader, depending on the educational and cognitive situation, elected by voting (acceptance of his/her status by all without competition), it is desirable that every member of the group become a leader;
- the purpose of joint activity is not to compete, not to win any one point of view, but to find the best solution by realizing different opinions on the problem.

In the process of discussion, students learn to listen to each other, accept someone else’s point of view, give in, or vice versa - to find arguments that show the possibility of a different opinion without offending, etc. The communicative basis of joint activities is role-based communication. Roles are distributed among the participants of the discussion, and students do not know who should behave as an “original” and who should behave as a “destroyer”. The change of roles forces one to learn to listen and see others, and the other to reveal himself in a new way, contrary to his usual image. The role-based organization of work at the stage of interactive communication requires constant management and correction by the teacher.

Intra-group work is replaced by the stage of interactive communication, i.e. presentation of group decisions. There is a change from dialogue to discussion: dialogue takes place within groups (dialogic communication), and discussion between groups (interactive communication). The organization of the “solution tender” at this stage depends on the planned structure of the entire lesson:

- with the same task for the groups and to compare the results of the solution of different groups, a “fair” is used (each group presents the result of its activities; solutions are discussed, the best one is chosen, and a speaker is selected);
- if it is necessary to present different tasks of different groups in a sequence, a “relay race” is used (the product of each group’s activity becomes a certain link to the overall solution of the problem); or a “mosaic” (certain aspects are selected from the decisions of the groups, on the basis of which a common result for the whole team is formulated).

During the work of groups, it is advisable to focus the teacher’s attention on the participants’ compliance with the culture of communication, certain rules and roles, and, if necessary, to remind the participants about them.

Constant attention to the communicative and developmental side of the lesson in interactive learning technology forms an attitude of tolerance towards the opinions of other (individual and group) subjects in students. In such a developmental mode of educational and cognitive work, students also continue to develop critical thinking, creativity in perceiving and finding solutions to problems through: situations of open dialogue; combining teaching methods (algorithmic and heuristic); permissible deviations from the planned results; resonant excitement of the intellectual, emotional and communicative potentials of the subjects of knowledge.

The reflective stage takes place in two planes: educational and communicative. Technically, the evaluation of the group’s activity can be carried out through: determining the average score based on the individual scores of all group members; the overall evaluation of all participants based on one randomly selected work; summing up the scores of each group member and comparing them with the overall results obtained by other groups, etc. It is also acceptable to ask the participants themselves about the evaluation of the group’s activities.

However, in addition to the learning assessment, group and personal reflection is also important. Modern psychologists believe that reflection, which is directed to a person’s internal psychological activity and aimed at understanding their own actions and emotional states, becomes the basis for self-knowledge, self-observation, and self-analysis, which are the most important conditions for personal growth.

When summarizing the results of the lesson, it is advisable to indicate the positive and negative aspects of communication, which groups managed to solve the problem in the most correct way.

As we deepen our analysis of interactive learning as a key element in the development of a communicative culture in education, we cannot ignore the potential chal-
Challenges and limitations that this approach may encounter in practice. It is important to consider these aspects not only for the sake of completeness, but also to identify effective strategies to overcome possible obstacles. The following areas provide an overview of these challenges and limitations and discuss possible ways to address them (Table 2).

Table 2 highlights the key aspects that educators and educational institutions may face when integrating interactive methods into the educational process, while offering practical solutions to overcome them. This will allow educators and educational institutions not only to maximize the benefits of interactive teaching methods, but also to effectively integrate them into the educational process, contributing to the deeper development of communication skills and spiritual and intellectual growth of students.

**Potential challenges and limitations of interactive learning with possible ways to overcome them**

<table>
<thead>
<tr>
<th>Challenges and constraints</th>
<th>Possible ways to overcome them</th>
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</thead>
<tbody>
<tr>
<td>Insufficient training of teachers</td>
<td>Organization of professional training seminars and workshops for teachers with a focus on interactive methods</td>
</tr>
<tr>
<td>Resistance to change on the part of teachers and students</td>
<td>Creating a positive information field, demonstrating successful examples of interactive learning</td>
</tr>
<tr>
<td>Technical constraints</td>
<td>Implementation of modern educational equipment and software, providing access to the Internet</td>
</tr>
<tr>
<td>Limited time resources</td>
<td>Effective planning of study time, introduction of flexible study schedules</td>
</tr>
<tr>
<td>Lack of activity or interest among students</td>
<td>Involvement of students in the learning planning process, use of gamification and case studies</td>
</tr>
<tr>
<td>Unequal level of knowledge of participants</td>
<td>Application of a differentiated approach, group work, taking into account the individual abilities of students</td>
</tr>
<tr>
<td>High cost of interactive technologies</td>
<td>Search for available digital tools and platforms, use of open educational resources</td>
</tr>
</tbody>
</table>

