

# Formation of Motivation for Professional Communication among Future Specialists of Pedagogical Education

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**Abstract:** The article deals with the problem of qualitative training of a future specialist under the reforming of the educational process content. The peculiarities of the diagnostics process of level of motivation formation to professional communication are considered. It is identified that the preparation of the future specialist of pedagogical education to professional activity is the process of formation of a complex of motives, knowledge, skills and abilities, personal qualities, which give him a real opportunity of professional and personal development, detecting his creative activity; movement from the standpoint of imitation (reproductive level) to the position of the creator of his professional life, himself as a creative person (creative level), co-creator of the educational process (level of creative collaboration). The importance of the formation of motivation for the professional development of the future specialist has been clarified. The authors examine the diagnostics of initial level of formation of motivation to professional communication as the important factor of future specialists' creativity formation. The authors describe in details the experimental work, which is based on priority principles of targeting performance and voluntariness. The essence of the components in the formation of creative activity of future pedagogues has been revealed. It has been concluded that the developed model of motivation of future pedagogues contributes to the increase of the level of formation of readiness to professional communication.

**Keywords:** *Pedagogical education; professional communication; motivation; diagnostics; creativity.*

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## 1. Introduction

Under modern radical reform of the education system on the whole and higher pedagogical education in particular, caused by the transition of Ukraine to market relations and the choice of its course to join the European community, professional training of higher pedagogical education students, based on the principles declared by the Bologna Convention and aimed at training a new generation of specialists with a high level of key competences, acquires the latest meaning.

The problem of formation of professionally important qualities activates the work of educationists, as it is necessary to create such model of education, which makes it possible to provide practical training of future specialists.

Drach, I. I. and Drach, I. M. (2002) think that a graduate of a pedagogical higher educational establishment should be formed: 1) orientation, which is considered as a complex personal formation, that is a need-motivational sphere of a person; 2) moral stability of a person, which allows to maintain mental health in the conditions of unfavorable society; 3) creativity (readiness to create), which is manifested in intellectual and creative initiative, breadth of associations, flexibility and originality of thinking, dynamism of mental processes; 4) readiness to continue education, which includes the belief in the right choice of activity; motivation, characterizing positive attitude to the chosen profession and the object of the future profession at the level of stable interests and inclinations; knowledge about the chosen activity; initial skills, which are necessary for creative problem solving.

The findings by O'Keefe, Hooper, and Jakubiec (2019) explore how early childhood educators understand professionalism in Prince Edward Island. The researchers Drăghicescu, Petrescu, Stăncescu, and Gorghiu (2018) explained that to have professional teachers "it is necessary to implement relevant continuous training programs".

It is no wonder that motivation and reasons are covered in a lot of works. "The motivation for success and the capacity to overcome professional obstacles are considered defining elements of the good professional", proclaims A. Sandu (2017).

In the second half of the twentieth century, motivation conceptions of Rotter (1954), Kelly (1955), Heckhausen (1977), Raynor, Atkinson and Brown (1974), for which the characteristic feature was the recognition of the leading role of consciousness in determining human behavior, appeared. Cognitive theories of motivation entailed the introduction into scientific use the new

motivational concepts: social needs, life goals, cognitive factors, cognitive dissonance, values, expectation of success, fear of failure, level of aspiration.

The authors Gök and Kabasakal (2019) suggest that motivation, attitudes, and self-efficacy are very important in teacher training. In the article (Yough, Merzdorf, Fedesco & Cho, 2017) investigated the effect of flipped classrooms on motivation or learning outcomes of preservice teachers. The study by Arar, Zuzovsky, Donitsa-Schmidt, Trumper and Barak (2019) aimed to identify teachers' motivations to study Master of Education programs in teachers' training colleges.

In the article by Roohani and Dayeri (2019) the relationship between EFL teachers' burnout and motivation to teach is examined. Chen and Jang (2019) explored the interrelationship between self-regulation and teachers' knowledge for teaching.

The problem of professional communication of educators has been the focus of scientists. Researches Grund, Behr, Engel and Aich (2019) acknowledge that communication skills are highly relevant in teachers' practice. The conclusion of the article (Li, Hallinger, Kennedy, & Walker, 2017) is that a school environment featuring trust, communication and collaboration is a core condition for teacher learning. Problem of development of technology students' information and communication competence is considered in the article by Yezhova, Pashkevich and Gryn (2019). Swan and Riley (2015) examined the conceptual links between mentalization and empathy in teachers.

