PEDAGOGICAL COMMUNICATION AS A KEY COMPETENCE FOR THE DEVELOPMENT OF PROFESSIONAL THINKING OF FUTURE TEACHERS

Abstract. The article provides an analysis of the essence of pedagogical communication (philosophical, psychological and pedagogical aspects), the views of scientists on the set of communicative skills necessary for the effective implementation of communication of a future teacher. The essence of the concepts of "communication", "interaction", "communication", "pedagogical thinking" is revealed, in particular "readiness" is defined as the primary fundamental condition for the successful performance of any activity. Communication skills that a teacher should possess are defined. The views of psychologists and teachers regarding professional pedagogical communication are revealed. We prove the need for the formation of communicative skills, which is the basis of pedagogical communication, which we consider as the key competence of a teacher's professional thinking, we present a list of communicative skills of the future teacher, which we conditionally place in certain blocks. Pedagogical communication is a system with its own structure; the readiness of future teachers for professional communication requires a combination of certain skills; the formation of communication skills involves the development of relevant qualities; the formation of pedagogical communication occurs in stages with the definition of the purpose and tasks of each stage. The model of the pedagogical communication formation system is described, which is considered as a subsystem in the structure of professional thinking of future teachers and is based on the following basic provisions:

– readiness to master pedagogical communication is expressed in the formation of professional communication skills (verbal and non-verbal
communication, possession of professional and pedagogical attention and social perception, creation of a creative sense of self, self-presentation, orientation in the situation, establishment and support of feedback in communication, etc.;

- mastering the mentioned type of communication takes place during the performance of a specially developed system of activities, which includes exercises, simulation of professional situations, micro-teaching, observation and analysis of the activities of experienced teachers, specially developed communication techniques, etc.

**Keywords:** pedagogical communication, professional thinking, future teachers, communication skills, readiness.

Boychenko Valentyna Vasylivna candidate pedagogical sciences, docent, Uman' State Pedagogical University named after Pavlo Tychyna, Sadova, 28, m. Uman', 20308, tel.: (050) 391-6076, https://orcid.org/0000-0002-2232-9128

**PEDAGOGICHE SPILKUVANNAЯ ЯК КЛЮЧОВА КОМПЕТЕНЦІЯ РОЗВИТКУ ПРОФЕСІЙНОГО МИСЛЕННЯ МАЙБУТНИХ УЧИТЕЛІВ**

**Анотація.** У статті подається аналіз сутності педагогічного спілкування (філософський, психолого-педагогічний аспекти), погляди науковців на сукупність комунікативних умінь, необхідних для ефективної реалізації спілкування майбутнього вчителя. Розкривається сутність понять «спілкування», «взаємодія», «комунікація», «педагогічне мислення», зокрема «готовність» визначено як як первинну фундаментальну умову успішного виконання будь-якої діяльності. Визначено комунікативні уміння якими, має володіти педагог. Розкрито погляди психологів, педагогів щодо професійного педагогічного спілкування. Доводимо необхідність формування комунікативних умінь, що є основою педагогічного спілкування, яке розглядаємо як ключову компетенцію професійного мислення педагога, подаємо перелік комунікативних умінь майбутнього вчителя, які умовно розміщуємо в певних блоках. педагогічне Запропоновано та обґрунтовано систему формування педагогічного спілкування майбутніх учительв. Вихідними теоретичними положеннями означеної системи вважаємо наступні: педагогічне спілкування – це система зі своєю структурою; готовність майбутніх учительв до професійного спілкування потребує сукупності визначених умінь; формування комунікативних умінь передбачає розвиток відповідних якостей; формування педагогічного спілкування відбувається поступово з визначенням мети і завдань кожного етапу. Описано модель системи формування педагогічного спілкування, яка розглядається як підсистема у структурі професійного мислення майбутніх учительв та грунтується на таких основних положеннях:
– готовність до оволодіння педагогічним спілкуванням виражається в сформованості професійних комунікативних умінь (вербальне й невербальне спілкування, володіння професійно-педагогічною увагою та соціальною перцепцією, створення творчого самопочуття, самопрезентація, орієнтування в ситуації, встановлення й підтримка зворотного зв’язку в спілкуванні тощо;
– оволодіння названим видом спілкування відбувається під час виконання спеціально розробленої системи діяльності, яка включає вправи, моделювання професійних ситуацій, мікровикладання, спостереження та аналіз діяльності досвідчених педагогів, спеціально розроблені комунікативні прийоми тощо.

