

educators but also helps them make informed decisions in complex educational environments.

Through internships and practicums, educators gain valuable firsthand experience that provides insights into classroom management, student interactions, and the effectiveness of teaching strategies. This practical experience not only improves their teaching skills but also enhances their sensitivity to student needs, allowing educators to better adapt to and address various educational challenges.

To sum up, developing practical and applied competencies is essential for educators, as it contributes to their professional growth and provides students with a higher quality educational experience.

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DIVERSE METHODS AND PRACTICES FOR ENHANCING COMMUNICATIVE COMPETENCE IN TEACHER TRAINING

Abstract: *The article explores the crucial role of communicative competence in teacher training and the diverse methods employed to enhance it. Interactive teaching methods, such as group discussions, role-playing, and scenario simulations, are highlighted as effective tools for improving communication strategies and fostering active engagement. The article underscores the importance of comprehensive and well-managed training programs that integrate these methods to prepare educators for diverse classroom scenarios. Future research directions include optimizing these approaches to meet the evolving demands of education and cultivating teachers with advanced communicative skills.*

Key words: *communicative competence, teacher training, interactive teaching methods, task-based language teaching, reflective practice, peer learning, group work, educational technology, case analysis.*

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МЕТОДЫ И ПРАКТИКИ ПОВЫШЕНИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ПРИ ПОДГОТОВКЕ ПЕДАГОГОВ

Аннотация: *В статье рассматривается ключевая роль коммуникативной компетенции в подготовке педагогов и разнообразные методы, направленные на её развитие. Выделяются интерактивные методы обучения, такие как групповые обсуждения, ролевые игры и моделирование ситуаций, которые способствуют улучшению коммуникативных стратегий и активному вовлечению участников. В статье подчёркивается важность комплексных и хорошо организованных программ подготовки, которые интегрируют данные методы для подготовки педагогов к разнообразным условиям обучения. В качестве направлений для будущих исследований предлагается оптимизация этих подходов для удовлетворения меняющихся требований образования и подготовки учителей с высокими коммуникативными навыками.*

Ключевые слова: *Коммуникативная компетенция, подготовка педагогов, интерактивные методы обучения, метод обучения на основе выполнения задач, рефлексивные практики, совместное обучение, групповая работа, образовательные технологии, анализ кейсов.*

In the process of integrating communicative competence into teacher training courses, adopting a variety of teaching methods is crucial to promoting teachers to effectively master and apply communicative competence. Effective teaching methods can not only help teachers understand and master theoretical knowledge, but also deepen their understanding of communicative competence through practical operations and apply it to actual teaching situations.

Interactive teaching methods are one of the important means to integrate communicative skills into teacher training courses. This teaching method emphasizes the interaction between teachers and students, and enables teachers to exercise their

communication skills in practice through various forms such as group discussions, role-playing, and scenario simulations. For example, a study on teacher training programs across the country showed that after adopting interactive teaching methods, teachers' communication efficiency in actual teaching increased by about 20% (Yuan Mengdi, 2021). Interactive teaching methods help teachers better understand and master communication strategies, so that they can communicate more effectively in the classroom. Interactive teaching can not only stimulate students' interest in learning, but also promote their active participation and communication, thereby improving their communicative skills. According to the guidelines of the Action Plan for the Revitalization of Teacher Education (2018-2022), interactive teaching methods have been widely used in teacher training. For example, many teacher training institutions enhance students' interactive skills through group discussions, role-playing, simulated classrooms, etc. According to a survey of teacher training programs in 120 universities across the country (Li Dan, 2020), 85% of teacher training programs adopted interactive teaching methods, among which group discussions and role-playing were the most common forms. These interactive teaching methods not only help students master basic communication skills, but also cultivate their adaptability and problem-solving abilities in actual teaching. Studies have shown that through interactive teaching methods, teacher trainees can communicate more confidently in actual teaching situations, effectively improving their teaching effectiveness.

The application of interactive teaching methods in teacher training is not limited to simple communication activities, but also includes more complex task-based teaching methods. For example, Task-Based Language Teaching (TBLT) is an effective interactive teaching method that improves students' language proficiency by having them complete specific tasks. According to a study of teacher training programs in 50 universities (Wang Bo, 2019), task-based teaching methods are widely used in teacher training courses, especially in English teaching. This method not only helps trainees improve their language skills, but also cultivates their teamwork spirit and critical thinking skills. Another important feature of interactive teaching methods, is the ability

to provide instant feedback. By observing and evaluating trainees' performance in real time, trainers can point out the strengths and weaknesses of trainees in a timely manner and give targeted guidance. For example, in a study of 100 teacher trainees (Yang Qian, 2019), it was found that through interactive teaching methods, trainees were able to get more feedback opportunities, which helped them improve their communication skills faster. Interactive teaching methods can also allow trainees to learn from each other and make progress together through peer evaluation. According to a survey of teacher training programs in 30 universities (Wu Chuangang, 2019), more than 70% of trainees said that peer evaluation played an important role in improving their communication skills. In addition to traditional interactive teaching methods, modern technology also provides new possibilities for teacher training. For example, through online platforms and virtual reality technology, teacher trainees can conduct interactive exercises in a simulated environment to better adapt to different teaching situations. According to a study of teacher training programs in 50 universities (Wu Na, 2018), the proportion of online interactive teaching methods reached 60%, and it played an important role in teacher training in remote areas. This new teaching method not only improves the flexibility and efficiency of training, but also enables teacher trainees to learn at different times and places.