Therefore, based on the studied sources it can be concluded that the science assigns an important place to the process of motivation research in the system of training specialists.

Training of the future teacher for professional activity is a process of formation of a complex of motives, knowledge, abilities and skills, personal qualities which give him a real opportunity of professional and personal formation, revealing his creative activity; transition from positions of inheritance (reproductive level) in a position of the creator of his professional life, himself as the creative person (creative level), co-author of the creative process (level of creative collaboration).

This approach makes it possible to identify the necessary components of motivation of the training system. They are motivational ones (social, professional motives; motives of creative personal development), cognitive ones (system of knowledge of the general theory of creativity and knowledge of professional direction), operational and technological ones (complex of skills and abilities that provide efficiency in the creation and functioning of creative process and readiness for creative

activity of the a person). The result of such approach should be the formation of creative style of future specialists' activity.

**Article objective** – to analyze the effectiveness of the implementation of package of activities for the formation of motivation of future pedagogues to professional communication in the conditions of higher pedagogical educational establishments.

## 2. Research design and participants

The experimental work took place under natural conditions, logics and course of the educational process were not broken. The general organization and scientific research were carried out in accordance with the requirements for experimental work: the hypothesis was formulated, according to it the experiment was planned; the control and experimental groups were formed; methods and means were defined, criteria of the experimental research were proved; the optimal duration of the experimental work was determined; the data of the experimental work were recorded; the observation was carried out in the process of the experimental work.

The methods of the research were:

- pedagogical observation for additional verification of data, collection of facts in the process of the research;
- survey (questioning, testing, conversations) to determine the level of professional communication among students of higher educational establishments;
- statistical methods of mathematical processing of experimental results for quantitative and qualitative analysis of empirical data (the validity of the experimental groups was proved with the help of rank correlation method by Pirson criterion  $\chi^2$ ).

In solving the problem of determining the level of formation of motivation to professional communication as an important factor in the future specialists' creativity formation, the experimental study was based on the priority principles: targeting and voluntariness.

In the process of the experimental research, systematic observation of the process of teaching students, future specialists was carried out. At the same time, timely adjustment of the work of both students and teachers occurred. During the experiment, the diagnostic tools were used that were accessible in terms of understanding and adequate to students' perceptions.

The experiment took place in the Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council, LesyaUkrainka Eastern European National University, Borys Grinchenko

Kyiv National University and State Institution “Luhansk Taras Shevchenko National University” during 2018-2019.

120 students took part in the experiment. They were divided in that way: one control group CG (29 students) and three experimental groups (EG1– 30 people, EG2– 30 people and EG3 – 31 people). The sampling pattern of the experimental groups (EG1, EG2, EG3) is as follows: the first experimental group (EG1) included 30 students of the Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council; the second experimental group (EG2) included 30 students of Lesya Ukrainka Eastern European National University; the third experimental group (EG3) included 31 students of Borys Grinchenko Kyiv National University. There were ninety-one people in total. The control group (CG) included 29 students of State Institution “Luhansk Taras Shevchenko National University”.

The validity of the experimental groups was proved with the help of the rank correlation method. According to the Pearson criterion ( $\chi^2$ ), the groups with similar initial values relative to the developed criteria of the initial level of motivation to professional communication as an important factor in the future specialists’ creativity formation were identified.

In the study of educational and professional training programs for future pedagogues it is revealed that there are two key competences that affect the formation of communicative qualities of a future specialist: general and professional competences. It should be noted that they include professional-speech competence, in particular ability to use professional speech as activity, which gives opportunity to define concepts, describe the phenomena, discuss questions at seminars and practical classes in higher educational establishments, explain new material, formulate own thoughts, interpret material, which is difficult for understanding, verbally estimate answers of students, explain a difference between the phenomena, which are studied; report at scientific and practical seminars, conferences, symposiums, forums; discuss certain problems, prove own point of view; provide comprehensive answers to questions from colleagues, parents or students; name correctly psychological and pedagogical phenomena, processes, events; read and understand scientific texts; report verbally and in writing on the work performed; inform about events; speak in a logical sequence; prove the truth of what has been said; verbally defend the results of their own scientific research; verbally influence the feelings, consciousness and behavior of students; ask questions in an appropriate, correct and meaningful form, which are necessary for implementation of the curriculum by future pedagogues.

