

COMMUNICATIVE CULTURE AS A PROFESSIONAL VALUE OF YOUNG SPECIALISTS

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Summary

The article highlights the problem of forming the communicative culture of students of higher education institutions. It is noted that in determining the professional qualities of young specialists, their communicative culture plays an important role as a set of professional qualities, moral values and communicative skills that are realized during communication. The essence of the concept of "communicative culture of a student" is determined and approaches to understanding the communicative culture of an individual and the main ways of its formation are considered. The importance of the problem of forming students' communicative culture in the process of learning native and foreign languages is proven. The necessity of forming a communicative culture of future specialists is substantiated. The content of the concept of competence in the professional training of young specialists is analyzed. The concept of communicative competence as a determinant of the formation of a person's communicative culture is revealed. The importance of communicative culture in professional education is outlined, as the presence of certain personal qualities, abilities and skills in each specialist, which ensure the achievement of goals in interpersonal interaction with other people, make it possible to communicate constructively, focus on success in professional activities, adapt to a new system of relationships in team, strive for self-improvement and self-realization.

Key words: communication, personality, communication problems, speech culture, learning process, competence of the individual.

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1. Introduction

The formation of a highly professional, communicatively competent specialist of the new generation, who can be called a language personality, is an important task of higher education. And this, in turn, requires the search for an effective system of forming the communicative culture of university students, which is able to ensure the effectiveness of mastering language, speech, communicative knowledge, abilities and skills for the purpose of active communication in the educational and professional sphere. After all, mutual support, cooperation and exchange of information are the first condition in solving the main tasks of modern education.

Integration into the European Community orients educational institutions to the upbringing of a highly moral, socially mature individual, capable of actively influencing the surrounding social and natural world, establishing and maintaining emotionally favorable interpersonal relationships in everyday life and the production sphere, realizing the personal potential in relation to one's own social and communicative growth as widely as possible.

2. Formation of a modern specialist as a linguistic personality

It should be noted that the modern social concept of communicative culture makes high demands on a person, in particular on his professional training, in terms of his successful activity in various communication systems. Therefore, today it is not enough to be limited only to special knowledge, abilities and skills: the time requires the formation of a modern specialist as a linguistic personality. And among many professions, there should be the greatest awareness of the place and role of communication as a means of implementing and coordinating professional activity.

It is well-known that those specialists who have the methods of verbal persuasion and take into account the psychological features of the person, they communicate with are respected and trusted. Therefore, the defining place is assigned to language as a special means of communication. And communication skills are the very first link in the interaction between teachers and students. A low level of students' possession of communication skills leads to disappointment in learning and reduced activity in life. That is why the study of modern trends in the formation of communicative culture will open new ways of forming the communicative culture of higher education institutions students.

Communicative culture, communication problems have always been in the center of scientific attention of many researchers. Therefore, the analysis of philosophical, cultural, psychological and pedagogical scientific literature shows that the researched problem has been considered by scientists from different aspects. O. Andriyчук, L. Bozhovich, O. Dobrovich, M. Volovska, Kh. Mazepa, L. Primachok, R. Tarasova, A. Tkachenko made the most significant contribution to the justification of the formation of communicative culture problem. In turn, psychological features of communicative culture were studied by L. Burlachuk, I. Vitenko, L. Tylevich, O. Yudina. We also note that the number of works dedicated to the formation of the communicative culture of specialists as an important factor in their professionalism is increasing (V. Galuzynskiy, V. Hrynyova, M. Yevtukh, L. Kalashnikova, E. Sofyanets, U. Rivers). As evidenced by the analysis of scientific sources, the communicative culture of the individual is considered as an important component of the general culture of the individual and appears as one of the conditions for the self-realization of a person and the achievement of life goals in relations with others. Therefore, we understand "communicative culture" both as a complex psychological neoformation of the personality and as a result of its socio-communicative development. In this regard, the teachers of the higher school pay considerable attention to the formation of the conscious attitude of students to the future professional activity, the achievement of a high speech culture, the development of business communication skills, self-education and self-awareness of students. However, despite the intensity and diversity of scientific research in this direction, we state that the problem of forming communicative culture among students is insufficiently deep, which requires additional research and substantiation.

The main goal of the article is to analyze the formation of communicative culture process among students in the context of determining the main approaches to understanding human communicative culture.