In short, interactive teaching methods have an important position in teacher training courses. Through the application of a variety of interactive teaching methods, teacher trainees can not only improve their communication skills, but also communicate more confidently and effectively in actual teaching. In order to further improve the effectiveness of teacher training, future research should continue to explore more effective interactive teaching methods and apply them to teacher training courses to meet the changing needs of education.

Task-Based Language Teaching (TBLT) is a task-centered teaching method that promotes language learning and communication skills through students' participation and completion in real tasks. In Chinese teacher training, TBLT has gradually gained attention and has been widely used because it can effectively help teachers develop

communication skills and practical application skills. The TBLT method can also help teachers better understand the communication methods in different cultural backgrounds, which is particularly important for teachers in multicultural backgrounds.

The core concept of TBLT is to let students communicate in a real language environment and achieve the purpose of language learning by completing various tasks. This method focuses on students' independent learning and cooperative cooperation, and emphasizes learners' practice and application ability in real tasks. In the task design stage, teachers need to clarify the goals, content and steps of the task. A good task design should be challenging and practical enough to stimulate students' interest and motivation in learning. For example, by designing a travel plan task, students need to cooperate to solve problems such as choosing a destination, booking a hotel, and arranging transportation. Such a task can not only enhance students' language ability, but also cultivate their teamwork and problem-solving abilities. In the task execution stage, teachers need to provide guidance and guide students to communicate according to the steps of the task. Teachers should pay close attention to students' language performance and provide language and strategy support when necessary. At the same time, teachers should also encourage students to actively use the language they have learned and give positive feedback and encouragement. In the feedback stage after the task, teachers should evaluate students' task completion and provide specific suggestions and guidance to help students better understand and apply language knowledge. Studies have shown that TBLT can significantly improve students' language level and communication skills. For example, a study on Chinese college students showed that students who adopted TBLT showed obvious advantages in oral expression, listening comprehension and written expression. TBLT can also improve students' learning motivation and interest and increase classroom participation. According to a survey, 85% of teachers believe that TBLT can effectively improve students' language application ability. Introducing TBLT in Chinese teacher training can not only help teachers master this advanced teaching method, but also improve their application ability in actual teaching. A survey shows that teachers who have been

trained in TBLT are more confident in classroom teaching, can better deal with emergencies, and can flexibly use a variety of teaching strategies. Those teachers who adopted the TBLT method received higher scores in teaching evaluations, especially in terms of communication skills (Wang Bo, 2019). TBLT can also promote cooperation and communication among teachers. By jointly designing and executing tasks, teachers can learn and draw lessons from each other and improve their own teaching level.

As an effective language teaching method, TBLT has important application value in Chinese teacher training. By incorporating TBLT into teacher training courses, it is not only possible to improve teachers' communication skills, but also to cultivate their ability to solve practical problems, laying a solid foundation for their future teaching work.

Table 1. Effects and advantages of teaching methods

Teaching Methods	Effects and Advantages
Interactive teaching method	Emphasis on interaction between teachers and students, using group discussions, role-playing, scenario simulations, etc., can improve teachers' communication skills and efficiency. Studies have shown that teachers' communication efficiency in teaching is improved by about 20%.
Task-Based Language Teaching (TBLT)	Focusing on tasks and students' needs, it helps teachers improve their communicative and cross-cultural communication skills. The survey shows that teachers who use the TBLT method receive higher evaluations in terms of communicative skills.
Reflective Practice	Guiding teachers to conduct self-reflection and peer evaluation can help teachers recognize their own strengths and weaknesses, improve their self-confidence, adaptability and teaching effectiveness. Research shows that teachers are more confident in teaching communication.
Peer learning and group work	Through group discussions and peer cooperation, teachers' communication and teamwork skills are improved, and their sense of professional belonging and team cohesion are enhanced. Empirical research shows that teachers have made significant progress in communication skills and collaboration.
Case Study	By analyzing actual teaching cases, teachers can better understand communication strategies and flexibly apply them in complex teaching situations. The survey shows that teachers who use case analysis methods are more confident and have higher teaching satisfaction.

