



THE ROLE OF COMMUNICATIVE GRAMMAR IN DEVELOPING THE CULTURE OF PROFESSIONAL COMMUNICATION IN FUTURE TEACHERS

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ABSTRACT

This thesis explores the role of communicative grammar in developing the culture of professional communication in future teachers in higher pedagogical education. The study is relevant because modern teachers must communicate accurately, appropriately, ethically, and effectively in various pedagogical situations. Grammar is viewed not only as a set of rules, but as a functional means of organizing professional speech and interaction. The study aims to determine the theoretical and pedagogical significance of communicative grammar in this process. Based on theoretical analysis, comparison, and synthesis, the findings show that communicative grammar supports speech accuracy, discourse coherence, situational appropriateness, communicative ethics, and reflective language use. It is concluded that communicative grammar is an effective basis for forming the culture of professional communication in future teachers.

KEYWORDS: Communicative grammar, professional communication culture, future teachers, communicative competence, pedagogical discourse, grammar teaching, higher pedagogical education, speech activity, professional speech, teacher training.

INTRODUCTION

In the modern educational environment, the professional activity of a teacher is inseparable from communication. Teaching is carried out through explanation, dialogue, persuasion, evaluation, questioning, and feedback. For this reason, the culture of professional communication becomes one of the essential indicators of teacher competence. It reflects not only the ability to speak correctly, but also the capacity to communicate clearly, logically, respectfully, and effectively in accordance with pedagogical goals and social norms. In higher pedagogical education, the development of this quality is among the central objectives of future teacher preparation.

At the same time, the formation of professional communication culture cannot be reduced to the accumulation of vocabulary or the acquisition of general speaking habits. A teacher must know how to organize speech according to situation, interlocutor, and educational purpose. This requires grammatical competence, but not in its narrow formal interpretation. If grammar is taught only as a system of isolated rules, it does not automatically lead to effective communication. Students may know language structures theoretically while remaining unable to use them appropriately in professional discourse. This contradiction explains the growing importance of communicative grammar.

Communicative grammar interprets grammar as a functional means of communication. It focuses on how grammatical forms operate in context, how they express intention, create

coherence, regulate interaction, and support discourse. In teacher education, such an approach is especially productive because the future teacher needs grammar not only for correctness, but also for constructing explanations, formulating instructions, expressing evaluation, maintaining dialogue, and ensuring communicative tact. Therefore, the role of communicative grammar in developing the culture of professional communication deserves special theoretical consideration.

The purpose of this thesis is to analyze the role of communicative grammar in developing the culture of professional communication in future teachers and to clarify the pedagogical mechanisms that make this process effective.

The study is theoretical in nature and is based on the methods of analysis, comparison, and synthesis. Scientific literature in linguistics, pedagogy, psycholinguistics, and the methodology of language teaching was examined in order to identify the relationship between grammar, communication, and teacher professional formation. Particular attention was paid to the concepts of communicative competence, grammatical competence, pedagogical discourse, and professional communication culture.

The competence-based approach served as the general methodological basis of the study, since it makes it possible to interpret professional communication as an integrated ability rather than as fragmented knowledge. The communicative approach was used as the central pedagogical framework because it emphasizes meaningful interaction, situational language use, and the unity of form and function. The functional understanding of grammar was also important, as it allowed grammatical phenomena to be analyzed in relation to real speech tasks and educational communication.

The selected theoretical positions were interpreted through the prism of teacher education. This made it possible to examine not simply how grammar functions in language, but how communicative grammar influences the formation of professional speech behavior, communicative ethics, and discourse culture in future teachers.

The analysis shows that communicative grammar plays a substantial role in developing the culture of professional communication in future teachers because it connects grammatical knowledge with pedagogical speech practice. The first significant result is that communicative grammar strengthens speech accuracy without isolating it from communication. In professional interaction, a teacher's speech must be grammatically correct, since accuracy influences clarity, credibility, and comprehension. However, correctness alone is insufficient. A teacher must also be able to use language in ways that are accessible to learners and appropriate to the educational context. Communicative grammar ensures this balance by teaching forms through meaning and function.

Another important result concerns discourse coherence. The culture of professional communication includes the ability to build connected, logical, and understandable discourse. In the classroom, the teacher constantly produces extended speech in the form of explanations, comments, instructions, and feedback. Such discourse depends on grammatical means such as tense relations, reference, cohesion, subordination, modality, and syntactic organization. Communicative grammar helps future teachers understand how these means function in real discourse, and therefore contributes to the formation of coherent and pedagogically effective speech.

The study also shows that communicative grammar develops situational appropriateness. Professional communication depends on context, and the same grammatical structure may perform different functions depending on intention, role, and emotional situation. Future teachers need to ask tactfully, formulate polite requests, express obligation carefully, and correct learners without aggression. In this way, grammar becomes a tool of pedagogical ethics. Another important result is the development of reflective speech behavior. Professional communication culture requires awareness of one's own language use. Teachers must not only speak, but also understand how their speech affects learners. Communicative grammar supports this awareness by connecting language form with communicative purpose. As a result, students better understand why certain wording is clearer, more appropriate, or more effective in interaction.

The findings further show that communicative grammar contributes to the professionalization of speech activity. Future teachers need to master not only everyday language, but also pedagogical discourse. This discourse is characterized by clarity, accessibility, dialogicity, instructional precision, and emotional balance. Communicative grammar helps future teachers acquire these qualities by integrating grammar with speaking, listening, reading, and writing in professional contexts. As a result, grammatical knowledge becomes part of professional identity and communication culture.

The results show that communicative grammar is more than an alternative to traditional grammar teaching. In teacher education, it helps future teachers see language as a professional tool. When grammar is taught through pedagogical situations and communicative tasks, it becomes meaningful and practically relevant.

This is especially important because professional communication includes not only linguistic accuracy but also social and ethical sensitivity. A teacher's speech must support both learning and respectful interaction. Communicative grammar helps connect linguistic form with interpersonal effect and encourages future teachers to use grammar for clarification, cooperation, and influence.

The study also confirms that communicative grammar supports the integration of grammatical and communicative competence. Such integration is necessary for developing professional communication culture, which depends on correctness, coherence, appropriateness, and pedagogical intention.

CONCLUSION

In conclusion, communicative grammar plays an important role in developing the culture of professional communication in future teachers. It turns grammar into a practical means of pedagogical discourse and professional interaction. This culture develops most effectively when grammar is taught through real speech practice and communicative situations.

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