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THE CONTENT OF TYPES OF COMMUNICATION IN THE PEDAGOGICAL PROCESS

The article is devoted to the description of various approaches to the interpretation of communication as a complex, multifunctional and multicomponent process. Types of communication are distinguished depending on a number of grounds, signs, criteria.

The article presents the scientific points of view of domestic and foreign scientists on the understanding and definition of the term communication, shows the types of communication, identified with regard to content functional and structural features, taking into account the spatial and temporal characteristics of the communication process, as well as other grounds: by sphere of activity, by degree of mediation, by orientation, by depth of penetration, by types of communication of subjects, by professional characteristics. In addition, the criteria for classifying types of communication are also the nature, goals, forms of expression and direction of communication, etc.

In the light of the global challenges of our time, the problems of remote business communication, including business communication in mentoring activities, are being updated. Within the framework of mentoring, business communication is carried out taking into account certain standards based on the constructivist paradigm, which provides for the implementation of external and internal pedagogical goals.

In the distance format, business communication is aimed both at solving the problems of individual educational trajectory of a particular student («teacher ↔ student»), and at organizing joint collaborative activities of students («teacher ↔ students», «student ↔ students», «students ↔ students»).

Keywords: classification of types of communication, verbal and nonverbal communication, interpersonal and role-based communication, productive (creative) and unproductive (formal), utilitarian and non-utilitarian communication, business communication, mentoring, distance learning.

Introduction

In the last decades of the last century, the problem of communication has been widely studied in psychological science, which allowed a deeper analysis of psychological patterns and mechanisms of regulation of human behavior. One of the important conclusions of the research of those years is the social conditioning of the psyche and lifestyle of the individual, which is reflected in the characteristics of communication, including.

Communication is a complex, multifunctional and multicomponent process. Communication is an object of study of both individual sciences and integrated scientific fields. And, accordingly, the semantic content of the term communication in each of the directions has a specific spectral component – linguistic, pedagogical, psychological, etc. Teachers, psychologists, linguists, sociologists, as well as specialists in related fields make attempts to give a universal definition to this multifaceted phenomenon, represent phase characteristics communication, list the main features.

All the experience gained allowed scientists to classify communication depending on a number of features.

Materials and methods

The basis for distinguishing types of communication is the content, structure and functions of communication.

In addition to content and functional-structural, there are other bases of classification: by place, by time, by sphere of activity, by degree of mediation, by orientation, by depth of penetration, by types of communication of subjects, by professional characteristics, etc. [1], [2].

The criteria for classifying types of communication are also the nature, goals, forms of expression and direction of communication. For example, by the nature of communication is divided into productive (creative) and unproductive (formal); by goals – on utilitarian and non – utilitarian; by orientation – on humanistic and manipulative; by forms of manifestation – on direct and indirect, formal and informal; by the degree of sincerity – on open and closed; by spheres of activity – business, family, sports [3; 245].

Results and discussion

A number of researchers of the phenomenon of communication to the classification criteria include the content of communication, the purpose of interaction of participants, forms and formats of communication, means of transmitting information, time of communication, etc. [4] – [8].

In terms of content, communication has aspects: material (exchange of objects and products of activity), cognitive (exchange of knowledge), conditional

(exchange of mental or physiological states), motivational (exchange of motives, goals, interests, needs), activity (exchange of actions, operations, skills).

In material communication, subjects exchange the products of their individual activities to meet their needs.

When people communicate in a conventional way, they influence each other, either physically or mentally. For example, communication in order to raise / spoil the mood, excite or calm each other. In other words, in conditioned communication, the subjects of communication have a certain impact on each other's well-being.

The content of motivational communication is the transfer of certain motivations, attitudes, or readiness to act in a designated direction to each other. For example, one person wants to ensure that another has a certain desire to appear or disappear, so that someone has a certain attitude to action, a certain need is actualized. Cognitive and activity-based communication is associated with various types of cognitive or educational activities of a specific purpose. In this case, the subjects perceive, process, transform, use information of developing potential, expanding the horizons, improving the abilities of a person.

According to the goals, communication is divided into biological and social in accordance with the needs of the subjects of communication. Biological communication is the communication necessary for the maintenance, preservation and development of the body. It is related to the satisfaction of basic organic needs. Through social communication, the goals of expanding and strengthening interpersonal contacts, establishing and developing relationships, and personal growth of the individual are realized. Depending on the biological and social needs, communication is divided into non- and business, personal, instrumental, etc.

Business communication is realized in the joint productive activity of people and has a set of goals for a specific end result of this activity. Its content is the external, functional aspect of people's life, and not the problems of the inner world. Business communication takes place at school when the teacher communicates with students in the classroom, during extracurricular and extracurricular work with children, during meetings, planning sessions, industrial meetings, and performing joint work. It does not affect the inner world of the participants in the communication, and the content of such communication is production issues.