The identified provisions determined the purpose of our study and the relevance of the experimental work on the implementation of the package of activities for the formation of motivation to professional communication.

### **3. Educational intervention program**

To determine the level of motivation, we propose a system of motivation levels, developed with the use of the ideas of some researchers: negative – negative attitude, there is no interest in learning of disciplines; indifferent – independent aims are absent; unstable motives of interest in external learning outcomes, inactivity in new conditions and situations; positive-amorphous – understanding, initial comprehension and goals achievement, which were set by parents; cognitive motive as interest to the assessment of the teacher; positive cognitive – understanding the connection of the result with your own capabilities; distinguishing your own abilities and efforts in setting realistic goals, taking into account your own capabilities; goal setting with taking into account subjective probability of success; positive-initiative – independent determination of the purpose and on your own initiative; flexible goal-setting that can be changed depending on the situation; awareness of the relationship between one's own motives and goals; setting of non-standard, promising goals; positive and effective – achievement and realization of all kinds of goals and bringing the activity to its completion; persistence in overcoming obstacles and difficulties in goal achievement; the desire to expand the range of your own capabilities.

The criteria of motivation to professional communication as an important factor in the future specialists' creativity formation should also correspond to the above mentioned functions and reflect the following skills: the ability to conduct verbal and nonverbal exchange of information, as well as to diagnose personal properties and qualities of the interlocutor; the ability to develop a strategy, tactics and techniques of interaction with people, to organize their joint activities to achieve certain socially significant goals; the ability to identify yourself with the interlocutor, to understand the communication partner and empathize with him.

The logic of the study was supposed to conduct such stages of the study. The ascertaining stage of the experiment:

- creation of experimental and control groups of students;
- making of system of diagnostics of future specialists' motivation formation to professional communication;

– determination of the existing level of future specialists' motivation formation to professional communication.

The formative stage of the experiment: practical realization of future specialists' motivation formation to professional communication.

Control stage of the experiment:

– check of efficiency of future specialists' motivation formation to professional communication;

– summing up and interpretation of experimental results.

The main objective of the experimental research is the check of efficiency of the developed model of future specialists' motivation formation to professional communication.

#### 4. Methodology of pedagogical students' engagement into active undergraduate and graduate research

For initial level of motivation formation to professional communication as an important factor to form future specialists' creativity we implemented diagnostics of motivational orientations in interpersonal communications of Ladanov and Urazeva (1987). The results are presented in the table 1.

**Table 1.** Data of level distribution of students of experimental and control groups on diagnostics of motivational orientations in interpersonal communications

Level	Group							
	EG1		EG2		EG3		CG	
	people	%	people	%	people	%	people	%
High	9	30	7	23,4	8	25,8	10	34,5
Average	12	40	14	46,6	13	41,9	11	37,9
Low	9	30	9	30	10	32,3	8	27,9
<b>Total</b>	30	100	30	100	31	100	29	100

Summing up all the points obtained from the research, we obtained the following results: in the experimental groups (EG1 - 30%; EG2 - 23,4%; EG3 - 25,8%) 24 persons scored more than 64 points that formed 26,4%. It is the indicator of availability of absolute harmony of communicative orientation that probably influences favorably on students' general state. 28 people (EG1 - 30%; EG2 - 30%; EG3 - 32.3%) have this indicator equal to 29 points or less, which is 30.8%; in the control group 10 people scored more than 64 points that formed 34.5%, and it is the indicator of availability of absolute harmony of communicative orientation that probably influences

favorably on students' general state. In eight students, this indicator is 29 points or less, which is 27.9%.

Based on the stated above, we can testify that in the experimental and control groups, the indicator of the diagnosis of the initial level of motivation formation to professional communication as an important factor in the future specialists' creativity formation is approximately at the same level.

According to the hypothesis, which was put forward by us about motivation to professional communication as an important factor in the future specialists' creativity formation, a pedagogical experiment was conducted, the logic of which stipulated the implementation of the ascertaining stage of the research.

The probability of differences between the characteristics of the experimental and control groups of the study of the initial level of motivation formation to professional communication as an important factor in shaping of future specialists' creativity is 95%.

