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PECULIARITIES OF COMMUNICATIVE LEADERSHIP COMPETENCE

Abstract

This article discusses the features of communicative competence, which is an integral part of modern leadership, ensuring successful interaction in a diverse and rapidly changing environment. Leaders with high communication skills can adapt to the challenges of the time, maintain a high level of team motivation, and achieve their goals. The authors explore the key aspects and characteristics of leaders' communicative competence. It is crucial for successful team management in a globalized and culturally diverse environment. In addition, the paper presents the main components of communicative leadership competence, analyses the works of domestic and foreign scholars on leadership competence, studies modern views of communicative leadership competence, and considers the leadership competence of future teachers of English. It is known that communicative leadership competence is an integral part of the professional training of future teachers of English. High communicative skills allow teachers to interact effectively with students and colleagues, create a positive and productive learning environment, and contribute to their personal and professional growth.

Keywords: competency, communication competence, leadership, strategy, learning.

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ОСОБЕННОСТИ КОММУНИКАТИВНОЙ ЛИДЕРСКОЙ КОМПЕТЕНТНОСТИ

Аннотация

В данной статье рассматриваются особенности коммуникативной компетентности, которая является неотъемлемой частью современного лидерства, обеспечивая успешное взаимодействие в разнообразных и быстро меняющихся условиях. Лидеры, обладающие высокими коммуникативными навыками способны адаптироваться к вызовам времени, поддерживать высокий уровень мотивации в командах и добиваться поставленных целей. Авторы исследуют ключевые аспекты и характеристики коммуникативной компетент-ности лидеров, которая является решающим фактором для успешного управления командами в условиях глобализации и культурного многообразия. Кроме того, в работе представлены основные компоненты коммуникативной лидерской компетентности, проанализированы работы отечественных и зарубежных ученых о лидерской компетентности, изучены современные взгляды коммуникативной лидерской компетентности и рассмотрены лидерские компетентности будущих учителей английского языка. Известно, что коммуникативная лидерская компетентность является неотъемлемой частью профессиональной подготовки будущих учителей английского языка. Высокие коммуникативные навыки позволяют учителям эффективно взаимодействовать с учениками и коллегами, создавать позитивную и продуктивную учебную среду, а также способствуют их личностному и профессиональному росту.

Ключевые слова: компетентность, коммуникативная компетентность, лидерство, стратегии, обучение.

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КОММУНИКАТИВТІК КӨШБАСШЫЛЫҚ ҚҰЗІРЕТТІЛІГІНІҢ ЕРЕКШЕЛІКТЕРІ

Аңдатпа

Бұл мақалада қазіргі заманғы көшбасшылықтың құрамдас бөлігі болып табылатын әр түрлі және тез өзгеретін ортада сәтті өзара әрекеттесуді қамтамасыз ететін коммуникативтік құзыреттік ерекшеліктері қарастырылады. Қарым-қатынас дағдылары жоғары көшбасшылар заман талабына бейімделе алады, топтағы мотивацияны жоғары деңгейде ұстап, алға қойған мақсаттарына жете алады. Авторлар жаһандану және мәдени әртүрлілік жағдайында топтарды табысты басқарудың маңызды факторы болып табылатын көшбасшылардың коммуникациялық құзыреттілегін негізгі аспектілерін мен сипаттамаларын зерттейді. Сонымен қатар, жұмыста коммуникативтік көшбасшылық құзыреттіліктің негізгі құрамдас бөліктері берілген, көшбасшылық құзыреттілік бойынша отандық және шетелдік ғалымдардың жұмыстары талданған, коммуникативтік көшбасшылық құзыреттік туралы заманауи көзқарастар ұсынылып, болашақ ағылшын тілі оқытушыларының көшбасшылық құзыреттілектері қарастырылған. Коммуникативтік көшбасшылық құзыреттілік болашақ ағылшын тілі оқытушылардың кәсіби даярлаудың құрамдас бөлігі екені белгілі. Күшті қарым-қатынас дағдылары оқытушыларға студенттер, әріптестермен тиімді қарым-қатынас жасауға, жағымды және өнімді оқу ортасын құруға, олардың жеке және кәсіби өсуіне ықпал етуге мүмкіндік береді.