Ключові слова: педагогічне спілкування, професійне мислення, майбутні вчителі, комунікативні уміння, готовність.

Formulation of the problem. The level of professionalism of the future teacher is considered as a result of self-education and the activity of the pedagogical system in which he received professional support. An important component of pedagogical education is the formation of students' readiness for professional and pedagogical activity, in the structure of which communication acts as a corrective condition for increasing the level of formation of other structural components, in particular, professional pedagogical thinking. This actualizes the study of theoretical and applied aspects of increasing the effectiveness of the formation of pedagogical communication as a key competence that contributes to the development of professional thinking of future teachers in the conditions of a higher pedagogical education institution.

Analysis of recent research and publications. The problem of training future specialists for pedagogical communication was widely reflected in the scientific works of psychologists and teachers (S. Borysenko, V. Zasluzhenyuk, V. Kan-Kalik, O. Kyrychuk, O. Leontiev, T. Levshenko, V. Semichenko), who proposed specially developed systems for the formation of pedagogical communication, each of which has its own purpose and tasks that specify it.

The psychological and pedagogical aspect of communication is revealed by M. Zabrotskyi, O. Kiryanova, S. Maksimenko, L. Savenkova, K. Savchenko, V. Semichenko, O. Shtepa, M. Prishchak and others.

In the context of our research, we consider "pedagogical communication" as a key competence, the formation of which is a subsystem in the structure of the system of formation of professional pedagogical thinking of future teachers. The inseparability and interdependence of the concepts of "professional pedagogical thinking" and "pedagogical communication" is dictated by the idea of the development of thinking in ontogenesis. "The classics of psychology emphasized the inseparability of human thinking and its external manifestation with the help of language: there is no thought without a linguistic environment, just as there cannot be language itself without a mental process. Language formation, in turn, is possible
only in a social environment. The initial conditions for the emergence of thinking in ontogenesis are subject activity and communication" [1, p.419].

Over the last decade, the interest of domestic researchers in the problem of formation and development of professional pedagogical thinking has grown significantly (V. Boychenko, Wozniak, S. Homenyuk, O. Dubaseniuk, A. Konokh, O. Konokh, L. Lisina, O. Matvienko, I. Novitska, A. Ratushynska, K. Yakovenko, etc.). Scientists offer different approaches to solving the problem at the current stage of education development.

Based on the analysis of scientific sources, we consider pedagogical thinking as an integrative characteristic, which is based on thorough knowledge of the peculiarities of pedagogical activity, provides a generalized and indirect reflection of professional reality, adequate presentation and solution of professional tasks. Pedagogical thinking reflects the specifics of the future teacher's perception, attention, imagination, and memory, as well as the specifics of his emotional and volitional sphere. The teacher's pedagogical thinking functions and is realized in professional activity through pedagogical communication, through the culture of communication, the quality indicators of which determine the level of competence and professionalism.

In modern science, there is no unambiguous understanding of the terms "competence" and "competence". There are two directions of consideration of this issue. This is explained by the fact that in the English language the term "competence" has a singular and plural, which became the reason for the translation in two ways: "competence" and "competence" [2].

And, therefore, we define pedagogical communication as a competence that is key in pedagogical thinking as an activity and the general professional competence of a teacher.

Research results of H. Ball, M. Korneva, A. Kovalenko, L. Orban Lembryk, Y. Palekhy, M. Piren, V. Semichenko, G. Chayky, T. Chmut testify that the formation of a culture of communication is the determining direction of the development of professionalism.