Based on the analysis of the received data as the result of the diagnostics of initial level of motivation formation to professional communication as a significant factor in the future specialists' creativity formation in the experimental and control groups, the following conclusions were reached:

- a validated diagnostic system was selected for the pedagogical experiment, under which it is possible to test the hypothesis of the research in various ways;

- the groups of students, future specialists, with approximately the same level of readiness to professional communication were formed, and the control group consisted of students with higher scores compared to the experimental groups;

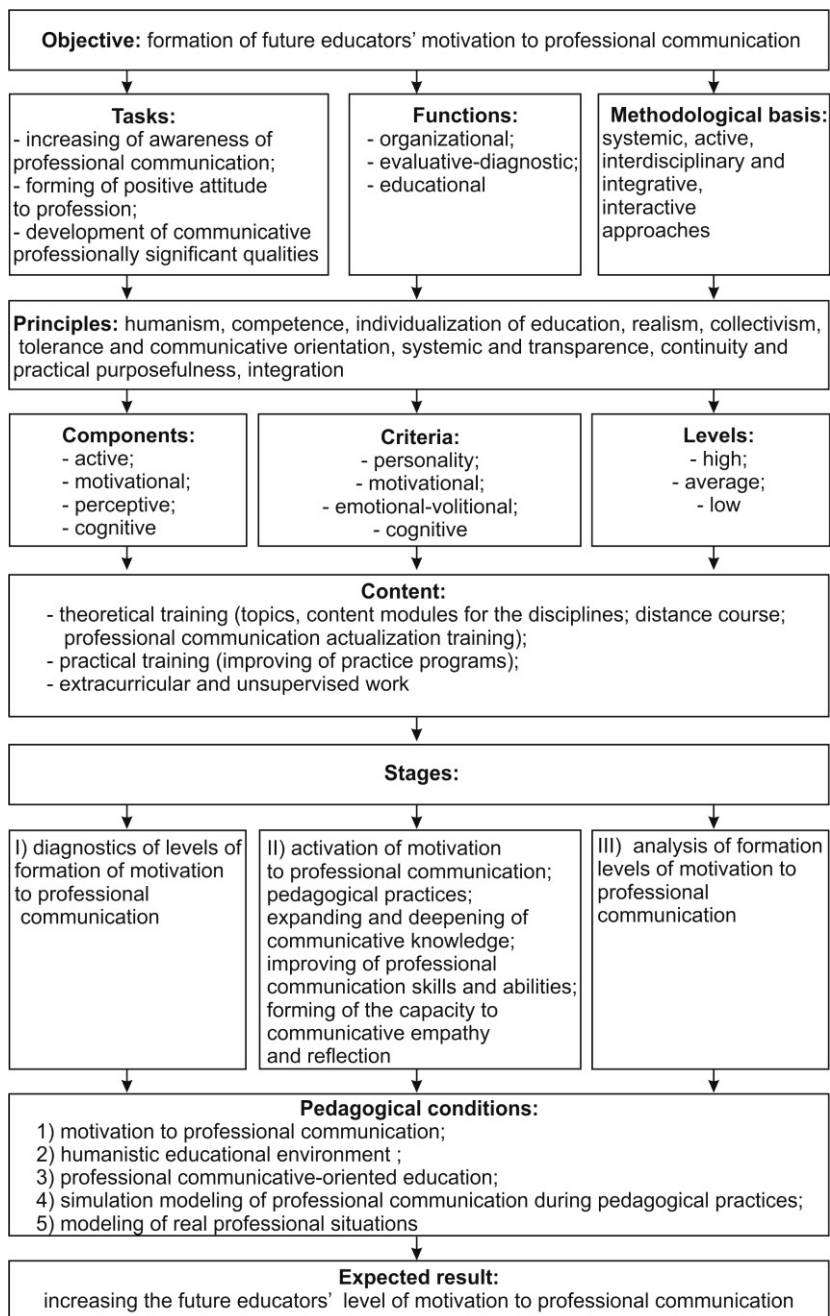
- the reason ability of serving the proposed criteria and indicators of assessing the levels of motivation to professional communication as an important factor in shaping the future specialists' creativity.

The purpose of the forming stage is the implementation of the model of future specialists' motivation formation to professional communication, actualization of the problem field of students, reflective beginning of their professional and communicative activity. The result of the work is the formation of students, future specialists, peculiarities of their "Self-concept" and readiness to professional communication.

The model of future specialists' motivation formation to professional communication is a specially organized coordinated interaction of subjects (teachers, heads of practices from the departments) and objects (students,



future specialists), which is realized through the goals, principles, tasks, content, forms and methods, which were disclosed in detail above (Fig.1).