Түйін сөздер: құзыреттілік, коммуникативтік құзыреттілік, көшбасшылық, стратегиялар, оқыту.

Introduction. Communicative leadership competence encompasses a distinct set of skills and attributes that enable leaders to effectively convey ideas, motivate others, and facilitate collaboration within organizations. This competence extends beyond mere eloquence, incorporating elements of emotional intelligence, active listening, and adaptability to diverse communication contexts. Leaders possessing strong communicative competence can articulate complex visions in comprehensible terms, tailor their messaging to various stakeholders, and establish an open dialogue that encourages feedback and innovation. They demonstrate proficiency in navigating both formal and informal communication channels, utilizing verbal and non-verbal cues to enhance comprehension and establish trust. Furthermore, communicative leaders excel in crisis management, employing transparent and empathetic communication strategies to maintain organizational stability and cohesion during challenging periods. The development of this competence is an ongoing process, necessitating continuous self-reflection, cultural sensitivity, and a willingness to adapt to evolving communication technologies and organizational dynamics.

The need for broad and diverse competencies for a teacher of the XXI century was declared by the European Commission. The Council of Europe's provision of effective pedagogical education (in the document rethinking education) is given by the fact that in order to achieve advanced socio-economic results, it is necessary to invest abilities and Skills" [1]. In order to improve learning outcomes, it is necessary to support pedagogical specialists, that is, in a daily changing world, to revise the set of communicative leadership competencies for school teachers and teachers of higher educational institutions. In the conclusions of the Council of Europe on effective leadership in education, it is noted that only teachers with high communicative competence who can effectively organize education become leaders who improve learning outcomes. Depending on the communication skills of the teacher, the student's inspiration and motivation increases, so attention was paid to the development of communication skills of teachers. This skill was called the teacher's communicative competence. Communicative competence includes inspiring students, improving the learning environment and culture, academic achievements, solving their problems in various situations, forming communication skills, critical thinking, having an attitude to the world, society

as a whole, obtaining deep knowledge, etc. In this way, in addition to pedagogical competence, the teacher had to have his own leadership qualities.

Recently, the concept of leadership in our society has been increasingly spoken of. We know that a leader is a leader who breaks up and leads a group. In addition, the leader is a person who can quickly enter into relationships with other people. If the future teacher does not have this quality, the idea arises of how to work with students. Thanks to communication, the leader determines the abilities of students and gives the child a professional orientation. It is the duty of any teacher to educate the younger generation in the desire for a bright future of our country, to be moral and exemplary, well-mannered and well-educated. A teacher who has a direct impact on the development of society needs to be active in the eyes of society. The problem of communicative leadership competence of teachers is reflected in various scientific studies and studies of schools of philosophy, pedagogy, psychology from different points of view. This shows the importance, versatility and complexity of the topic.

Leadership competence refers to the skills, knowledge, and abilities that enable individuals to effectively guide, motivate, and influence others within an organizational context. Key components of leadership competence include:

1. Strategic thinking: The ability to develop long-term plans and make decisions that align with organizational goals.

2. Communication skills: Effectively conveying ideas, expectations, and feedback to team members and stakeholders.

3. Emotional intelligence: Understanding and managing one's own emotions and those of others to foster positive relationships and team dynamics.