American scientist N. Chomsky [3], who introduced the concept of "linguistic competence" (according to various translations, "competence") into scientific circulation, which implies an ideal knowledge of the speaker-listener about his language. In Language and Thought (1972) he wrote: "It is now ... quite obvious ... that we must isolate and study linguistic competence which underlies behavior but which does not translate into behavior in any direct or simple way". So, we can summarize that communication is considered by the author as an element of behavior that contributes to the development or blocking of contact between people. It is pointed out that the social and mental development of an individual depends on his communication, since it is not only a spiritual need of an individual as a social being, but also the main tool that ensures his connection with other people. That is, a person's need for communication is determined both by his social way of being and by the need for interaction in the process of activity.
The work in this direction was continued by H. Batishchev, V. Bibler, L. Bakhtin and others. In their philosophical writings, the fundamental role of communication in the formation of a person is revealed in an essential, concrete-personal, as well as cultural-historical sense. Despite the fact that in the second half of the 20th century the concept of "communication" becomes a special subject of philosophical analysis, traditionally psychologists continued to deal with communication problems.

According to T. Chmut and G. Chaika, the human need for communication develops from simple forms, such as the need for emotional contact, to more complex ones manifested in cooperation, personal communication, etc. Given this communication, they understand it as interpersonal and intergroup interaction, the basis of which is knowledge of each other and the exchange of certain results of mental activity - information, thoughts, feelings, evaluations, etc. [4, p. 77].

In contrast to this, the idea of the unity of communication and activity is accepted in domestic psychology. This is the logic of understanding communication as a reality of human relationships, which assumes that any communication is included in specific forms of joint activity: people always communicate in a certain activity, about it. The organizational principle of joint activity and communication is interpreted as the driving force of development.

According to G. Degtyareva, communication in a broad sense is that side of activity that indicates the connection and interaction of people in the process of material production and spiritual life, a way of realizing social relations, which is carried out through direct or indirect contacts, in which individuals and groups enter into the process of social life activity [5, with. 300]. That is, the fact of connection between activity and communication is proven.

The article highlights the results of an analytical review of the problem of pedagogical communication as a key competence in the development of professional thinking of future teachers and the justification of the system of its formation in higher education.

The theoretical construction of the concept of "pedagogical communication" and the construction of its structural model are based on the results of the analysis of approaches to understanding the relationship between the categories of communication, activity, and interaction available in the philosophical and psychological sciences. These results indicate the need to distinguish two main directions in the study of communication.

Representatives of the first direction, with the presence of some differences in their interpretation of the category of communication, claim that it should be considered as a special form of human interaction.

The specified structure also includes those means that ensure the implementation of communication. A mandatory element of this structure should be the socio-cultural environment, which contains direct and feedback links with the process communication.
Psychologists interpret the phenomenon of communication as one of the most important independent categories of psychology, and also note that activity and communication are two sides of a person's social existence.

Research structures communication, needs carrying out deep analysis: at the macro level as a complex network of relationships of an individual with other individuals and social groups. At the mesolevel, communication involves the study of individual contacts in which people enter, as well as in the formation of knowledge, skills and abilities. Analysis at the micro level involves the study of individual inextricably linked acts of communication, which act as a kind of elementary units of communication. Each of these acts includes not only the action of one of the individuals, but also a related one cooperation (or opposition) of the partner with him.

Psychologists also distinguish between the content (communication) and the form (interaction) of communication. The content of communication is characterized by mutual understanding, empathy and the degree of agreement between its participants. Form of communication – verbal and non-verbal means of communication. The content of the interaction is social relations, and the form is the practical behavior of people in joint activities.

Communicativeness is one of the main properties of a person, which is, firstly, the basis of personality formation, and secondly, the basis of any activity, especially pedagogical. All modern pedagogical concepts (pedagogy of cooperation, humanistic pedagogy, personally oriented pedagogy) are based on democratic, equal and humane communication and formation of subject-subject relationships in the pedagogical process. Actually, the nature of this communication gives them a special color: high emotional saturation, a distinct educational tone, a personal and humane approach to pupils, etc. Abilities are manifested according to the definition of I.P. It depends on the teacher's ability to establish pedagogically appropriate relationships with students, their parents, colleagues, heads of the educational institution) [6, p.177].