**Fig. 1.** Model of motivation of future pedagogues to professional communication

The approaches, which we have identified as the methodological basis for the development of the model:

- systemic approach – the unity is envisaged in the educational and practical activity, which is aimed at the complex formation of motivation of future educators to professional communication;

- active approach, which is connected not with the activity itself, but with the activity, which is a mean of formation and development of a student;

- interdisciplinary and integrative approach, systemic of the theoretical knowledge, all-round vision and comprehension of complicated phenomenon and processes of social and professional reality, formation of perceptual notion about a concrete object, phenomenon and type of activity are provided;

- interactive approach – it is envisaged to introduce methods that stimulate the activity of a future specialist of pedagogical education and other participants of the psychological and pedagogical process.

At the organization of conversational interaction, it is possible to model different situations, to carry out business, role-playing games, trainings, and disputes, to organize the joint solution of problems, unsupervised work on a problem, creative work, and innovative social and pedagogical activity of the teacher.

While building models, we have identified the basic principles of forming the motivation of future pedagogues to professional communication:

- the principle of humanism assumes the attitude to the student, the future teacher as the highest value in the system of human relations, the main norm of which is humanity. According to this principle, it is necessary to treat each person with respect, as well as to ensure freedom of conscience and world-view, and highlighting the care of the physical, social and mental health of the future specialist as the foreground job;

- the principle of competence is the creating of conditions for the development of the necessary structural elements of professional and communicative competence of the graduate;

- the principle of individualization of training and education-it is supposed to determine the individual trajectory of professional development of each student, setting special tasks corresponding to his individual characteristics, attracting the future social pedagogue in different types of activity, taking into account his preferences, the disclosure of personal potentials both in educational and extracurricular activities, providing opportunities for each student to self-realization and self-disclosure;

- the principle of realism presupposes orientation of the graduate to achieve professional goals, mastering the necessary means for this purpose;
- the principle of collectivism is both a condition and a result of the cooperative activity of a person, which is focused on the harmonization of personal and public interests;
- the principle of tolerance and communicative orientation (partner, empathic type of relationship), it is based on the recognition of the productive role of individualism in its positive humanistic sense, it involves the identification of tolerance to other people, their views, values, behavior; the mode of existence of human development;
- the principle of systemacy and transparency means that the process of students' formation, future specialists of pedagogical education, motivation to professional communication is organized as a systematic pedagogical process, in a logical connection of all its stages and it is directed to the harmonious and versatile development of personality;
- the principle of continuity and practical purposefulness – it assumes continuity in the implementation of directions and stages of this work at different educational levels; coverage of all branches of future professional activity;
- the principle of integration - it involves a synthesis of theoretical, empirical and practical knowledge in a holistic picture of the future professional activity.

The implementation of these principles is possible in their complex, so it is important to specify, detail all the factors of the developed model.

We have made the assumption that a set of *pedagogical conditions*, such as 1) formation of motivation of future pedagogues to professional communication in the aspect of personality oriented approach; 2) creation of humanistic educational environment; 3) organization of communicative training of future educators; 4) introduction of technologies of simulation of professional communication during the undergoing of various types of pedagogical practices; 5) modeling of real professional situations and their integration into own pedagogical experience, will help to increase the efficiency of the process of motivation formation of future specialists of pedagogical education to professional communication.

Turning to the traditional views on the most important stages of any pedagogical process, we have identified the following sequence of process of introducing a model of future specialists' motivation to professional communication, which is provided:

- by extending the knowledge of professional communication in the lessons on academic disciplines "General pedagogy", "Communicative

mastery of a teacher", "Methods of work of teachers in educational institutions", with the introduction of game, active, interactive methods at lectures, seminars, practical classes and in unsupervised work from a specific academic discipline;

- by conducting extracurricular communication trainings for students of experimental groups;

- by addition of tasks of pedagogical practices for students of experimental groups with tasks of communicative type;

- by compilation of recommendations for teachers, heads of pedagogical practices from departments on realization of model of future specialists' motivation formation to professional communication at the students of experimental groups.

The objectives of the formative stage of the pilot research determined the improvement of pedagogical-psychological skills, interpersonal relations, continuity of the teaching process with the pedagogical communication, designing of possible effective means of presenting information on the basis of prediction of possible results of its perception, designing of your own performing activities in the various types of pedagogical practices, the implementation of which would contribute to improving the effectiveness of the process of formation of readiness of future specialists for professional communication in the process of pedagogical practices.