Source: Author's survey data

Reflective practice is an important method for teachers to cultivate communicative competence. It improves teachers' communicative competence through systematic self-evaluation and feedback. This method can not only help teachers discover their own

shortcomings, but also promote their continuous improvement and enhancement. In teacher training courses, reflective practice can be carried out in many ways, such as diary recording, peer evaluation, classroom observation and case analysis. These methods together constitute a comprehensive reflection system aimed at comprehensively improving teachers' communicative competence.

Diary recording is an effective reflection tool. Teachers can record their feelings, thoughts and experiences in the teaching process in the form of diary writing. For example, a teacher wrote down his feelings after an open class: "In this open class, I found that when I communicated with students, I often ignored students' feedback, resulting in poor classroom interaction. I realized that as a teacher, I should not only focus on the imparting of knowledge, but also learn to listen to students' voices and adjust teaching strategies in time." Such reflective records help teachers better understand their own behavior and make improvements in future work. According to a study of 100 teachers, after a period of diary recording training, teachers' self-reflection ability and teaching effectiveness were significantly improved.

Peer evaluation is another important form of reflective practice. By collaborating and communicating with other teachers, teachers can view their teaching behaviors from different perspectives and thus obtain more comprehensive feedback. For example, in a seminar of 10 teachers, each teacher evaluated the teaching of other teachers and made some constructive suggestions. One of the teachers pointed out in his evaluation of another teacher's class: "Although you are very enthusiastic when interacting with students, you are sometimes too eager, which results in students not having enough time to think and express themselves. It is recommended that you extend the waiting time appropriately after asking questions to give students more opportunities to participate in the discussion." This peer evaluation not only promotes cooperation among teachers, but also improves their communication skills. According to the results of a study of 200 teachers, teachers who participated in peer evaluation had an increase in the frequency and quality of interaction in the classroom.

Classroom observation is also a very valuable means of reflection. By observing other teachers' teaching activities, teachers can gain new insights into their own teaching behaviors. For example, in a one-month classroom observation activity, a teacher observed the classroom teaching of five other teachers and recorded their ways and techniques of interacting with students. After the observation, the teacher said: "I noticed that teachers who interact well with students are often good at using body language and facial expressions to convey emotions, which makes them appear more friendly and credible, when communicating with students." Such observations not only allow teachers to recognize their own problems, but also provide them with directions for improvement. According to statistics, teachers who participated in classroom observations showed higher teaching levels and stronger communication skills in subsequent teaching.

Finally, case analysis is another commonly used reflective practice method. Through in-depth analysis of actual teaching situations, teachers can better understand the importance of communication skills and find specific strategies to improve their own communication skills. For example, in a case analysis activity, a group of teachers jointly discussed a real case in which classroom chaos was caused by poor communication. Through collective discussion and analysis, they came to several key conclusions: first, teachers must have clear communication goals; second, effective communication needs to be based on mutual respect; third, teachers should learn to flexibly adjust their communication methods to adapt to different situations and objects. These conclusions not only provide valuable guidance for teachers, but also enhance their reflective awareness and communication skills. According to a study of 150 teachers, teachers who participated in case analysis had significantly better communication effects in the classroom than those who did not participate in the activity.

Reflective practice is one of the effective ways to improve teachers' communication skills. By guiding teachers to conduct self-reflection and peer evaluation, they can better understand their strengths and weaknesses in the communication process, so as

to make targeted improvements. Studies have shown that teachers who have been trained in reflective practice show greater self-confidence and adaptability in teaching communication, and their teaching effects have also been significantly improved (Lin Jie, 2023). Reflective practice not only helps improve teachers' personal abilities, but also promotes communication and cooperation among teachers and forms a good teaching atmosphere.

In short, reflective practice, as an important means of teaching reflection, plays a vital role in teacher training courses. Through diary records, peer evaluation, classroom observation and case analysis, teachers can not only find their own problems, but also get specific suggestions for improvement. These methods together constitute a comprehensive reflection system to help teachers continuously improve their communication skills and achieve better teaching results. According to relevant research data, teachers who participated in reflective practice have significantly improved their performance and communication skills in the teaching process. Teachers should actively participate in reflective practice activities and constantly adjust their teaching behaviors according to the results of reflection to improve their communication skills and teaching quality.

Case analysis is a teaching method that can help teachers deeply understand communication strategies and skills. Through the analysis and discussion of actual teaching cases, teachers can better master how to flexibly use communication skills in different teaching situations. A survey of teacher training programs showed that teachers who adopted the case analysis method were more confident, and calm when dealing with complex teaching situations, and their teaching satisfaction was significantly improved (Yang Qian, 2019). Case analysis not only helps teachers accumulate rich practical experience, but also improves their ability to solve practical problems.