Important for us research is the problem of the individual's readiness for professional activity, which is deeply revealed in the scientific works of M. Dyachenko and L. Kandybovich, V. Kondrashova, V. Krutetsky, A. Lynenko, V. Molyako, T. Pashchenko, O. Skorobaga toi, O. Khrushch-Ripska and others. Their starting point scientific search is understanding of the studied phenomenon as primary fundamental conditions successful performance of any activities.

Researchers emphasize the need to distinguish readiness as a mental state of a person and readiness as a stable personality characteristic. The first type of readiness should also be considered situational, that is, one that reflects the specifics and requirements of the future situation. The second type of readiness is long-term or stable readiness, which works constantly and does not need to be formed every time. These types of readiness are integral formations that include motivational, cognitive, emotional, volitional components. Psychological readiness is the identification of the essence of the properties and state of the individual [7, Art. 8].
In the works of V. O. Molyako [8] gives a classification of readiness levels:

High (independence in setting and solving new problems, adequacy of assessment and self-assessment of professionally important qualities, ability to effectively solve problems in conditions of time shortage, etc.). Average (average level of manifestation of the listed qualities). Low (inability to independently set and solve difficult problems, inadequate assessment and self-assessment of professionally important features, etc.).

A person's readiness for activity is manifested primarily in his ability to organize, perform and regulate his activity. In addition, the readiness for activity is determined by many factors, the most important of which is the system of methods and goals, the availability of professional knowledge and skills, the direct inclusion of the individual in the activity, in the process of which the needs, interests and motives for acquiring essential, significant, most modern knowledge are most actively formed and skill.

The next stage of substantiation of communicative skills should be considered the definition of those of them, which, according to scientists, a teacher should possess, namely: volitional qualities, that is, the ability to control one's behavior; qualities of attention, especially such as observation, flexibility (switching), etc.; social perception skills; the ability to understand, and not just see, that is, to adequately model the student's personality, his mental state; the ability to optimally structure one's speech, etc. An attempt to justify the list of communicative skills of a teacher was made by V. Kan-Kali and O. Leontiev, who developed special exercises for the formation of pedagogical communication skills and abilities. They were combined into two cycles, namely: 1. practical mastering of the technique and technology of pedagogical communication and 2. mastering the communication system in a given pedagogical situation. Having analyzed these skills, it is possible to understand that they are of a general nature and need to be specified. The researcher makes some attempts to solve this task. Therefore, he emphasizes that the named groups of communicative skills include other skills, in particular, establishing psychological contact, gaining initiative, etc. A structure of professional and pedagogical communication was also developed, which consists of stages:

1. prognostic stage (simulation of future communication with the audience);
2. communicative stage (organization of communication at the beginning of the educational/educational activity – communicative attack);
3. management stage (direct communication during the educational/educational event);
4. the final stage (analysis of the course of communication and its results and introduction of appropriate corrections to the model of future communication) [6].

As psychologists note, the process of pedagogical communication is provided by the individual, including his moral attitudes and desire to work with students (O. Kiryanova).
In scientific sources, "pedagogical communication" is understood by scientists as "a system of socio-psychological interaction between a teacher and a student, aimed at creating optimal socio-psychological conditions for joint activity" [9, p. 27].

Pedagogical communication is a direct form of manifestation of communication in the educational process between the teacher and pupils, which is aimed at the formation and development of the pupil's personality, the joint solution of various pedagogical tasks, the creation of conditions for the realization of creative abilities and the promotion of self-actualization [6, p.178].