The main work on the future specialists' motivation formation of students of experimental groups to professional communication, the expansion and extending of communicative knowledge, the improvement of skills and abilities of professional communication, the activation of motivation to exercise professional communication, the formation of the ability of communicative empathy and reflection should be provided through implementation of certain activities.

After ascertaining and forming stages of experimental work on the model developed by us, we carried out repeated diagnostics of level of future specialists' motivation formation to professional communication in experimental and control groups and carried out control checks.

When analyzing the effectiveness of the model of future specialists' motivation to professional communication, the criteria of evaluating the levels of motivation to professional communication were used.

The main task is found in revealing level changes of practical training of students with further comparison and correlation of the results of experimental researches.

The received data were processed by mathematic statistics methods.

Based on the analysis of the received results the dynamics of changes that reflect the promotion of future social teachers to increase the level of future specialists' motivation formation to professional communication was traced.

**Table 2.** Data of level distribution of students on diagnostics of motivational orientations in interpersonal communications after forming stage of the experiment

Level	Group							
	EG1		EG2		EG3		CG	
	people	%	people	%	people	%	people	%
High	14	46,6	13	43,3	12	38,7	11	37,9
Average	12	40	12	40	14	45,2	12	41,4
Low	4	13,4	5	16,7	5	16,1	7	24,2
<b>Total</b>	30	100	30	100	31	100	29	100

After analyzing the indicators of formation of motivation of future specialists to professional communication after the pilot research, we obtained the following results:

- in the experimental groups (EG1 - 46.6%; EG2 - 43.3%; EG3 - 38.7%) 39 people scored 64 or more points, which formed 42.8%. It is the indicator of availability of absolute harmony of communicative orientation. This result is higher after the formative stage of the study than at the ascertaining stage;

- this is an indicator of increasing the level of communicative abilities among students of experimental groups, since the forming stage of experimental research in these groups was conducted using the author's method. 14 students (EG1 - 13,4%; EG2 - 16,7%; EG3 - 16,1%) scored 29 points and less, which formed 15,4%;

- so, after the forming stage of the experimental research in experimental groups, the percentage of communicative ability increased from 26.4% to 42.8%, and the percentage of students with a negative communicative ability on the contrary decreased from 30.8% to 15.4%;

- in the control group, the indicators did not change much: the high level increased from 34.5% (10 people) to 37.9% (11 people), and the low level decreased from 27.9% (8 people) to 24.2% (7 people).

Accordingly, for  $x_{i-A} = 0.05$  and the number of degrees of freedom equal to  $v=c-1=3-1=2$ , we find the criterion  $x_{i-A}$ . Therefore, when performing calculations for  $x_{i-A}$  and the number of degrees of freedom, the

homogeneity of the control and experimental groups was proved by all previously defined criteria. So,  $\chi^2_{\text{emp}} \leq \chi^2$ , on the basis of the obtained result, we confirm the probability of the null hypothesis ( $H_0$ ) that the characteristics of the experimental and control groups coincide. The control and experimental groups on the level of the readiness of future social educators to professional communication in the process of pedagogical practices at the beginning of the experiment are homogeneous.

The analysis of the results of the experimental work was carried out taking into account the results of the ascertaining stage. To compare the empirical data, a summary of the results by each criterion was again conducted and the statistical reliability of the results of the research was checked up on the criterion  $\chi^2$ . A probability of 0.95 confirmed that there is a significant positive difference in the levels of readiness to professional communication among participants in experimental group EG2 compared with participants in experimental EG1 and the control groups.

The results obtained after the introduction of the model of future specialists' motivation formation to professional communication in accordance with certain pedagogical conditions, have become an indicator of significant changes in empirical frequencies for experimental groups compared to the control one.

Calculation of the empirical value of the criterion  $\chi^2$  according to the above formula 1 are  $7,0 \geq 5,99$  for EG1 and CG;  $5,3 \geq 4,99$  for EG2 and CG;  $5,3 \geq 4,99$  for EG3 and CG. Consequently, the hypothesis  $H_0$  is rejected and the hypothesis  $H_1$  is accepted, in which the empirical distributions of the levels of formation after the forming experiment differ from each other and are caused by the influence of the experimental factor.

The empirical values of the criterion  $\chi^2$  for the achieved levels of future specialists' motivation formation to professional communication after the experiment were calculated according to Table 3.