In the context of considering the effectiveness of interactive methods in teacher education, special attention should be paid to practical examples that illustrate real cases of successful integration of these methods. The cases below show how innovative approaches to teaching can not only improve the communication culture among teachers, but also significantly enrich the spiritual and intellectual aspect of the educational process.

We offer examples of how to implement interactive methods at the level of adult teacher education:

**Case 1. Master classes for teachers.**

**Problem.** Professional development of teachers is a key aspect of the development of the educational system. The challenge is to provide an effective and engaging learning experience for adults that helps them update their pedagogical approaches and methods.

**Solution.** Organizing interactive workshops where teachers can not only learn new techniques but also try them out immediately. For example, a master class on using interactive whiteboards in teaching allows teachers not only to get acquainted with the technology but also to develop their own mini-lesson.

**Result.** The participants of the workshops leave with new ideas and skills ready to be implemented in their practice, which has a positive impact on the level of the educational process.

**Case 2: Online platforms for teachers’ self-education**

**Problem.** The need for self-education and constant updating of knowledge for teachers, especially in the context of rapidly changing educational trends and technologies.

**Solution.** Use of existing and development of specialized online platforms that provide access to a large number of resources: video lectures, webinars, articles, and guidelines. The platform allows teachers to choose an individual learning pace and interact with colleagues through forums and discussions.

**Result.** Teachers get flexible access to up-to-date knowledge and methods, can exchange experience with colleagues from different regions, which helps to expand their professional horizons and improve their own practice.

**Case 3. Interactive workshops for the development of communication skills**

**Problem.** Communication skills play an important role in teaching, but not all teachers have them at a sufficient level.

**Solution.** Conducting interactive workshops where participants learn to communicate effectively, resolve conflicts, and work in teams through role-playing games, group discussions, and exercises. The workshops are organized in such a way that each participant has the opportunity to play the role of a teacher and a student, which helps to better understand the dynamics of interaction.

**Result.** Workshop participants expand their communication skills, which has a direct positive impact on their teaching. In particular, they improve mutual understanding with colleagues, students, and parents.

These cases demonstrate that the introduction of interactive methods at the level of teacher education serves as additional evidence that they open up new horizons for the development of the educational system.
The formation of a teacher as a professional is a long-term process that takes place in accordance with the following stages: emotional perception, based on the intuitive way of professional activity; comprehension, based on the reflective-cognitive way of professional activity; systematic mastery, based on the partially searching way of activity; creative application, which involves the heuristic way of professional activity.

Training should be based on the principles of humanistic pedagogy, cultural dialogue, global change, multiculturalism, innovation, and national orientation.

Interactive learning in the development of teachers’ communicative culture implies the availability of a significant number of different educational plans, forms and methods of teaching for each category of students, which gives them the opportunity to choose the options that are acceptable to them. A prerequisite for the introduction of such organizational and methodological support is compliance with educational standards and clear criteria for determining learning outcomes, as each option should ensure the required level of development of teachers’ communication culture.

Thus, the development of communicative culture in modern education is critically important for the formation of spiritual and intellectual education of young people. Through interactive methods and active interaction between the participants of the educational process, it is possible to achieve a significant improvement in the quality of learning and the development of critical and creative thinking. Teachers who develop their communication culture and use interactive approaches can effectively influence students’ social adaptation, develop their creativity and critical thinking.

The successful integration of innovative technologies and methods into the educational process contributes to the creation of an open, trusting atmosphere, ensuring a high level of motivation and active participation of students in the educational process. Recognizing the importance of communicative culture and its development among teachers opens up new opportunities for achieving quality results in the spiritual and intellectual education of young people.

List of references