



ACADEMIC COMMUNICATION IN THE SYSTEM OF PROFESSIONAL LECTURE TRAINING OF FUTURE TEACHERS

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Abstract

This article examines academic communication as a crucial component of professional lecture training for future teachers. It analyzes contemporary scientific approaches to developing teachers' communicative competence, the culture of public and academic speaking, and the skills of organizing dialogue, discussion, and facilitating the learning process in a digital educational environment. Drawing on the work of international and domestic researchers, the role of academic communication in developing lecture skills, professional thinking, and pedagogical interaction is explored. The need for targeted inclusion of communicative and rhetorical training in the professional education of future teachers is substantiated.

Keywords: Academic communication, lecture training, communicative competence, professional speech, future teachers, digital educational environment, facilitation, discussion.

Introduction

The modern system of higher pedagogical education is focused on training competitive, professionally mobile, and communicatively competent specialists capable of effectively delivering educational activities in the context of modernization and digitalization of education. In this context, the professional training of future teachers in lecturing is particularly important, as oral academic communication, the culture of scientific and public speaking, and the ability to



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build a dialogue with students determine the quality of teaching and the level of pedagogical influence.

Academic communication is not only a means of transmitting knowledge but also an important tool for shaping students' thinking, developing their cognitive activity, critical perception of information, and a culture of scientific communication. With the transition to interactive, problem-based, and digital forms of learning, the role of teacher communication skills such as organizing discussions, facilitating learning interactions, moderating group work, and managing educational dialogue is increasing. The relevance of this study stems from the need for a theoretical understanding of academic communication as a system-forming component of the professional lecturing training of future teachers, as well as the need to develop scientifically grounded approaches to developing communicative and rhetorical competence during their professional development.

The aim of this article is to reveal the essence of academic communication and substantiate its role in the professional lecturing training of future teachers.

Research objectives:

- to analyze the main scientific approaches to the concept of "academic communication";
- to characterize communicative competence as a component of lecturing skills;
- to determine the importance of dialogue, discussion, and facilitation in the professional activities of future teachers;
- to identify the characteristics of academic communication in a digital educational environment.

Theoretical Foundations of Academic Communication Research. The concept of "academic communication" in modern pedagogical and psychological science is viewed as a complex, multi-layered phenomenon, encompassing linguistic, cognitive, sociocultural, and didactic aspects of interaction between participants in the educational process. In the works of foreign researchers, academic communication is interpreted as a special type of professional discourse aimed at transmitting knowledge, developing scientific thinking, and fostering a culture of dialogue in the educational environment. Thus, J. Bruner emphasizes the role of



dialogic learning and the joint construction of knowledge in the communication process between instructors and students [1].

D. Hymes introduces the concept of communicative competence as the ability to use language appropriately in a communication situation, which is of fundamental importance for the development of the professional speech of future teacher-lecturers [2]. M. Halliday considers language as a functional system that ensures the implementation of educational and cognitive tasks in educational discourse [3].

In the concepts of K. Illeris and P. Ramsden, special attention is paid to the interaction of cognitive, emotional and socio-communicative factors in learning, which allows us to consider academic communication as a means of activating cognitive activity and motivating students [4; 5]. S. Brookfield and J. Hattie emphasize the importance of reflective dialogue, feedback and pedagogical facilitation as conditions for effective educational interaction and the development of critical thinking [6; 7]. In Russian pedagogical science, issues of academic and pedagogical communication are examined in the works of V. A. Kan-Kalik, A. A. Leontiev, I. A. Zimnyaya, V. I. Zagvyazinsky, L. A. Petrovskaya, and others. Scholars emphasize that a teacher's professional speech, public speaking culture, and ability to manage an audience and build a pedagogical dialogue are the most important indicators of their pedagogical mastery [8–11].

Academic communication in this context is an integrative development that includes:

- mastery of the norms of scientific and educational-professional discourse;
 - rhetorical skills and public speaking abilities;
 - the ability to organize dialogue, discussion, and polylogue;
 - skills in facilitating and moderating educational interactions;
 - the use of digital communication tools in the educational process.
- Academic Communication in a Digital Educational Environment. The digitalization of education is significantly transforming the nature of academic communication and placing new demands on the professional training of future teachers. The modern digital educational environment expands the communication space through the use of online platforms, videoconferencing systems, electronic



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educational resources, interactive services, and multimedia tools to support the educational process. In this context, teachers act not only as knowledge holders but also as organizers, moderators, and facilitators of educational interactions. Academic communication in a digital environment is becoming multichannel and multimodal, combining oral speech, written academic texts, and visual and audiovisual media. This requires future teachers and lecturers to possess a high level of communicative competence, mastery of pedagogical discourse strategies, the ability to manage audience attention, maintain feedback, and create conditions for active dialogic interaction. Of particular importance is the teacher's ability to facilitate the learning process, organize discussions, problem-solving debates, joint reflection, and project-based activities in online and blended learning formats. Effective academic communication in a digital environment requires the development of rhetorical skills, a culture of scholarly presentation, logical structured presentation, argumentation, and interpretation of educational material, taking into account the specifics of virtual interaction. Thus, the digital educational environment does not diminish, but rather enhances, the importance of academic communication as the foundation of professional lecturing, requiring its targeted development in the professional training of future teachers.

Conclusions

The theoretical analysis allows us to draw the following conclusions. Academic communication is a core component of the professional lecturing training of future teachers and is a crucial condition for the effectiveness of the educational process in higher education. It integrates the communicative, rhetorical, cognitive, and socio-pedagogical components of a teacher's professional activity. Academic communication fosters a culture of academic discourse, develops skills in public speaking, organizing dialogue, discussion, facilitation, and pedagogical interaction. In the context of digitalization of education, its role is increasing, as it is the communicative competence of a teacher that determines the quality of educational communication, the level of students' cognitive activity, and the effectiveness of the educational process. The inclusion of communicative and rhetorical training in the professional education of future teachers should be



considered a priority for improving their lecturing skills and professional competence.

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