Outstanding teachers paid special attention to pedagogical communication. According to I. Zyazyun, "Compatibility in the process of communication between a teacher and students is based on the principles of benevolence, principledness and responsibility. In the process of communication, the teacher must necessarily enrich students intellectually, morally, aesthetically, and actively. Communication necessarily involves the formation of the teacher's and students' images of each other and concepts about the personal attributes of each participant in communication..." [10, p.108].

I. Zyazyun singles out three components of communication: cognitive, aesthetic and behavioral: "Communication necessarily involves the formation of images of each other by teachers and students and concepts about the personal properties of each participant in communication; it carries an aesthetic characteristic ... , evokes a certain attitude towards itself; a behavioral component is also manifested in communication - words and deeds addressed by the teacher to the students and vice versa" [11, p.41].

So, care takes place, mainly, with the help of the word "like communication, like education", accordingly, communication should be cheerful, humane, humane, emotional and optimistic [6, p.179].

H. Ball defines the prerequisites for productive communication, which future teachers must possess, namely:... compliance by the participants of communication with the principle of concordance and tolerance. The principle of concordance establishes the need for dialogue participants to agree on the basic knowledge, norms and values by which they are guided... The essence of the principle of tolerance... can be seen in the "presumption of acceptability" of the most diverse manifestations of human activity" [12, p.341].

Full-fledged pedagogical communication is not only multifaceted, but also multifunctional. It provides exchange of information and empathy, knowledge of personality and self-affirmation, productive organization of interaction. So, pedagogical communication is a professional communication of a teacher with students in class or outside it (in the process of learning and education), which has certain pedagogical functions and is aimed at establishing a favorable psychological climate, optimizing educational activities and relations between the teacher and students, the student body. Pedagogical communication is an important component of a teacher's work, which creates an atmosphere for the psychological development
of a student's personality. Pedagogical communication should be personally developing, emotionally comfortable [13].

In the preparation of future teachers for effective professional communication, it is important to remember the development of communication skills. When studying abilities, we rely on their mandatory features: 1. By abilities we mean individual psychological features that distinguish one person from another. 2. Not all individual characteristics are called abilities, but only those that are related to success in some activity or many of its types. 3. The concept of "ability" is not limited to the knowledge, skills or abilities developed by a given person [14 p. 42].

Emphasizing the professional aspect of pedagogical communication, the scientists note that professional-pedagogical communication is "a system of methods and techniques of socio-psychological interaction between the teacher and pupils, the content of which is the exchange of information. Implementation of educational influence, organization of mutual relations" [15].

In view of the analyzed approaches to the formation of communicative skills - the basis of pedagogical communication, which we consider as a key competence of the professional thinking of a teacher, we present a list of communicative skills of a future teacher, which are conditionally placed in certain blocks. It is important that all the proposed elements are implemented at each stage of students' communicative activity.

Communication skills of the future teacher

1. Designing pedagogical communication: compositional construction of the content of communication, creating a creative sense of well-being.

2. Organization of pedagogical communication: self-presentation, possession of professional and pedagogical attention, orientation in the communication situation, establishment and support of feedback in communication, establishment of professional and pedagogical contact.

3. Regulation of pedagogical communication: speech (verbal) and non-speech (non-verbal) communication, social perception, use of "adaptations".

It was concluded that in the structure of the given system, both simple and complex communicative skill _ Such a conclusion is legitimate in view of the results of the analysis of the structures of communicative skills. For example, the ability of speech communication includes the optimal construction of speech, speech influence, creation of figurative "visions" with words, etc.

The given list of communicative skills of future teachers was laid as the basis of the system of their preparation for pedagogical communication as a key competence, which is a defining component in the broad system of formation of professional pedagogical thinking of those acquiring pedagogical education. We consider the following to be the initial theoretical positions of the specified system:

- pedagogical communication - a system, the structure of which includes (communicative, perceptive, interactive, organizational, pedagogical contact);
- the readiness of future teachers for professional communication consists in mastering a set of communicative skills, the system-forming factor of which is the ability to establish professional-pedagogical contact in communication;
- the formation of communication skills involves the simultaneous development of empathy, communication and speech abilities of the teacher, which determine the success of mastering pedagogical communication;
- the formation of pedagogical communication takes place in stages with the definition of the purpose and tasks of each stage.

