

## COMMUNICATION PROCESS

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The communicative activity of the teacher is a process of constant knowledge of the situation, conditions of communication, social environment, oneself, the opposite side. Otherwise, he will act blindly, by trial and error. Only on the basis of operational research, analysis of the situation, he will find adequate means to ensure pedagogically appropriate communication.

The process of communication as a conscious action of two subjects has goals (mutual understanding), content (intellectual, emotional, spiritual essence of information), methods (methods used), and result (consequence of communication). It involves the emergence of changes between the initial and final state of the subjects (a certain increase – a change in their own consciousness, inner image due to awareness of the world, the specific situation and themselves in it, their own position, purpose, content, method, result of communication).

Communication is known to be a two-way flow of information. It is important quality of information, its completeness, content, form, which allows not only quickly and correctly forming an idea of the problem, but also to choose partners, develop its strategy and tactics, determining adequate methods and means to achieve specific goals. The effectiveness of communication depends on the clarity, availability of information.

Information interaction of communication subjects is mediated by the influence of information (direct and feedback), the quality of its encoding and decoding. Feedback (in verbal or non-verbal forms) expresses the degree of assimilation of understanding of the message, trust in it, agreement or disagreement with it, changes the communicative roles of the subjects of communication. Feedback streams can carry data about each subject of communication, and about their interaction: the degree of mastery of the means of communication, the formation of communication skills; the level of preparation of teachers for communication and the level of formation of their professionally significant communicative skills, qualities, experience; ability to model the communication process.

In the process of information exchange, the teacher must emphasize the correctness of information transfer, its proper understanding by students, to realize that at each stage of the communication process; information is partially lost, distorted. During communication, the following modifications of information appear: information that the sender intends to transmit

(his thoughts); the information transmitted was actually expressed; interpreted information; information that has finally remained in the listener's memory.

Implementation of the communication process is possible under the following conditions:

1) the presence of a common communicative space for the subjects of communication – the social and psychological environment that affects the subjects of communication information (its content, value, novelty), means of communication (verbal, non-verbal, information and communication), adopted in a particular educational environment (educational institution, student group, class) rules of communication, moral norms, customs, speech rituals, etc.;

2) the use of a single system of codification and decoding of information, signs and their meanings (reflection of the most essential and generalized features of objects and phenomena), meanings (subjective meaning, which acquires an expression in context). The presence of a single sign system allows the teacher and the student to properly navigate in a particular field of knowledge;

3) adequate understanding of the information exchanged by participants in the communication process. Understanding – comprehension of specific information transmitted through words, signs, deeds, actions; human ability to comprehend the content, meaning of information; display the text and re-evaluate it in a new context. It is about the understanding direct meaning of individual words, phrases, expressions in general; directly expressed opinions (understanding of the subtext); clearly undefined motives for behaviour or individual actions of a person (interlocutor), etc. In each communicative situation, the mechanisms of understanding and its results differ in nature and levels. Thus, the meaning of a word can be understood only in the context of a sentence as the smallest unit of speech that expresses a complete thought. At the same time, the meaning of a single sentence can be understood only in the context of a certain passage of text (the principle of interaction of parts and the whole);

4) the optimal combination of verbal and non-verbal means of communication in the process of information exchange, which requires appropriate communicative knowledge, skills and abilities, communicative experience;

5) prevention and overcoming of possible communication barriers – absolute or relative, subjectively experienced or actually existing obstacle to effective communication. Communication barriers are social or psychological in nature. They are due to motivational and operational, individual and psychological, social and psychological features of the subjects of communication, differences in language, culturally determined norms of communication, in the interaction of representatives of different cultures and nations; misunderstanding by another person, lack of information;

6) taking into account the unique personalities of the subjects of communication, their communicative knowledge, skills, abilities, experience. Communicative knowledge is a generalized experience of mankind in communicative activities, the reflection in the minds of people of communicative situations in their causal relationships. They become professional when they are transformed and built into an individual model of practical solution of a communicative problem, when their acquisition is motivated by individual and personal needs.

A feature of communicative knowledge is complexity, which requires the teacher to be able to synthesize material for successful solving of communicative tasks, analysis of communicative situations, and choice of effective means of communication. Communicative knowledge is the basis of communicative skills – communicative actions based on thorough theoretical and practical training, which allows you to creatively use communicative knowledge, skills to reflect and transform reality. Formed in the process of communication, communication skills are a consequence of the development of communicative abilities – the ability to communicate with other people. They are manifested in the skills of the subject of communication to enter into social contacts, to achieve communicative goals in interpersonal relationships.

Pedagogical communication consists in communicative interaction of the teacher with students, colleagues, directed on establishment of a favourable psychological climate, on psychological optimization of activity, exchange of thoughts, feelings, experiences, ways of behaviour, habits, and also on satisfaction of needs of the person in support, solidarity, compassion, friendship, etc. It is a complex, multifaceted process of establishing and developing contacts between people, generated by the need for joint activities, which includes the exchange of information, the development of a common strategy of interaction, perception and understanding of another person. It provides transmission through the teacher to students of human culture, the acquisition of knowledge, promotes the formation of value orientations in them.

Pedagogical communication is a system of social and psychological interaction between teacher and student, aimed at creating optimal psychological conditions for joint activities. As a kind of creative activity, pedagogical communication is manifested during the cognition of students by the teacher, in the organization of direct influence on them, in the management of their own behaviour, the organization of the process of relationships.

Pedagogical communication is a multifunctional phenomenon that provides information exchange, empathy, knowledge of the individual, self-affirmation, productive interaction. The exchange of information and the attitude of interlocutors to each other characterize the communicative aspect of communication; cognition of personality and self-affirmation – perceptual; organization of interaction – interactive.