Non-business (personal) communication is associated with solving internal psychological problems: resolving internal conflict, actively discussing what is happening around you, expressing your attitude to it, searching for the meaning of life and so on.

Personal communication is centered around psychological problems of an internal nature, the interests and needs of the subjects of communication, which deeply and intimately affect the person's personality; the search for the meaning

of life, determining their attitude to an authoritative person, to what is happening around them, the resolution of any internal conflict.

Instrumental – communication is not for the sake of communication, it has a specific purpose, other than getting satisfaction from the act of communication itself.

Targeted communication is a communication that focuses on achieving a specific goal, a specific need, especially the need for communication.

There are also interpersonal and mass communication. Interpersonal communication is associated with direct contacts of people in groups or pairs that are constant in the composition of participants. Mass communication is a set of direct contacts of strangers, as well as communication mediated by various types of mass media. The development of technology has led to the appearance of various means of transmitting information over significant distances, to the simultaneous perception of it by large masses of people.

Information transmitted by such channels as radio, television, and the press is characterized by one-sidedness. The content of mass communication is the prevailing worldview, ideological attitudes, assessment of social phenomena, display of cultural values, entertainment.

There are also interpersonal and role-based communication. In the first case, participants in communication are specific individuals who have specific individual qualities that are revealed in the course of communication and organization of joint actions. In the case of role communication, its participants act as carriers of certain roles (buyer – seller, teacher – student, boss – subordinate).

In role communication, a person loses a certain spontaneity of his behavior, since certain of his steps and actions are dictated by the role played. In the process of such communication, a person manifests himself not as an individual, but as a certain social unit that performs certain functions.

By the nature of the flow of communication can be confidential and conflict. The first one differs in that it transmits particularly significant information in the format of understanding and response. Trust is an essential aspect of all kinds of communication, without which it is impossible to carry out negotiations to resolve intimate issues. Conflict communication is characterized by mutual opposition of people, the expression of displeasure and distrust.

According to the time of communication, it can be short and long. The time of communication has an impact on the nature of communication. It is a kind of catalyst for content and communication methods. Short-term communication (within a single topic and a period of time of several hours) with a stranger is different from the act of communication with a friend. If it is of a business nature,

then communication with an unknown person unfolds in two plans. On the one hand, it is aimed at solving the problem, on the other – at knowing this person.

Short-term communication creates the first impression of each other. The first impression of a person can be biased, inadequate, as it is based on external or random signs. However, for many people, the first impression is very strong, and therefore persists for a long time. As a result, it can both facilitate and hinder communication at the initial stage.

Long-term communication makes it possible to understand each other better, to understand each other more deeply. This is the way to mutual understanding, but, however, with long- term communication, the opposite effect is possible – a state of mutual acceptance, mutual saturation (usually in closed, isolated groups).

By means and methods of organization, communication can be direct and indirect. «Direct» communication – face-to-face communication, in which each participant perceives the other and makes contact using all the means at his disposal. In direct communication, several channels are used for feedback, so the subjects of communication can receive information about the acceptance/rejection of the content of communication by the other party, the reaction to it through the channels of natural organs: vision, hearing, speaking, tactile sensations (eyes, ears, hands, trunk, vocal cords, etc.).

Indirect communication is communication involving third parties, mechanisms, and things. The participation rate of «intermediaries» included in the communication may be minimal and significant. For example, in a telephone conversation, mediation is minimal: the subjects of communication hear each other, but cannot touch each other.

In direct communication, subjects come into personal contact and direct perception is realized during conversations between people with each other, through bodily contacts, when they see and directly react to each other's actions. In indirect communication, contacts are made with the participation or through intermediaries-third parties (negotiations between conflicting parties at various levels: family, household, collective, etc.).

Depending on the use/non – use of language as a means of communication, there are verbal and non – verbal communication. Any information is transmitted using sign systems. In the communicative process, when using language and speech as a sign system, we are talking about verbal communication: gestures, facial expressions, ceremonial actions and other non-verbal sign systems are related to non-verbal communication.

G. M. Andreeva emphasizes that communication and information exchange are possible not only through speech, but also through other sign systems, which together make up the means of non-verbal communication [9; 92].

Modern social psychology offers a complete scheme of all sign systems used in nonverbal communication. The main ones are as follows: 1) optical-kinetic; 2) para - and extralinguistic; 3) space organization; 4) visual contact.

The optical-kinetic system of signs includes gestures, mimicry and pantomime. In general, this system is a perceived property of general motor skills (hands – gestures; face – mimicry; poses – pantomime). This «general motility of various parts of the body reflects the emotional reactions of a person, so that communication becomes nuanced. These nuances are ambiguous when using, for example, the same gestures in different national cultures» [9; 93].