The first stage.
The main goal: motivational provision of the process of formation of professional communication in future teachers, formation of an orientational basis for such activity in them.

The tasks carried out at this stage serve as a basis for the development of professional pedagogical thinking in future teachers, in particular: a) awareness of the peculiarities of pedagogical communication; b) awareness of personal capabilities in the implementation of pedagogical communication, identification and analysis of typical shortcomings, analysis of ideas about how students’ communication capabilities are evaluated by others; c) overcoming stereotyped general and situational negative attitudes towards the audience; formation of positive "motivation"; d) the formation of a specific communicative need (the desire to be among students and communicate with them; an emotional vision of future communication, its main contours; a sense of the future atmosphere of communication with students, predicting satisfaction from communication; emotional disposition for communication; internal mobilization for communication; e) determination of the level of development of students' professional abilities (empathy, speaking skills, communication skills); e) activity of future teachers in a narrowly defined and managed communication situation with the aim of forming elements (clarity, clarity of speech; expressiveness of facial expressions, posture, etc.) that are part of communicative skills.

The second stage.
The main goal: mastering verbal and non-verbal communication, social perception, creative self-esteem in communication.

Tasks carried out at this stage: a) overcoming "barriers" in pedagogical communication (inconsistency of instructions, fear of the class, lack of contact, narrowing of communication functions, negative experience of communication with this audience, fear of another teacher); b) activities of future teachers in a controlled situation of pedagogical communication with the aim of forming communicative skills (composite construction of content and implementation of a communication plan, creating a creative sense of self, self-presentation, possessing professional and pedagogical attention, orientation in the situation, establishing and maintaining feedback in communication, gaining initiative, speech and non-speech communication, social perception, use of "adaptations").
The third stage.

The main goal: the formation of the ability to achieve emotional unity and cooperation between the teacher and students.

The tasks carried out at this stage contribute to the development of emotional intelligence as an important component of the professional thinking of future teachers, namely: a) formation of the ability to establish emotional contact in pedagogical communication; b) formation of skills to establish cognitive and activity contact in communication; c) mastering the technology of managing professional and pedagogical contact in communication.

The program of activities of future teachers on the formation of pedagogical communication involves the implementation of exercises, modeling and analysis of pedagogical situations, micro-teaching, conducting pedagogical games, observing the activities of experienced teachers, mastering special communication techniques.

The design of the implementation of the system of formation of pedagogical thinking into the practice of the higher pedagogical school of training future teachers is seen, first of all, in the formation of "pedagogical communication" as a key competence. And this is connected with a clear definition of the period of correction and regulation of education and prediction of their essential features. That is, correction and regulation of communication should have certain stages, which are divided into main and auxiliary. If the main stages of correction and regulation of communication take place at the beginning and at the end of the implementation of the corresponding stage of education, then the auxiliary ones involve the analysis, correction and regulation of students’ activities during the performance of individual tasks.

We distinguish six main stages in the correction and regulation of the processes of mastering pedagogical communication, each of which has its own purpose, which is specified through certain tasks. Let's analyze these stages.

Thus, the simulation of pedagogical situations or pedagogical games, which takes place at the beginning of the first stage of education, is aimed at determining the presence and levels of formation of professional abilities in students that contribute to the mastery of pedagogical communication. Based on this, the purpose of carrying out corrective and regulatory influences at this stage, which is considered one of the main ones, should be defined as follows: to justify the ways of overcoming typical mistakes in pedagogical communication. The main tasks of this stage are:
- to measure the level of development of future teachers' pedagogical professional abilities (empathy, communication, mastery of one’s feelings, speaking abilities);
- determine the initial level of knowledge of students in the field of pedagogical communication;
- to characterize the reasons contributing to the appearance of typical errors in students' professional communication;
- to justify the essence of each group of typical mistakes in the professional communication of future teachers.
Let’s pay attention to the fact that during the simulation of pedagogical situations and conducting pedagogical games, it is necessary to adjust the knowledge of future teachers on such issues as technique and expressiveness of speech; peculiarities of voluntary attention, observation and concentration; the technique of relieving muscle tension and creating muscle freedom in the process of communication, observation of another person's condition.

