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THE ROLE OF ETHICAL COMPETENCE IN THE SPEECH AND COMMUNICATIVE DEVELOPMENT OF FUTURE PRIMARY SCHOOL TEACHERS

The article substantiates the relevance of developing ethical competence as an important component of the speech and communicative competence of future primary school teachers. Attention is focused on the role of speech and communicative etiquette in the system of professional pedagogical training and its significance for the personal and professional development of students. It is proven that ethical competence is a necessary condition for effective pedagogical communication, humanistic interaction, and the creation of a supportive educational environment in primary school.

The author reveals the structural characteristics of ethical competence of future primary school teachers, which include axiological, cognitive, and activity components. The axiological component is defined by the acquisition of moral and ethical norms and values of the teaching profession, the development of personal motivation for ethical behavior, and a responsible attitude toward professional activity. The cognitive component involves mastering a system of scientific and theoretical knowledge about the essence of the teacher's professional activity, the specifics of pedagogical communication, and the role of ethical principles in professional pedagogical interaction. The activity component is characterized by the ability to apply ethical knowledge in real pedagogical situations, adhere to norms of speech etiquette, and demonstrate professional and humanistic qualities in interaction with pupils, parents, and colleagues. The article emphasizes that the purposeful formation of ethical competence contributes to the development of the professional identity of future primary school teachers, increases their level of speech and communicative culture, and ensures the humanistic orientation of pedagogical activity in the context of modern education.

Keywords: *ethical competence, future primary school teachers, moral and ethical values, professional and pedagogical interaction, professional training of future primary school teachers, speech etiquette; speech-communicative competence.*

Problem statement. The relevance of this study stems from the increasing demands placed on the professional training of future primary school teachers, particularly in developing their communicative and ethical competencies. This is outlined in the policy documents of the Ministry of Education and Science of Ukraine and the concept of the New Ukrainian School (2024), which emphasize the necessity of

partnership, respect, and value-based interaction in the educational process. In addition, contemporary trends in the digital transformation of education significantly intensify the ethical dimension of pedagogical communication, requiring teachers to demonstrate a high level of speech culture and responsible communicative behavior.

One of the regulators of speech-educational interaction is *ethics*, which is also a mediator between the general regulatory requirements for the modern teacher and the tactics of one's teaching style. At the same time, ethics is a leading factor in shaping the professional image of the future primary school teacher. In this context, the ethical competence of a primary school teacher is an indicator of one's speech-communicative development because any pedagogical communication has a moral and ethical context.

In contemporary pedagogical and linguistic studies (Khoruzha, 2004; Luzhetska, 2013; Malakhov, 2002; Radevych-Vynnytskyi, 2006, etc.), it is common to distinguish between language etiquette as a system of standardized verbal formulas and speech etiquette as their contextual implementation in specific communicative situations. Therefore, the ethical competence of the student has tremendous importance for speech-communicative development because, in the communication process, the state of language culture becomes most noticeable. Also, in educational cooperation, the primary school teacher demonstrates one's spiritual values, ethical orientations, and style of building relationships in different psychological and pedagogical situations.

Analysis of recent research and publications. In contemporary scientific research, ethics has various interpretations and is a basis for solving general pedagogical and methodological problems. Classical studies define pedagogical ethics as a normative framework of the teaching profession, reflecting the moral and psychological aspects of teachers' professional behavior and their interaction with all participants in the educational process. In particular, the humanistic ideas of V. Sukhomlynsky (2012) emphasize the moral responsibility of the teacher and the importance of value-based interaction. The communicative nature of the educational process is substantiated in the works of A. Makarenko (2011), who considered interaction as a key factor in personality development.

At the same time, earlier studies primarily focused on the structural components of ethical competence, emphasizing its cognitive, personal, and operational dimensions, as well as its role in shaping professional behavior and value orientations. In particular, the concept of communicative competence developed by D. Hymes (1972), M. Canale and M. Swain (1980) emphasizes the integration of linguistic, socio-cultural, and pragmatic components of communication. The ethical dimension of interaction is substantiated in the theory of communicative action by J. Habermas (1987), who considers mutual understanding and normative regulation as key conditions of effective communication.