Paralinguistic and extralinguistic sign systems are complexes that transmit additional «meanings», «additives» to verbal communication. The paralinguistic system is a system of vocalization, i.e. the timbre of the voice, its range and tonality. Extralinguistic system – inclusion pauses in speech as well as other means, for example: coughing, crying, laughing, and finally, the pace of speech [9; 93–94].

Proxemics is a special field that deals with the norms of spatial and temporal organization of communication. Communication is called proximal, which is carried out in a certain time mode through a special arrangement of people in space relative to each other.

Yu. S. Stepanov, a linguist who deals with the problems of ethnically determined language picture of the world, notes the peculiarities of national and cultural perception of space: «the treatment of space is a certain normalized aspect of human behavior», ... we note that people brought up in different national cultures treat it essentially differently, in accordance with the «patterns» adopted in their country, as the American researcher E. T. Hall said [10; 9].

Promising areas of research are visual communication («eye contact») as a component of non-verbal communication and anonymous communication. Anonymous – communication of people unfamiliar with each other and role-playing communication of those who see each other for the first time (passengers in transport, pedestrians on the street, shoppers in stores, etc.). The style of anonymous communication is formal with a focus on universal values and ethno-cultural rules of etiquette (taking into account a number of amendments to gender, age, position, condition, etc.). The nature of anonymous communication is role-playing. Anonymous communication is actually a pre-communication, or «quasi-communication», which has the internal potential to develop into a full-fledged communication.

The game form of communication, including «game communication with the participation of a computer» affects the flow of communication processes both from the formal and from the content side. Modern information and communication tools with a unique set of ways to organize communication in general has a number

of features: lack of visual contact, superficial nature of communication, possible negative impact on the psyche, information overload.

Let's take a closer look at the aspects of business communication in education at the present stage.

Business communication, which is implemented in the joint productive activities of teachers, within the framework of mentoring, has a great potential to achieve a specific end result of this activity. In the conditions of updating the content of education (96 % of students switched to the updated programs) in the Republic of Kazakhstan, the problems of adaptation of young and novice teachers of educational organizations are solved through the mentoring institute [11], [12].

Business communication within the framework of mentoring is conducted in accordance with the following standards:

– usefulness, efficiency (focus on specific needs of the educational environment);

– feasibility (realistic goals, cost – effective planning and implementation);

– correctness (compliance with legal and ethical standards);

– accuracy and objectivity (collection, receipt and use of reliable, adequate data, compliance with scientific criteria for quantitative and qualitative analysis of incoming information, validity of conclusions and planning of subsequent practice).

Business communication in the practice of mentoring is conducted within the constructivist paradigm, which includes the implementation of external pedagogical goals (identifying the quality and degree of implementation of mentoring, conducting a comparative analysis before and after intervention activities, determining the expediency of spending resources and funds) and internal pedagogical goals (conducting a systematic analysis of the quality of the mentoring process, increasing the level of self-reflection of young and novice teachers, their scientific and methodological training). Forms and methods of business communication used in the framework of mentoring – consulting, observation, training, coaching, professional conversations, interviews, questionnaires, SWOT and other types of analysis, reports and reflexive essays.

In the light of the global challenges of our time, the problems of business communication in the distance format are being updated in the education system of our country, in which the roles of both teacher and student are changing. Virtual teacher / teacher in distance learning is, first of all, the author of an adapted distance course of fundamental or applied discipline, which includes the content of training and monitoring materials and a package of organizational documents. A virtual teacher is a competent «rapid response» consultant – an additional, compensating source of information, able to organize and conduct on-line consultations and forums at a high level; it is an experienced coordinator – instructor who actively

participates in the educational trajectory of the student; it is an organizer of discussions, brainstorms, and teleconferences; it is, finally, a thoughtful reviewer who not only evaluates the student's work, but can understand the «missing» elements and give correct recommendations for improving the quality of the completed task. A student who is receiving distance education is, first of all, an active subject of the educational process, whose activities are aimed at perception, processing of information, analysis and understanding of the material, awareness of difficulties, forecasting the issue, searching for answers to questions and identifying possible solutions to problems. Therefore, the achievement of educational goals in distance learning is more related to the activities of the student. In this way, business communication is implemented teacher ↔ student, aimed at solving the problems of individual educational trajectory of a particular student [13], [14].

However, within the framework of the distance communication format, it is also possible to organize collaborative activities of students, which requires a high degree of motivation to jointly search for solutions to the established educational tasks. The activity of students in this case is associated with the implementation of the educational dominant - the use of an expanded information fund with the ability to vary the material and its practical application [15]. In other words, as a result of interactive activities, the participants of the collaborative group, who are involved in the process of actively comprehending text, graphic, etc. information, they work together in the mode of support for making important decisions or presenting applications to completed tasks evaluated by the teacher as part of «teacher ↔ students», «student ↔ students», «students ↔ students».