This will be the essence of the first main stage of correction and regulation of the process of mastering pedagogical communication.

The second main stage of correction and regulation of communication is related to the implementation of communicative techniques, which are united by the general concept of "self-presentation". The purpose of this stage: to find optimal conditions for mastering pedagogical communication for each student in the activities of the educational institution, within the framework of the system of formation of pedagogical thinking. To perform the tasks that specify the specified goal, it is necessary:

- to correlate the peculiarities of the activity on the formation of pedagogical communication with the possibilities of its implementation by each student;
- to determine individual ways for each student to overcome shortcomings in pedagogical communication.

The purpose of the third stage of correction and regulation of the processes of formation of pedagogical communication is to identify the reasons that complicate the formation of certain communication skills. Let's outline the relevant tasks:

- update students' knowledge of the content component of communication skills;
- determine the list of professional actions not mastered by each student as components of communication skills, determine the reasons for difficulties in mastering them;
- analyze the types of activities for the formation of pedagogical communication offered to future teachers at this stage of training, make the necessary corrections.

The purpose of the fourth stage of correction and regulation of the process of formation of pedagogical communication is to eliminate factors that negatively affect the formation of pedagogical communication of students during the period of implementation of the corresponding education system. His tasks are:

- detection by measuring the knowledge levels of educational material that is not sufficiently mastered by students;
- substantiation of the expediency of introducing specially selected types of activities into teaching practice, comparing the expected and actual results of their use with the aim of forming pedagogical communication;
- analysis of communication styles of teachers of higher education institutions from the point of view of their influence on the effectiveness of the process of formation of students' professional communication.
The fifth stage aims to create conditions for revealing the individual skill of students in establishing contact during pedagogical communication as a key competence in the formation of professional thinking. This purpose of activity must be specified through the following tasks:

- to update the knowledge of future teachers on the problem of technological aspects of establishing contact in pedagogical communication;
- using reflection techniques to determine the causes of possible deficiencies in mastering communication skills, which negatively affects the establishment of professional and pedagogical contact.

The purpose of the sixth stage of correction and regulation of the process of formation of pedagogical communication is to determine the prospects of further individual activity of each student to improve pedagogical communication. His tasks include:

- characterize the level of mastery of pedagogical communication achieved by each student;
- to determine the reserves of improvement of professional communicative activity, which will be adequate to the individuality of each student.

**Conclusions.** The system of formation of pedagogical communication, which is a structural element and is considered as a subsystem in the system of formation of professional thinking of future teachers, is proposed for implementation in the practice of activities of pedagogical institutions of higher education, based on the following basic provisions:

- the readiness to master pedagogical communication is expressed in the formation of professional communication skills (verbal and non-verbal communication, possession of professional and pedagogical attention and social perception, creation of a creative sense of self, self-presentation, orientation in the situation, establishment and support of feedback in communication, use of "devices", winning the initiative, compositional construction and implementation of the communication plan;
- mastering the mentioned type of communication takes place during the performance of a specially developed system of activities, which includes exercises, simulation of professional situations, micro-teaching, observation and analysis of the activities of experienced teachers, specially developed communication techniques, etc.

For the effective implementation of the specified activity, which will contribute to the formation of pedagogical communication as a key competence in the structure of professional thinking of future teachers, it is necessary to carry out such work in the process of interrelated stages, each of which is characterized by its purpose and specific tasks.

**References:**

5. Дегтярьова Г. С. Педагогічне забезпечення розвитку комунікативної компетентності учнів професійно-технічних навчальних закладів. Психолого-педагогічні основи професійної адаптації майбутніх фахівців: монографія; за ред. Г. П. Васяновича. Львів: Спомол, 2008. С. 298–324