4. Decision-making: Analyzing information, evaluating options, and making sound judgments in various situations.

5. Adaptability: Adjusting leadership style and approach based on changing circumstances and team needs.

6. Conflict resolution: Addressing and resolving conflicts within teams or between individuals constructively.

7. Team building: Creating and maintaining cohesive, high-performing teams through effective delegation and motivation.

8. Ethical behavior: Demonstrating integrity, transparency, and moral decision-making in all aspects of leadership.

9. Cultural awareness: Understanding and respecting diverse perspectives and backgrounds within the organization.

10. Continuous learning: Staying updated on industry trends, leadership practices, and personal development opportunities. Developing leadership competence is an ongoing process that involves self-reflection, feedback from others, and practical experience in leadership roles. Organizations can support the growth of leadership competence through training programs, mentoring initiatives, and providing opportunities for emerging leaders to take on challenging assignments.

Basic provisions. According to foreign scientists, Harris, Wood, Day, teachers ' ability to be leaders, their own professional development, an increase in the quality of Education, has a positive impact on the overall methodological experience, and the study shows that teacher leadership has a direct impact on Student Success[2]. And, judging by the views of Nedz-Inskaite, Barkauskaite, the communicative leadership competence of teachers leads to the establishment of communication and cooperation in their environment, as well as creativity and innovation [3]. It shows that this is one of the skills that little or no experienced teachers lack. Various scientific studies show the relationship between leadership and communication: effective leadership requires communicative competence. After all, it is also an art to be able to openly communicate with another person in a public environment. We are going to prove the importance of forming the communicative leadership competence of young specialists teaching English. The problem of the study we will

review the latest views on the formation of communicative leadership competence. Next, we will focus on the research of Modern teachers on communicative competence. So, we highlight the areas of future research related to the formation of communicative leadership competence.

Materials and methods. If we analyze the research on leadership, it was first widely used in the field of management, but since 2012, foreign scientists S. Haris, considering the effectiveness of its application in the field of Education, found that leadership quickly affects the development and immediate growth of the teacher's creative research, and the teacher's main focus is on his followers, trying to build a reliable team, and the emergence of new ideas in leadership, it was described that the tasks performed by one organization under the influence of leadership development are performed responsibly and qualitatively [4]. The leadership of teachers in the field of Education, who work directly with society in the field of Education, has a direct impact on the formation of future generations as conscious and competent. This means that the school that opens the literacy of society, the place where the teacher communicates directly with the children who are called society. And the leader teacher in the school, his class becomes his team, and thanks to a strong joint effort, academic performance will be higher than the result of the relationship between the two. Therefore, educational institutions, be it schools, colleges, universities, can only show the results of all their work together in groups. Thus, the activities of educational institutions will continue to increase. It is important that this process is carried out by the activity of the teacher working in the same institution, who is able to communicate between leadership, personalities. To become a leader, you must be responsible, have strong beliefs, be able to cooperate, communicate with individuals, that is, have high communicative competence. And the fact that the leader constantly updates himself, and shares the ideas, thoughts, experiences of the zhaia, M.K.Nurgazina showed in his works [5].

Peter Senge, one of the scientists who contributed to the development of the teacher's concept of communicative leadership competence, discussed and studied by various scientists and researchers in the field of Education. According to him, the effective organization of training depends on the importance of dialogue in building a trusting relationship. Leadership theorist John Adair said that the power of leadership, the ability of a teacher to communicate strongly to demonstrate their role in front of a student, and the strength of communication skills in creating teams. A scientist named Deborah Tannen, who studied communicative competence in linguistics, gave valuable insights that the role of communication in leadership and relationship building is also related to interpersonal communication and gender differences[6].

Marshall Ganz, a lecturer at Harvard Kennedy School, said that the power of storytelling and communication in leadership is an inspiring connection in mobilizing and attracting followers. Known for his work on personal development and leadership, Stephen Covey spread principles such as trust in effective communication skills, collaboration development, and the achievement of organizational goals, saying, "first try to understand, then try to understand".

The author Daniel Goleman, who studied this topic in psychology, called the concept of emotional intelligence of the individual, the formation of social skills by the teacher to connect with students, colleagues and parents on an emotional level Important [7]. And teachers who develop it should have well-developed communicative leadership competencies.