Conclusions

Thus, the aspects and sides of communication are diverse, therefore, inventory and unification of criteria for creating a single, universal classification is an urgent problem. The development of criteria parameters taking into account the properties, sides and functions of communication will become the basis of a model of typological classification of communication, which will reflect the integral content and essence of communication.

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ПЕДАГОГИКАЛЫҚ ҮДЕРІСТЕГІ ҚАРЫМ-ҚАТЫНАС ТҮРЛЕРІНІҢ МАЗМҰНЫ

Мақала күрделі, көпфункционалды және көп компонентті процесс ретіндегі қарым-қатынасты интерпретациялаудың әртүрлі

тәсілдерін сипаттауға арналған. Қарым-қатынас түрлері бірқатар негіздерге, белгілерге, критерийлерге байланысты белгіленеді.

Мақалада отандық және шетелдік ғалымдардың қарым-қатынас терминінің анықтамасы бойынша көзқарастары берілген. Қарым-қатынас процесінің кеңістіктік-уақыттық сипаттамаларына, мазмұндық және функционалдық-құрылымдық ерекшеліктеріне қарай, сондай-ақ басқа да негіздерге байланысты: қызмет саласы бойынша, жанама дәрежесі бойынша, бағыты бойынша, ену тереңдігі бойынша, субъектілердің қарым-қатынас түрлері бойынша, кәсіби сипаттамалары бойынша анықталған қарым-қатынас түрлері көрсетілген. Сонымен қатар, қарым-қатынас түрлерін жіктеу критерийлері: қарым-қатынас сипаты, мақсаты, түрлері және бағыты болып табылады.

Қазіргі заманғы жаһандық сын-қатерлер аясында қашықтық форматтағы іскерлік қарым-қатынас, соның ішінде тәлімгерлік қызметтегі іскерлік қарым-қатынас мәселелерінің өзектілігі еселене түседі. Тәлімгерлік шеңберінде іскерлік қарым-қатынас сыртқы және ішкі педагогикалық мақсаттарды іске асыруды көздейтін конструктивистік парадигма негізінде, белгілі бір стандарттар негізінде жүзеге асырылады.

Қашықтықтан іскерлік қарым-қатынас нақты білім алушының жеке білім беру траекториясының міндеттерін шешуге («оқытушы ↔ студент»), сонымен қатар білім алушылардың бірлескен іс-әрекетін ұйымдастыруға бағытталған («оқытушы ↔студенттер», «студент ↔ студенттер», «студенттер ↔ студенттер»).

Кілтті сөздер: қарым-қатынас түрлерін жіктеу, вербалды және бейвербалды қарым-қатынас, персонааралық және рөлдік қарым-қатынас, өнімді (шығармашылық) және өнімсіз (формальды), утилитарлық және утилитарлық емес қарым-қатынас, іскерлік қарым-қатынас, тәлімгерлік, қашықтықтан оқыту.

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СОДЕРЖАНИЕ ВИДОВ ОБЩЕНИЯ
В ПЕДАГОГИЧЕСКОМ ПРОЦЕССЕ

Статья посвящена описанию различных подходов к интерпретации общения как сложного, полифункционального и многокомпонентного процесса. Виды общения выделяют в зависимости от ряда оснований, признаков, критериев.

В статье представлены научные точки зрения отечественных и зарубежных ученых на понимание и определение термина общения, показаны виды общения, выделенные с учетом содержательных и функционально-структурных особенностей, с учетом пространственно-временных характеристик процесса общения, а также с учетом других оснований: по сферам деятельности, по степени опосредованности, по направленности, по глубине проникновения, по типам общения субъектов, по профессиональным характеристикам. Кроме того, критериями классификации видов общения также являются характер, цели, формы выражения и направленность общения и др.

В свете глобальных вызовов современности актуализируются проблемы делового общения дистанционного формата, в том числе делового общения в наставнической деятельности. В рамках наставничества деловое общение осуществляется с учетом определенных стандартов на основе конструктивистской парадигмы, предусматривающей реализацию внешних и внутренних педагогических целей.

В дистанционном формате деловое общение нацелено как на решение задач индивидуальной образовательной траектории конкретного обучающегося («преподаватель ↔ студент»), так и на организацию совместной сотруднической деятельности обучающихся («преподаватель ↔ студенты», «студент ↔ студенты», «студенты ↔ студенты»).

Ключевые слова: классификация видов общения, вербальное и невербальное общение, межперсональное и ролевое общение, продуктивное (творческое) и непродуктивное (формальное), утилитарное и неутилитарное общение, деловое общение, наставничество, дистанционное обучение.