However, recent research demonstrates a shift toward a more dynamic understanding of ethical competence, particularly in the context of digitalization and the transformation of educational environments. Scholars emphasize the increasing importance of communicative and ethical regulation in online and hybrid learning settings, where teachers must navigate complex interaction scenarios and ensure responsible and culturally sensitive communication. According to I. Ziazun, L. Kramushchenko, I. Kryvonis, O. Myroshnyk, V. Semychenko, N. Tarasevych, I. Bekh, N. Klokar (2008), pedagogical ethics is the normative basis of the teaching profession, which reflects the universal relations, the essence of the moral and psychological side of the teacher's profession, and the nature of one's behavior in relations with all participants in the pedagogical process. The term "ethical competence" has such a definition: it is a nonlinear system that forms its scientific apparatus, integrating knowledge of many scientific disciplines (philosophy, sociology, culturology, pedagogy, psychology, etc.). Scientific research notes that ethical competence represents the principal regulations of teacher actions, which are fixed in habits, traditions, principles of life, and professional activity (Khoruzha, 2004); this is an interacting, interpenetrating formation, which has substantive, personal, and activity nature and consists of interconnected components: content (cognitive), personal and operational-procedural (Vasianovych, 2011).

In addition, contemporary studies highlight the interdependence between ethical and communicative competence, considering them as key components of teacher professional training that ensure effective pedagogical interaction and the creation of a safe educational environment. For example, I. Guryanov and M. Shagiakhmetova (2025)

outline how pedagogical practice contributes to the development of future teachers' communicative competence. The scholars argue that practical experience is essential for shaping adaptive, context-sensitive communication, which also implicitly supports ethical interaction with students. Another scientist, M. Liedok (2024), analyzes the theoretical foundations of emotional and ethical competence formation in future teachers. The researcher considers ethical competence as a multidimensional construct that includes values, moral awareness, and behavior. According to researchers' work, the importance of ethical communication, empathy, and responsible decision-making are core elements of professional teacher training. Also, G. Niyazova (2024) proposes a methodological model for developing communicative competence in future teachers. The study outlines key components such as empathy, cooperation, and effective verbal/nonverbal interaction. The scientist demonstrates that interactive teaching methods (e.g., role-playing, collaborative tasks) enhance both communicative and ethical aspects of teacher behavior. Finally, R. Zhou, A. Samad and T. Perinpasingam (2024) explore cross-cultural communicative competence in language education. They emphasize that effective communication involves not only linguistic skills but also ethical appropriateness, cultural awareness, and sensitivity. The authors highlight the importance of preparing teachers to communicate responsibly and respectfully in diverse educational contexts.

Despite the significant body of research on pedagogical ethics and teacher professionalism, the issue of ethical competence as a regulator of speech-educational interaction in the training of future primary school teachers remains insufficiently explored. In particular, there is a lack of studies that systematically examine the relationship between ethical competence and speech etiquette in the context of modern educational challenges.

Aim and objectives of the study. The purpose of the article is to substantiate the role of ethical competence in the speech and communicative development of future primary school teachers and to characterize its structural components (axiological, cognitive, and activity) in the context of their professional training.

To achieve this purpose, the following objectives are defined: 1) to justify the relevance of forming ethical competence as an essential component of speech and communicative competence of future primary school teachers; 2) to analyze the role of speech and communicative etiquette in the system of professional pedagogical training; 3) to determine the significance of ethical competence for effective pedagogical communication, humanistic interaction, and the creation of a favorable educational environment; 4) to characterize the structural components of ethical competence (axiological, cognitive, and activity) and reveal their content; 5) to substantiate the influence of ethical competence on the development of professional identity and speech-communicative culture of fut.

Research methods. The study employed a set of theoretical research methods aligned with the defined objectives. In particular, analysis of scientific and pedagogical sources was used to justify the relevance of forming ethical competence as an essential component of speech and communicative competence of future primary school teachers and to examine the role of speech and communicative etiquette in the system of professional pedagogical training. The method of comparison enabled the identification of different scholarly approaches to understanding ethical competence and communicative etiquette, as well as their place within professional training. Synthesis and generalization were applied to determine the significance of ethical competence for effective pedagogical communication, humanistic interaction, and the creation of a favorable educational environment, and to formulate generalized conclusions based on the analyzed sources. The method of systematization was used to structure and characterize the components of ethical competence (axiological, cognitive, and activity) and to reveal their content. Finally, generalization and theoretical modeling contributed to substantiating the influence of ethical competence on the development of professional identity and speech-communicative culture of future teachers.

Presentation of the main material. The ethical competence of primary school teachers as a scientific phenomenon has its structure, which depends on the specifics of different areas of professional activity. For example, N. Sultanova (2010) notes that the main structural components of ethical competence of future social educators are: cognitive (system of knowledge about the environment, structure, features

of interaction, and communication styles), behavioral (general and specific skills to successfully and constructively manage the situation of interaction), motivational (focus on interaction, high level of demands and needs for communication), emotional (humanistic guidelines for interaction, willingness to enter into personal, dialogical relationships).