Bren Brown, a research professor and author, found that teachers who cultivate communicative leadership competence have a positive impact on the learning process and are faster when they build open and honest relationships with their students. In Daniel Goleman's work on communicative leadership, the important role of emotional intelligence skills in effective leadership in education is realized through communication, Partnership, Trust formation and cooperation with parents in self-knowledge, self-regulation, motivation, integration into their leadership vision[8] the work of this scientist has become widespread and has made a great contribution to the upbringing of children by teachers. Teachers inspired the student with their words and contributed to the overall success of educational institutions.

Stefan proposes the following components to the formation of communicative leadership competence figure 1.

Figure 1. Components to the formation of communicative leadership competence

1   placing feedback (having feedback with colleagues, mentors, and students helps identify constructive feedback that they need to improve communication);

2   being active (includes skills to fully engage with the speaker, understand their point of view, and respond thoughtfully);

3   creating effective communication strategies (strategies such as clarity of messages;

4   building trust and good relationships (building trust is important for strengthening effective leadership and positive relationships in the educational community);

5   participating in difficult conversations (managing difficult conversations, learning conflict resolution techniques and communication, and constructive resolution of difficult situations) and using an example (showing integrity, sincerity, openness in communication and instilling trust in leadership).

In principle, the search for leadership teachers affects their professional development and develops creative thinking, which becomes the achievement of the quality of their activities in the institution where they work and their personal success, forming their flexibility in any situation. Therefore, it turns out that the responsibility of the teacher's activity to society increases in teaching in education, and leadership qualities are also formed in students who follow the leader teacher in imitation.

Here, a close relationship between the student who is trying to obtain quality education and the teacher who is the leader who is trying to provide quality education is formed directly on the basis of the professional communicative competence of the teacher, who was able to establish contact with the student.

At the same time, communication in general has a specific objective, which is transformed in the teacher by the ability to determine the objectives of achieving this goal, to predict the situation.

M. Waters and T. McNulty in their works divided the leadership activity of teachers into three [9]:

1) the ability to work together with all students in order to fully master the topic of the lesson;

2) ability to distribute tasks depending on the level of knowledge;

3) the ability of groups to cooperate as one team [10].

This is how the teacher's communicative competence is integrated into his leadership.

Since educational institutions have the same goals, the tasks will also be common, so collective thinking is also common. But the same communication skills of the members of the same team are not developed.

Communicative competence is one of the main factors in the effective work and well-being of employees. Among the modern researchers is P.Senge D.Wood., A.K.Purkhonen, D.Kokkonen, R.Valkonen emphasize the importance of the communicative competence of teachers. Communicative competence is the ability of a person to communicate in any way. Turning to the opinion of scientists who tried to define the concept of communicative competence, Valkonen describes as "knowledge of communication, the skill of participating in social interaction".

Trying to expand the meaning of the concept of communicative competence, A.K.Purhnonen I interpret it as the competence of a person to be able to communicate socially, which is associated with the state of mind. The authors note that there are two groups of emotional factors: those that contribute to the relationship (perseverance, dominance, shyness, social anxiety) and those that maintain the relationship (intimacy, confidence, interpersonal sensitivity, altruism, visionary vision).

The most necessary point of communicative competence is that communicative communication is carried out simultaneously between the speaker and the conversational person. A person can

simultaneously send a message to the recipient, maintain a conversation, use gestures, receive a message, and interpret another person's message. Therefore, interpersonal communication involves ethical standards, since verbal and non-verbal behavior can increase or decrease the importance of communication. Explains that communication is a process/continuum from the individual to the interpersonal relationship, and distinguishes three levels of communication:

-First level: "I" (type of relationship, distinguished according to the status of a person in society). For example," English teacher " is a person who teaches a foreign language.

- Second level:" I–you " (we ask the new teacher what he can teach if we want to take additional lessons, or he himself suggests).