**Table 3.** The result of generating of motivation to future specialists' professional communication after holding the forming stage of the experiment

Level	Motivation criterion, %			
	EG1	EG2	EG3	CG
High	46,6	43,3	38,7	37,9
Average	40	40	45,2	37,9
Low	13,4	16,7	16,1	24,2
<b>Total</b>	100	100	100	100

Therefore, based on the obtained data, it is confirmed the probability of the H1 hypothesis that the characteristics of the control and experimental groups after the experiment are different from each other and caused by the influence of the experimental factor.

The results obtained after the implementation of the model of future specialists' motivation formation to professional communication, became an indicator of significant changes of empirical data for experimental groups.

Achieved result of  $\chi^2_{\text{emp}}$  equal to  $0.09 \leq 5.99$  for EG1 and CG;  $7.9 \geq 5.99$  for EG2 and CG;  $11.6 \geq 5.99$  for EG3 and CG, again is confirmed by hypothesis H1: empirical distributions of levels of future specialists' motivation formation to professional communication after conducting the forming stage of the experimental study differ from each other and caused by the influence of the experimental factor.

Therefore, the probability of differences between the characteristics of the experimental and control groups after conducting the experiment of the studied motivation is 95%.

Based on the comparison of  $\chi^2_{\text{emp}}$  with  $\chi^2_{\text{cr}}$ , we came to the following conclusions: since the initial indicators of the state of formation of the studied motivation before conducting the experiment in the control and experimental arrays coincide, and the final ones (after the end of the experiment) differ, we can conclude that the changes were due to experimentally tested model of forming future specialists' motivation to professional communication in accordance with the conditions of its realization.

According to the obtained data:

- indicators after the control stage of the research differ from each other;
- in the experimental groups, the number of students with high and medium levels of studied motivation increased significantly and decreased significantly with low level;
- in the control groups, the positive dynamics was less pronounced compared to the experimental groups.

## 5. Discussions and conclusions

Based on the results of the calculations, we can decide that the difference in the experimental data in the control and experimental groups is due to the experimental factor, therefore, we can testify to the effectiveness of the developed model of motivation of future specialists to professional communication and pedagogical conditions for its implementation. It should

be noted that higher results were recorded in the first experimental group (EG1), because the forming stage of the experimental research with students was carried out directly by the author and in other experimental groups by the author's method.

This means that all components of communicative competence of the students of the observed group developed during the experiment on the formation of motivation for professional speech communication competence.

Thus, the study developed an effective package of activities for the formation of motivation to professional communication in future specialists-pedagogues (introduction of informative modules in the curriculum of training disciplines with putting into operation interactive methods; communicative training; tasks of communicative type during pedagogical practices; methodical recommendations for the faculty).

The novelty of the complex of activities was in the implementation of differentiation of students in the process of their training work as coordinators, creative personalities and ordinary participants.

It has been experimentally proved that the developed model of future specialists' motivation to professional communication helps to increase the level of readiness to professional communication. According to the results of the experimental study, it has been concluded that it is advisable to introduce a model of motivation of future specialists to professional communication.

The reliability of the research results is provided by theoretical validity of conceptual propositions, the logical-systematic analysis of the source base; quantitative and qualitative analysis of the obtained data concerning the effectiveness of the developed model, the reproducibility and representativeness of the experimental data obtained by methods of mathematical statistics.

Thus, the clarification of personality value orientations becomes one of the means of increasing the effectiveness of pedagogical activity, helps to develop a sustainable motivation for future professional activity.

Thus, the author's vision, confirmed by the results of diagnostics of the motivation formation of future pedagogues to professional communication, significantly influenced the efficiency and optimization of the educational process of higher educational establishments. During the educational process, professional communication trainings were implemented, the motivational component of teaching the disciplines "General pedagogy", "Communicative skills of the teacher", "Speech skills"



and others was intensified. The introduced package of activities has influenced the increased quality of students' teaching practice.

The author's approach to the motivation formation of future pedagogues to professional communication proposed in the study can be recommended for implementation in professional training of higher educational establishments, as well as during professional development and retraining of teachers and training of undergraduates and postgraduates.

The conducted research is not completely conclusive; therefore, it provides implications for further study of the above problem based on the experience of the European Union countries, which advocates the introduction of productive ideas in the domestic system of postgraduate education of teachers.

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