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## **STAGES OF PROFESSIONAL COMMUNICATION**

Professional pedagogical communication is a complex system, which in its attitude and development overcomes the following stages:

1. Modelling of future communication by the teacher (prognostic stage). At this time, the contours of future interaction are outlined: planning and forecasting the content, structure, and means of communication. The content of communication is the formation of the purpose of interaction, analysis of the interlocutor and the situation. At the same time, the teacher's goal setting is crucial. First of all, he must take care of involving the student in interaction, creating a creative atmosphere, open space for his individuality. This requires the ability to perceive and evaluate a person accordingly; restoration in the communicative memory of previous features of communication with this audience; clarification of the peculiarities of communication in the new communicative conditions activities. If the teacher meets the audience for the first time, his communication at this stage will be conditioned by the pre-communicative atmosphere, created on the basis of the initial information of the teacher about students and students about the teacher.

2. “Communicative attack” – gaining initiative, establishing emotional and business contact. It is possible if the teacher has developed communication skills (building the content of communication, creating creative well-being, professional and pedagogical attention, orientation in the situation, establishing and maintaining feedback in communication, implementation of communication plan, possession of verbal and non-verbal means of communication, social perceptions, etc.).

Orientation in a communication situation includes: orientation in the interlocutor, spatial conditions of communication, circumstances that are subject to visual and kinetic perception; orientation in time conditions of communication (presence or absence of time deficit); orientation in the social situation of communication (actual relationships between those who communicate). Necessary component of orientation in the face of the interlocutor are regulators (eye contact,

facial expressions of confirmation or misunderstanding: nodding, raising eyebrows, smile, etc.); speech signals that are caught by the communicator (the one who speaks) in the behaviour of the recipient (the one to whom the speech is addressed). Such orientation is the perception and on its basis the understanding of the external “pattern” of the interlocutor's behaviour without penetrating into the hidden motives and purpose of his communication.

The effectiveness of the “communicative attack” depends on the development of professional thinking, speech of the teacher, his professional and lexical stock, the ability to determine the communicative structure of the lesson (communication), mastery of the technique of pedagogically appropriate experience, emotional well-being; orientation in time and conditions of communication.

It is important for the teacher to master the technique of quick interaction, as well as the following methods of dynamic impact:

- infection (subconscious emotional response in interaction with other people based on empathy with them);

- suggestion (targeted conscious “infection” by one person of other motivations of certain actions, content or emotions through speech influence on the basis of uncritical perception of information);

- beliefs (conscious reasoned and motivated influence on the system of views of the individual) are the imitation (assimilation of forms of behaviour of another person on the basis of subconscious and conscious identification).

“Communicative attack” can be unsuccessful or impossible if the teacher has the following speech defects: incorrect diction, inability to intone speech, incorrect accents, excessive or insufficiently loud pronunciation, unjustified slowing down.

To ensure its effectiveness, the method of speech enlargement is used, according to which the desired phrase (the one that is enlarged) must be “expanded”, i.e. spoken slowly, lengthening vowel sounds and maintaining its logical harmony; different words, phrases are not enlarged in the same way, the main (stressed) word is always enlarged; the aggregation of a single-syllable or multi-syllable word requires pronunciation by syllables.

The initiative of the teacher in communication is provided by: clarity of the organization of initial contact with a class; efficiency in the transition from organizational procedures to business communication; lack of intermediate zones between organizational and semantic aspects of the beginning of interaction; efficiency in achieving psychological unity with the class; inclusion of personal aspects in interaction with students; overcoming stereotypical and situational negative attitudes towards individual students; organization of integral contact with the whole class; ensuring the external communicative appearance of the teacher; reduction of pedagogical requirements that prohibit something, and expansion of positive-oriented pedagogical requirements; implementation of verbal and non-verbal means of communication; expression of personal commitment to students; understanding the situational inner disposition of students and taking it into account in the process of communication, transferring this understanding to students; introduction at the initial stage of interaction of tasks and questions that mobilize the audience; formulation of bright, attractive goals of activity and demonstration of ways of their achievement; summary of an interesting fact, history, comparison of different views.

Communication management is a conscious and purposeful organization of interaction with the adjustment of the communication process in accordance with its purpose. At this stage, there is an exchange of information, its assessments, mutual evaluation of interlocutors.

What is important is the atmosphere of friendliness, in which the student is free to express their thoughts, to feel positive emotions from communication. Giving the initiative to a student, the teacher delegates to him the right and need for independent analysis of events and facts. He must show interest in the student, receive information from him, express judgments, conveying to the student his optimism and confidence in success, set bright goals for him, outline ways to achieve them.

4. Analysis of communication is a comparison of the purpose, means of interaction with its results which show semantic and emotional (it is expressed in behaviour of students, the general atmosphere of activity) feedback, modelling of the further communication (a stage of self-adjustment) [1, p. 105].

It is very difficult while organizing the process of training to define its priorities, goals and training. Thus, the system of professional training simultaneously provides and fulfils a certain state order for a future specialist, is a certain stage and a means of life self-determination.

In recent years, the manufacturing sphere of communication has become much more complicated. Economic, managerial, commercial, and legal areas of professional activity became widespread and developed, which necessitates the acquisition of professional skills by future professionals as a significant component of professional intercultural communication.

It is known that the main theoretical provisions of teaching foreign language communication are:

- the need to implement a communicative technology for the formation of skills and abilities in all types of speech activity;
- compulsory use of integrated training for all types of speech activity;
- taking into account individual interests and peculiarities of students, as well as taking into account the various actions, steps or methods of activity used by students in order to increase the efficiency of material mastering;
- compulsory use of truly communicative tasks contributing to the formation of communication skills, and modes of work that are adequate to the conditions of real communication [2, p. 30].

#### *Literature:*

1. Baranovska L.V. Professional communication: the concept of training and the results of its implementation. Kyiv, 1995. 201 p.
2. Skurativska H.S. *Suchasni pidkhody do vykladannia inozemnykh mov* [Modern approaches to teaching foreign languages]. *Inozemni movy*. 2009. №. 1. pp. 27-32.