–Third level: "I-you" (there will be no social status between two people talking here, there will be a constant free relationship). That is, the ability to build a dialogue. He is a good student, he is a bad student, he does not divide the lessons, he sees everyone as equal. Only at this point does confidence in the teacher appear from the student's point of view, which affects his success.

It turns out that thanks to communicative competence, students are able to communicate with each other, listen to each other, be culturally literate, adapt correctly, be literate in language, and correctly form ethical principles. From this we can see the following effective connections of communicative competence between the teacher and the student: the exchange of information within the group, adaptation with the group, the ability to negotiate, support each other.

According to the Russian scientist N. Kuzmina, "competence is the knowledge and dignity of a teacher, which can serve as the basis for the development of another person," the main thing for influencing the development of a student in the profession of a teacher is to attach great importance to the formation of his knowledge and dignity at the highest level.

Communicative competence – continuous improvement of one's professionalism, development of personal and public life.

Sagadieva K.B. in the formation of the teacher's management competence at the modern stage of development:

* Able to conduct systematic work in the pedagogical process;
* Fast laying for pedagogical changes;
* Be able to master a new thinking system;
* Able to communicate with students;
* Educated, enterprising, creative;
"I'm sorry," he said.;
* It is necessary to focus on the ability to clearly express thoughts and ideas.

One of the most visible approaches to teacher leadership development is professional development (Muijs and Harris, 2004; Stoll et al., 2006; Podgorsky and Fisher, 2007). When studying leader teachers, the following ideas about their work appear:

1) leader teachers, studying their experience from the inside, thereby expressing their thoughts on learning, teaching and modeling lifelong learning.

2) leader teachers influence other teachers and school culture by "spreading" their ideas about students, teaching and learning.

3) leader teachers find and invent ways to connect with and continue learning experience.

4) Leadership teachers learn to lead within a community of practitioners who improve partnerships and support risk-taking and experimentation.

5) leading teachers, when working with novice and veteran teachers, create a community of practitioners and create a comfortable environment for professional development.

6) leader teachers are sensitive to meaning and culture, they know that different situations and people require different methods.

The same is true in teaching, it is not suitable to continue to teach everyone in one way or another. When teachers lead, they help create a learning environment that has the same impact on the entire school community and on teachers and students.

It cannot be said that in modern communication science, the problem of human communicative competence has been ignored. On the contrary, more and more works have been devoted to him in recent decades. Among the scientists who developed various aspects of this problem are Yu.N.Emelyanov, A.A.Bodalev, Yu.N.Zhukov, N.Y.Khrishchev, I.I.Seregin, F.I.Sharkov, M.A.Vasilik and others. The most important of them are the following: firstly, this is a strict definition of the concept of "communicative competence of an individual", its separation from such concepts as communicative efficiency and communicative efficiency; secondly, it is the task of determining the parameters of communicative competence; thirdly, the task of measuring and evaluating the communicative competence of specialists in various fields of activity.

The most complete description of communicative competence belongs to L. Bachman. It uses the term "communicative language mastery" and includes the following key competencies: linguistic (the implementation of statements is possible only on the basis of the knowledge and understanding gained by language as a system); discourse (consistency, consistency of statement, Organization of meaning); pragmatic (the ability to convey communicative content in accordance with the social context); conversational (the ability to speak in a homogeneous, without tension, at a natural pace, without long pauses in search of linguistic forms on the basis of linguistic and pragmatic competence); socio-linguistic ("... know when to speak, with whom, when, where and in what order to speak") the ability to choose language Forms; Strategic (the ability to use communication strategies to compensate for the missing knowledge in real language communication); verbal(readiness to create communicative content as a result of speech-thinking activity: the interaction of a problem, knowledge and research) [11].