3. Communicative culture as important direction of humanization of society

The changes, taking place in education, affect the overall quality of the provision of educational services and the level of mastery of knowledge. Therefore, education, as a branch of science, must constantly develop and meet the needs of modern society. After all, with

the development of technologies, the requirements for a modern employee, who must be not only a professional, but also a cultured person with a high level of communication skills, are increasing. That is why the language training of higher education institutions students is provided by improving knowledge of native, state and one or more foreign languages, which significantly contributes to effective professional communication. Increasing attention to the human factor requires strengthening the humanization of the education of future specialists in the general system of their training in institutions of higher education as one of the most important directions not only for the further progress of higher education, but also for the humanization of our entire society.

It is worth noting, that today the requirements for the professional training of a specialist, his ability to manage information, and, most importantly, to constantly improve his knowledge, is increasing. Therefore, the idea of using the potential of education is based on two theories: human and social capital. In human capital, education is considered as “a set of knowledge, abilities and skills of an individual, which are used by him to meet his own and social needs” (*Grishnova, 2001:35*). Therefore, the concept of communicative culture arose as a logical development of previous theoretical forms of reflection on human communication, a problem that is a constant companion of social philosophical theory throughout the history of its existence.

In the content-terminological sense the concept of “communication” is in the same row as the similar definitions of “interaction” (relationships), “human relations”, “mutuality”, “interaction”, etc. In this sense various aspects of human relationships were analyzed in the works of such social philosophy classics as J. Locke, T. Hobbes, H. Hegel, E. Durkheim, and M. Weber. And recently, the attempts of scientists to determine the conditions and pedagogical possibilities for the formation of communicative culture have intensified, since it is one of the professional values of a modern young specialist. That is why, the theory of social capital states that education plays a crucial role in ensuring social welfare and culture (*Aleksiuk, 1998*). And this proves that education, promoting communicative culture, is the main factor in solving urgent problems facing society. That is, why communicative culture is one of the cornerstones of existential and generative aspects of human civilization, which was formed and exists thanks to communication between its members. Thus, communication becomes an important aspect of culture, just as culture is an important condition for the implementation of communication. And as evidenced by the analysis of scientific sources, the social development of an individual outside of communication, without cooperation and dialogue is impossible (*Sarnovska, 2000*). Therefore, it is communication (from the Latin “*communico*” – message, connection, communication) that expresses the procedural-practical and personal-epistemological aspects of social interaction. Therefore, the term “communication” is used primarily as a sign of adequate and civilized interaction of individuals, social groups, nations and ethnic groups, which unfolds on the basis of tolerance and understanding (*Morozov, Shkaraputa, 2000*).

In general, the communicative culture of an individual can be defined as a system of knowledge, norms, values and patterns of behavior accepted in society, as well as the ability to adequately and naturally implement them in interaction and communication. At the same time, communicative culture has general features of culture, reflecting the specific nature of communication. In this context, communicative culture can be defined as a complex, multifaceted phenomenon that involves the formation and development of socially imprinted contacts between people, which are generated by problems of joint activity, include the exchange of information, the development of a single strategy of interaction, perception and understanding of another person (*Beh, 2006*).

It is important, that in the structure of the personality, communicative properties are its integral characteristics and new formations, with the help of which the personality is connected with society, with itself, perception and reflection of social relations and realities of life takes place, and adequate contacts between people are ensured. With the help of the communication process, the individual integrates into the sphere of ideas, thoughts of the interlocutor, into the circle of his actual and potential activity. Therefore, the communicative characteristics of an individual characterize the personality through the prism of its capabilities as a concrete and real participant in joint activity with others determine the effectiveness of this communicative activity (*Hovalesko, 2001*). That is why we can talk about a set of communicative competences of an individual, which is manifested in the formation of certain knowledge, abilities and skills, individual characteristics, value-motivational formations, emotional-volitional sphere, creative qualities, etc. Thus, we define the creative level of development of communicative competences, which reflects a higher level of development of the communicative consciousness of an individual. Therefore, consideration of the process of integration of communicative and creative components into the structure of an individual's self-awareness is overdue. This, in turn, actualizes the creative communication of the individual, as a subject-subject interaction, the necessary condition of which is the awareness of the understanding of a self-worth, unique, free subject, opens to independent activity. Moreover, the reaction to the behavior of others in the process of communication is always mediated by self-awareness, correlated with its reflective "I", as a component of the "I-concept" of the individual. At the same time, integrative, creative and in-depth communication is complete only in integration with communication based on interpersonal principles.

