Iryna Slyatina. Features of formation of communicative competence in the process of professional preparation of future music teachers.

The article is highlighted the problems of formation and features of the obtaining of communicative competence by future music teachers in their professional training.

*Keywords:* communicative competence, professional training, future teacher of music.

The main purpose of a contemporary music education system is an education of broadly educated professionals who are able to freely use their skills and knowledge during the lesson and after-school music-educational work at a school, who are able to reveal the artistic content of musical pieces and that have the necessary experience of independent work with educational and concert repertoire and who are ready to performing and teaching activities.

The specifics of activities of teacher-musician is that one has to consider music not only as an object of study but also as a means of communication, because every work of art, including music, focused on the transfer of artistic and aesthetic information to the interlocutor.

Organization and implementation of effective pedagogical communication is only possible when the teacher has the appropriate communication skills that formed or developed during training at the university and in the process of self-education.

The teacher carries out of professional activities only in the communication process. Communication with musical art becomes a way of cognition of life, including national and spiritual experience and development of personal perception of the world. The learning process is the exchange of information between who learns and who teaches. Obtaining of sufficient communicative competence by a teacher is one of the most important components of his professional training.

During the musical subjects seminars specific didactic situations are modeled. The student has to find in these situations an optimal pedagogical strategy aimed at an adequate estimation of the level of musical proficiency of the student, that later must determine the effectiveness of pedagogical communication on the musical lesson, starting with the modeling stage of communication.

Planning, modeling of communication in the classroom is a very important stage in the implementation of pedagogical communication process. There are many factors that determine the direction and content of the work with creating a plan of communicative interaction of the teacher with students: didactic, educational and developmental goals and objectives of the lesson and the chosen style of communication, and the individual features of communicative abilities of the teacher and the peculiar properties of a specific audience of children etc.

The formation of communicative competence is an integral component of further professional development of future teacher of music. To achieve the desired results, the student should not only be theoretically and practically prepared, but to be able to use their knowledge and skills into practice in further professional activities.