The task of communicative leadership competence includes: analysis, understanding and assessment of the situation. The tool for the development of communicative leadership competence includes: conducting social psychological trainings, the formation of a system of communicative skills, the correction of the system of interpersonal communication, the creation of personal prerequisites. Features of communicative leadership competence: a person needs to be able to recognize useful or harmful information, focus on language development with his own culture, not understanding the semantics of a foreign language, keep the student's attention on himself, identify feelings, logical understanding in conversation, give feedback. Underdevelopment of communicative competence includes: experience of failure, fatigue of success, complete dissatisfaction, meaningless work, emotional exhaustion.

Scientists who have studied the topic of communication competence and self-knowledge in educational settings (Table 1):

Table 1. list of scientists who have studied the topic of communication competence and self-knowledge in educational settings

1	Deborah L. Floyd Jane Shelley	Communication for teachers: becoming a qualified communicator	discusses the importance of effective communication skills for educators and practical guidelines for improving communication competence in the educational context
2	Terrence E. Deal, Kent D. Peterson	Building school culture: the heart of leadership	emphasizes the role of communication in the formation of organizational culture and the education of effective leadership
3	Thomas Sergiovanni	Leadership for the school: how is it different? Why is it important?	explores unique challenges and opportunities for leadership in the educational environment
4	Robert J. Harmston jane Bruce M. Wellman	Adaptive school: a source for the development of collaborative groups	considers the importance of effective communication and cooperation in efforts to improve education

These scientists have made significant contributions to the understanding of communication competence, self-knowledge and leadership in educational institutions. Their work provides valuable insights and practical strategies for teachers seeking to improve communication skills and strengthen positive relationships in the school community [12].

Results and discussion. Communicative leadership competence is the ability of a teacher to interact with any person, influence his independent educational development, form his creative experience, express his attitude to self-management, work with society that can help him realize himself, actualize, activate, and help. External development is not observed until it affects the internal development of the personality. The development of communicative leadership competence depends on the creativity of a person, his search for it, the activity of self-knowledge and expression contributes to the provision of quality education. And it is assumed that sustainable development can be followed by professional skills [13].

The development of communicative leadership competence becomes a real source of self-development of a specialist. From a pedagogical and psychological point of view, it can be the driving force that leads to becoming a professional. The problem of forming the power of communicative leadership requires finding new sources of approach, and it does not arise spontaneously for the teacher.

The concept of communicative leadership competence was first considered in detail, becoming leadership and communicative competence. The transfer of different views on this concept means that in one sense they did not understand it. In our opinion, communicative leadership competence is the ability for a teacher to clearly recognize students in the group he is teaching, to show the basis of personal development in the process of mastering communicative leadership competence. The main thing in our research work is the ability of a teacher to demonstrate communicative leadership competence, depending on the conditions of the previous group members. The main task of communicative leadership competence is to be able to communicate independently [14].

By implementing the practical strategies proposed by the authors, educators can improve their communication skills, establish positive relationships and create a more inclusive and supportive learning environment for students. The communicative leadership omnipotence formation model provides teachers with a structural framework for developing their communicative and leadership skills to create a positive and collaborative learning environment. The development of the communicative leadership competence of future teachers requires a structural structure that combines the main components for the development of effective communication and leadership. Here is a structural structure that will guide the development of the communicative leadership competence of future teachers:

1) Self-knowledge and reflection:

- Involve future teachers in self-assessment and reflection to get an idea of the style of communication, strengths and areas of improvement.

- Promote activities that promote self-knowledge, such as journaling, feedback analysis and self-assessment tools.

2) development of communication skills:

- Provide training and resources to enhance the communication skills of future educators, such as active listening, clear messaging, non-verbal communication and empathy.

-Offer educators the possibility of experience and feedback to help them improve their communication techniques and adapt them to different situations.

3) Leadership Principles and experience:

-To acquaint future teachers with the basic principles and practices of leadership, which are important for effective communication and cooperation in educational institutions.

- Explore topics related to communicative leadership such as shared vision, ethical decision making, team building and conflict resolution.