According to L. Lisina (2019), the ethical competence of future primary school teachers is a systemic formation characterized by the following integrative components: informative or cognitive (knowledge of professional morality, which is the axiological basis of pedagogical action), personal (ethical centering which is based on empathy, congruent perception of another person), operational and procedural (use of a particular arsenal of pedagogical tools that determine the humanistic strategy and tactics of pedagogical action, focus on building an individual trajectory of personality development, prefer the balance of methods of encouragement and punishment, and choosing the pedagogical tactics).

In the works of S. Tkachenko (2018) and others, the structure of teachers' ethical competence includes the following components: readiness to demonstrate ethical competence through the mobilization of subjective resources (motivational aspect); knowledge of the content of ethical competence (cognitive aspect); experience in demonstrating ethical competence in various standard and non-standard situations (behavioral aspect); a positive attitude toward the content of ethical competence and the object of its application (value-content aspect); emotional and volitional regulation of both the process and the outcomes of demonstrating ethical competence (reflective aspect).

Having systematized and adapted the ideas of scientists according to the specifics of the profession of the primary school teacher, the structure of ethical competence of future primary school teachers is characterized in the context of their speech-communicative development. Therefore, *the ethical competence of the future primary school teacher* should include axiological, cognitive, and activity components. The content of each of them would be revealed in detail.

The axiological component of ethical competence means that the teacher depends primarily on the emotional and psychological climate in educational interaction. This component translates the moral and ethical norms accepted in society, creating a fertile background for the professional development of future teachers. It is about students's;

level of personal motivation, which involves the conscious choice of a type of speech-communicative behavior, which is characterized by a complex action of external (incentives) and internal (motives) factors. According to S. Tkachenko (2018), motivational and value orientations determine speech-communicative behavior and provide the content and direction of professional activity. In this sense, the future primary school teacher's ethical competence involves developing a system of personal values, moral needs, and motives, and the formation of a hierarchy of terminal values of speech-communicative interaction. Thus, the system of moral and ethical values is a kind of landmark in the social and communicative development of young professionals. The moral and ethical values of the future primary school teacher are closely related to one's moral norms and moral consciousness. V. Malakhov (2002) defines the "moral norm" as a specific example of behavior that reflects the established needs of human coexistence and relationships and is mandatory. According to the scholar, moral consciousness can be understood as a system of established norms, prohibitions, and requirements that regulate human activity and behavior. The formed moral consciousness of the student has moral norms, principles, categories, motives, and value orientations of communicative interaction mastered by him.

The cognitive component of the ethical competence of future primary school teachers is a set of scientific and theoretical knowledge about professional activity and the role of professional and pedagogical interaction. In the scientific works of L. Khoruzha (2004), the semantic (cognitive) component is dominant and system-forming, in which humanistic pedagogical values and moral norms of the teaching profession play a major role, influencing the formation of motives for professional activity. The cognitive component of ethical competence of future primary school teachers is characterized by knowledge of the norms of the teaching profession and social functions of the modern teacher and awareness of the importance of ethical competence. As S. Tkachenko (2018) points out, knowledge of the main categories of ethics (good and evil, justice and injustice, honor and dignity, duty and responsibility, etc.), principles of pedagogical morality (pedagogical humanism, pedagogical optimism, citizenship and patriotism) act as a motivation for pedagogical action. Ethical knowledge allows the future teacher to correlate one's moral standards with professional ones and to

correct one's communicative behavior. Thus, the cognitive component of ethical competence of future primary school teachers reflects the presence of theoretical knowledge necessary for forming their moral consciousness, ensuring moral relations and behavior in the process of professional activity.

The activity component of ethical competence of future primary school teachers testifies to their ability to apply ethical knowledge and show professional and humanistic qualities in an actual pedagogical situation. According to L. Khoruzha (2004), the possession of a basic set of pedagogical skills and the ability to apply them effectively enable teachers to confidently navigate various pedagogical situations, identify multiple possible ways of solving them, and make well-considered ethical decisions. Thus, the activity component of ethical competence of future primary school teachers includes students' ability to make responsible decisions, effectively solve problematic communication situations, use ethical knowledge in professional practice, have analytical and communication skills, and have the ability to make creative and informed decisions.