It is significant, that in the process of integration of communicative and creative components, the emotional component of communication plays a big role, and the complex of this component are empathy, immediacy, respect for others, sincerity and openness to the environment (*Hovalesko, 2001*). Thus, communicative culture, its formation in the educational process in institutions of higher education, should be based on certain psychological and social features of the phenomenon of communicative culture. After all, the process of communication, which is considered in the plane of communicative culture, reveals such aspects of communication as interaction, mutual relations and contacts, information exchanges, which, in turn, make up a certain systemic integrity of social, spiritual, psychological and moral-normative education. Therefore, it is important that the definition of communication using the category of culture distinguishes its modern meaning from the technocratic one, according to which communication is considered as a network of channels, through which certain information is transmitted. In this sense, communicative culture is close in content definition to communicative ethics, a system of moral principles, norms and values, which are designed to give humanistic significance to interpersonal relationships (*Pentiluk, 2003*).

It should be noted, that the main groups of competences that give the young generation a chance for success in later life, are defined in the educational environment: (Fig. 1).

It is essential, that communicative culture integrates the creative potential of a person, his versatile abilities, a certain amount of knowledge (in particular, knowledge of psychological patterns of communication, socio-ethical norms, communicative rules, patterns of behavior, social roles, etc.); the set of communication skills and skills, required for the activity; verbal and non-verbal, extra-verbal ways and means of communicative interaction; a system of communicative qualities and emotional and volitional personality properties; a certain level of intellectual and moral development, including the ethical and communicative orientation of the individual in communication, as a system of his views on other people and himself, which encourage self-analysis, self-education and self-development (*Korniaka, 2007*).

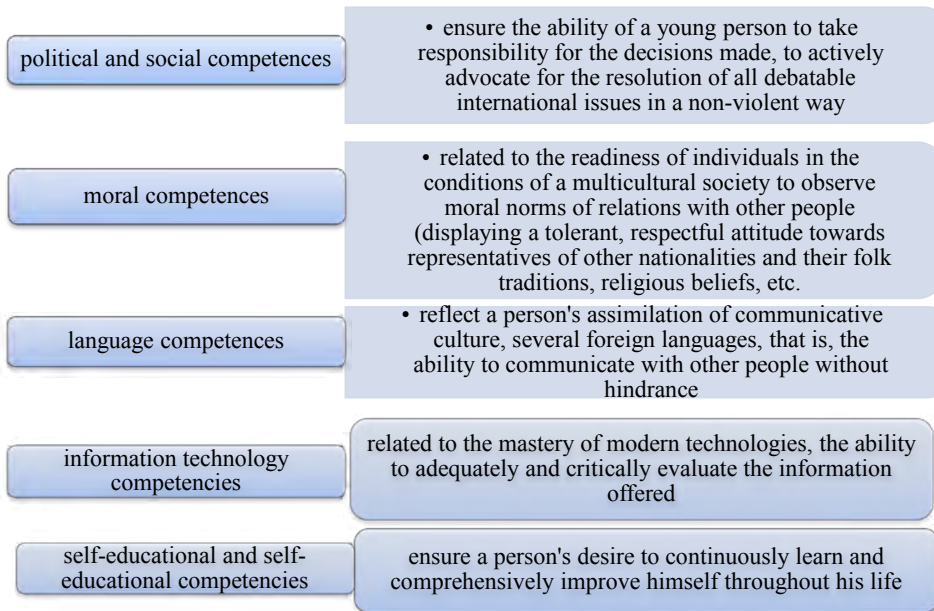


Fig. 1. Key competencies that will help socialization and professional development of the individual

Note, that the process of forming a communicative culture among students involves the development of psycho-emotional, affective-perceptive, emotional-volitional, value-motivational spheres of the personality, its intellectual, creative qualities, which is realized through the expansion of the social circle of communication, through the development of the social-role repertoire of young people, formation of a certain communication experience. In this regard, we can talk about important factors of enriching the experience of communication: the way of interaction acquired as a result of learning characteristic of a certain society; genetic possibilities (development of communication skills) and the influence of the social environment.