4) cooperative relationship:

- Emphasize the importance of collaborative communication in the development of teamwork, trust and innovation among teachers, students and stakeholders.

- Provide guidance on how to facilitate effective group discussions, participate in constructive feedback exchanges, and promote a culture of open communication.

5) emotional intelligence and empathy:

- Introduce training in emotional intelligence and empathy to help future educators understand and manage their own emotions, as well as recognize and respond to the emotions of others.

- Encourage the development of empathy by actively listening to educators, accepting perspective and establishing true connections with students and colleagues.

6) continuous learning and growth:

- Promote a culture of continuous learning and professional development among future teachers, encourage them to seek feedback, participate in reflective practices and search for growth opportunities.

- Provide access to resources, seminars and mentoring programs to support the continuous development of communicative leadership competence.

By adhering to this structural structure, future educators will be able to strengthen their communicative leadership competencies, build effective relationships, and lead with confidence in educational institutions.

The concept of communicative leadership in the context of English language teaching (ELT) involves the ability of educators to effectively facilitate and encourage communication within the classroom, aligning with the principles of Communicative Language Teaching (CLT). The papers reviewed provide insights into the application and challenges of communicative approaches in ELT across various contexts.

Karfa and Moyo et al. discuss the implementation of CLT in Moroccan and Indian-African contexts, respectively. In Morocco, despite the prevalence of non-communicative practices, there is a significant shift towards communicative language teaching. Similarly, in the Indian-African context, while EHL classrooms differ from ESL classrooms in content selection, both exhibit challenges in fully leveraging CLT due to learners' language development levels. Babaeian contributes to the discussion by examining the pedagogical approaches used by EFL and ESL teachers in their pronunciation instruction, highlighting the influence of student-related and teacher-related variables on these approaches [15].

Interestingly, while Yaccob et al. emphasizes the role of gamification in motivating and engaging ESL learners, which could be seen as a component of communicative leadership, it does not directly address the leadership aspect of English teachers. Chalikendy and Yassin, on the other hand, touch upon the use of literature as a communicative tool and the challenges faced by teachers in foreign environments, respectively, which indirectly relate to the communicative capabilities of teachers.

In summary, communicative leadership among English teachers is multifaceted, involving the adoption of CLT practices, the ability to motivate and engage students, and the adaptation to various constraints and cultural contexts. The papers collectively suggest that while there are challenges, there is also evidence of progress and potential strategies for enhancing communicative practices in ELT [16].

Conclusion. In summary, the basics, essence and content of the formation of communicative leadership competence of future English language specialists as an activating factor in the educational process of students, the formation of conditions, principles that affect the effectiveness of this process, rules that develop educational, educational activity of students, criteria for evaluating communicative leadership competence from a pedagogical point of view, as a set of management principles in teaching, helps to develop pedagogical concepts for the development of communicative competence of future English language specialists.

The formation of a university student's leadership ability in communicative activity involves the development of a number of psychological qualities that ensure this process.

A set of qualities that ensure the ability of university students to communicative leadership: communicative competence, communicative activity, communicative creativity, communicative tolerance, personal influence, leadership. Formation of the ability.

we studied university students for leadership based on the theoretical works of scientists:

* communicative activity (A.A.Bodalev, L.S.Vygotsky, A.N.Leontiev, etc.);

* personal influence, leadership (E.L.Dotsenko, S.Kovi, etc.);

* communicative competence;

* communicative creativity (A.A.Bodalev, S.I.Makshanov, A.V.Mudrik).

Thus, the analysis of the current state of the formation of communicative leadership made it possible to single out the following pedagogical conditions for its formation:

1) the content of educational material aimed at the eloquent aspects of the teacher's activity.

2) the use of educational technologies aimed at the formation of leadership qualities.

3) personal example of a teacher as a communicative leader.

These conditions serve as the basis for other pedagogical conditions for the formation of communicative leadership in a concentrated form.

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