In addition to the structure of ethical competence of future primary school teachers, an important role is played by their *speech-communicative behavior*, which affirms the most significant values of culture, friendliness, respect for the interlocutor, and others. According to L. Luzhetska (2013), a key component of a teacher's speech-communicative culture is emotional expressiveness and intonational richness in communication. She emphasizes that even correctly used etiquette expressions, such as "thank you" or "please," lose their positive effect if they are delivered in a neutral or indifferent tone. At the same time, when a teacher's speech is emotionally enriched and conveys understanding and involvement, such etiquette forms are more likely to resonate with students and elicit a meaningful emotional response. It is possible to trace a similar position in the study, Ya. Radevych-Vynnytskyi (2006), who believes, that the level of adherence to speech-communicative etiquette and culture of human communication is sometimes more important than the substantive content of speech.

Conclusions. Ethical competence plays a crucial role in the speech and communicative development of future primary school teachers, as it reflects not only individual professionalism but also the cultural identity of the Ukrainian people. Thus, the ethical competence of future primary school teachers is a multidimensional construct comprising axiological, cognitive, and activity components. The axiological component reflects the system of personal values, motives, and moral orientations that guide communicative behavior. It ensures the prioritization of an emotionally and psychologically supportive educational environment and is based on the conscious choice of ethically grounded behavior. The cognitive component includes theoretical and scientific knowledge of ethical norms, moral categories, and principles of pedagogical ethics. It contributes to the development of moral awareness and an understanding of the importance of ethical competence in professional practice. The activity component characterizes the ability to apply ethical knowledge in real pedagogical situations, make responsible decisions, and effectively resolve communicative challenges based on humanistic principles. Therefore, ethical competence integrates values, knowledge, and practical skills, ensuring morally responsible professional behavior in future teachers.

Speech-communicative etiquette, rooted in national traditions and stable linguistic formulas, functions as a moral and cultural regulator of pedagogical interaction. A high level of its formation in future teachers ensures the transmission of ethical norms, respect, and cultural values to younger generations, thereby preventing destructive social tendencies caused by the neglect of communicative norms. Consequently, the purposeful formation of ethical competence contributes to the holistic development of future primary school teachers' moral, spiritual, emotional, volitional, and speech-communicative qualities, which is essential for effective professional activity in modern primary education.

Prospects for further research. Further research may focus on developing and experimentally testing pedagogical conditions, methods, and technologies aimed at forming ethical competence in the speech and communicative training of future primary school teachers, as well as assessing their effectiveness in the educational process of higher education institutions.

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РОЛЬ ЕТИЧНОЇ КОМПЕТЕНТНОСТІ У МОВЛЕННЄВО-КОМУНІКАТИВНОМУ РОЗВИТКУ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВОЇ ШКОЛИ

У статті обґрунтовано актуальність формування етичної компетентності як важливого складника мовленнєво-комунікативної компетентності майбутніх учителів початкової школи. Зосереджено увагу на ролі мовленнєво-комунікативного етикету в системі професійно-педагогічної підготовки та його значенні для особистісного й фахового становлення здобувачів педагогічної освіти. Доведено, що етична компетентність є необхідною умовою ефективної педагогічної комунікації, гуманістичної взаємодії та створення сприятливого освітнього середовища в початковій школі.

Авторкою схарактеризовано структурні компоненти етичної компетентності майбутніх учителів початкової школи, що охоплюють аксіологічний, когнітивний і діяльнісний компоненти. Аксіологічний компонент визначається засвоєнням морально-етичних норм і цінностей педагогічної професії, розвитком особистісної мотивації до етичної поведінки та відповідального ставлення до професійної діяльності. Когнітивний компонент передбачає оволодіння системою науково-теоретичних знань про сутність фахової діяльності вчителя, особливості педагогічного спілкування та роль етичних засад у професійно-педагогічній взаємодії. Діяльнісний компонент характеризується здатністю застосовувати етичні знання в реальних педагогічних ситуаціях, дотримуватися норм мовленнєвого етикету, виявляти професійні та гуманістичні якості у взаємодії з учнями, батьками і колегами. У статті наголошено, що цілеспрямоване формування етичної компетентності сприяє розвитку професійної ідентичності майбутніх учителів початкової школи, підвищує рівень їхньої мовленнєво-комунікативної культури та забезпечує гуманістичну спрямованість педагогічної діяльності в умовах сучасної освіти.

Ключові слова: етична компетентність, мовленнєво-комунікативна компетентність, мовленнєвий етикет, майбутні вчителі початкової школи, морально-етичні цінності, професійно-педагогічна взаємодія, професійна підготовка майбутнього вчителя початкової школи.

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