Thus, in determining the professional qualities of higher education institutions students, an important place is occupied by their communicative culture as a set of professional qualities, moral values and communicative skills of the future employee, which are realized during communication. This proves the importance of the problem of forming students' communicative culture. After all, education and training of students in higher education institutions of the country is based on the educational ethics of each teacher. That is why communicative culture is a complex multi-component formation. And the formation of communicative culture is a long process, the effectiveness of which is ensured by the coordinated teaching of many humanitarian disciplines. Therefore, in order to build a model of the communicative culture formation of future specialists, it is necessary to identify their communicative potential and its influence on the formation of linguistic personality.

4. Language as a means of self-formation and self-expression of student youth

Communication is a part of the daily work of an employee in any field of activity, when attention is paid not only to his professional, but also communicative qualities. And the communicative culture is based on moral values, which are important in shaping the personality of the future employee. Therefore, the task of higher education institutions is to form a personality capable of communication in various life situations, which has a clear orientation in learning, when language is needed as a means of self-formation and self-expression of the individual.

Therefore, a certain indicator of a person's communicative culture is his attitude towards others, verbal and non-verbal speech, harmonized expression, facial expressions, gestures, postures, assessments, judgments, speech, actions and other characteristics of behavior, which are an external manifestation of emotional states, character traits, as well as a reflection of a person's attitude to events, the surrounding world and other subjects of relationships and to himself.

Another important aspect of the formation of communicative culture concerns the development of the perceptive side of the communication process, where certain age-related dynamics of interpersonal perception of students of non-language majors are revealed, due to the interaction of general age patterns and their individual-typological features. Therefore, we are talking about the sensory modalities of human perception of reality (auditory, visual, kinesthetic), about the understanding of neurolinguistic programming, which is aimed at building algorithms for harmonizing the functions of these modalities, emphasizing at the same time the use of the entire set of verbal and non-verbal (optical-kinetic, paralinguistic, extra linguistic) means (Abramovych, Chikaryova, 2004).

It is essential, that the communicative aspects of an individual's behavior develop in the process of personal communication, where based on the exchange of personal positions of the subjects, their moral and spiritual growth is possible. At the same time, in the sphere of personal dialogical relationships "teacher-student", subjects must always jointly solve a personal (social and moral) problem, the ultimate goal of which is the conscious acceptance by students of a certain moral and spiritual value of teachers. At the same time, such acceptance turns this value into a subjective, meaningful property that acts as an internal regulator of their actions. This allows mentors to carry out significant transformations in the life of young people through communicative interaction, to prepare them to be real subjects of the moral and spiritual culture of humanity (Beh, 2006).

Properly formed communication skills play an important role in avoiding misunderstandings and unpleasant situations during communication, conflicts and disagreements. In modern conditions, a specialist is required to possess a qualitatively new level of knowledge and skills in the field of business communication, since professional success and the effectiveness of professional activity depend on the personality of the specialist, his speech qualities and abilities, knowledge and skills. In the process of professional training of future specialists, general cultural development and moral education occupy a special place. Due to the fact, that not much time is devoted to the study of humanitarian disciplines, which have a significant communicative and educational potential, and today it is necessary to study thoroughly, economically and quickly. It is especially important to use the possibilities of the educational process as productively, as possible in order to learn to think professionally, and then to act.

5. Conclusions

Thus, the formation of a communicative culture among students is ensured by a number of humanitarian disciplines, the mastery of which stimulates their professional self-improvement, motivates the study of disciplines that have significant communicative potential, contribute to the development of correct, logical thinking, the development of the ability to control one's gestures, facial expressions, and master non-verbal means of communication. Also, in order to competently, quickly and promptly understand the psychological state of interlocutors, future specialists need to study psychology. Therefore, in the context of the formation of communicative culture, it is important to create a special scientifically organized pedagogical society, which is distinguished from the usual social environment by higher content and intensity characteristics of joint activity and communication, emotionally and intellectually saturated atmosphere of cooperation and creation. In terms of the practical implementation of conceptual approaches to understanding the essence of communicative culture and the ways of its effective formation among students, we apply basic psychological and pedagogical methods and means of educating communicative culture.

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