Peer learning and group work are important components of integrating communicative competence into teacher training courses. This teaching method promotes interactive communication between teachers by simulating actual teaching

situations, thereby improving their communication skills and collaboration abilities. Studies have shown that peer learning and group work can significantly enhance teachers' self-confidence and expressiveness, while also providing a more open and supportive learning environment (Li Dan, 2020). According to a questionnaire survey of primary and secondary school teachers in a province in China, more than 80% of teachers believed that peer learning and group work were very helpful in improving their communication skills (Wu Chuangang, 2019). Peer learning and group work can also promote resource sharing and experience exchange among teachers, help to form a positive learning atmosphere, and thus improve the overall teaching quality (Wang Bo, 2019). In peer learning and group work, teachers are usually divided into several groups, each consisting of 4 to 6 people, to ensure that each member has ample opportunities to communicate and interact. Group activities usually revolve around specific topics or tasks, such as discussing the effectiveness of a teaching strategy, designing an interactive teaching activity, or evaluating students' performance. These activities can not only stimulate teachers' creativity, but also help them better understand students' thinking processes and emotional needs (Shi Wei, 2015). According to the Comparative Study on Professional Standards of Primary and Secondary School Teachers in China and Canada (Wu Na, 2018), peer learning and group work have become a commonly used teaching method in Canadian teacher training. Canadian teacher training programs emphasize cooperation and communication among teachers, which helps to cultivate a team of teachers with high communication skills and team spirit. In contrast, although peer learning and group work methods have also been introduced in Chinese teacher training, their scope and depth of application still need to be further expanded. According to survey data, only about 60% of Chinese teachers have received systematic peer learning and group work training (Wu Na, 2018). In order to more effectively use peer learning and group work to improve teachers' communication skills, it is necessary to add more diversified activity designs to the training courses. For example, activities such as role-playing, scenario simulation and case analysis can be introduced to allow teachers to practice

communication skills in different roles and situations. At the same time, teachers can also be encouraged to share their experiences and insights through regular teacher exchange meetings, workshops and seminars, and jointly discuss how to solve problems encountered in actual teaching (Yang Qian, 2019).

Peer learning and group work also need to be effectively managed and guided. Teacher trainers should clearly inform group members of their respective roles and responsibilities before the activity begins, and provide necessary feedback and support during the activity. At the same time, teacher trainers should also encourage teachers to actively participate in discussions and dare to express their own opinions, so as to cultivate their critical thinking and problem-solving skills (Chen Wanyu, 1996). According to Teacher Education Research (Yuan Li, 2019), many teachers reported that after participating in peer learning and group work, their communication skills in the classroom have been significantly improved, and they can communicate with students and colleagues more confidently. Through group discussions and mutual cooperation among peers, teachers can continuously improve their communication skills in an environment of mutual learning and support. For example, an empirical study on teacher training programs showed that teachers who adopted peer learning and group work made significant progress in teamwork and communication skills (Wu Chuangang, 2019). Peer learning and group work can not only improve teachers' communication skills, but also enhance teachers' sense of professional belonging and team cohesion.

In short, peer learning and group work is a very effective teaching method that can help teachers improve their communication skills, enhance their sense of teamwork and form good learning habits. However, to give full play to the advantages of this method, teacher trainers need to carefully design and organize activities and provide timely feedback and support. Future research can further explore how to optimize the design of peer learning and group work to better suit the needs of different groups of teachers, thereby laying a solid foundation for cultivating future teachers with high communicative competence.

Thus, the use of diverse teaching methods is crucial to improving teachers' communication skills. Interactive teaching methods, task-based language teaching, reflective practice, peer learning and group work, and case analysis each have their own characteristics and advantages. By comprehensively using these methods, teachers' communication skills can be comprehensively improved, thereby better meeting the needs of future education.

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APPLICATION OF CIPP MODEL IN CULTIVATING PATRIOTISM EDUCATION FOR FUTURE EDUCATORS

Abstract: *This study explores the application of the CIPP evaluation model (Context, Input, Process, Product) in fostering patriotic education for future educators. The model emphasizes a holistic approach, evaluating not only educational outcomes but also the decision-making processes and contextual factors influencing them. The research introduces a four-dimensional, multi-level evaluation index system tailored to assess the effectiveness of patriotic education activities in higher education. By addressing deficiencies and identifying areas for improvement, the study aims to enhance the quality of patriotic education, aligning it with contemporary societal needs. The findings provide theoretical and practical guidance for educational institutions to improve the development of future educators' patriotism.*

Key Words: *CIPP Evaluation Model, patriotic education, future educator, evaluation, quality Improvement.*

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ПРИМЕНЕНИЕ МОДЕЛИ КВПП В ФОРМИРОВАНИИ ПАТРИОТИЧЕСКОГО ВОСПИТАНИЯ БУДУЩИХ ПЕДАГОГОВ