

навантажень та розумова діяльність. Студенти експериментальної групи за поставленими їм умовами повинні були протягом 8 днів спати в такому режимі: перша доба – 8 годин; друга доба – 6; третя доба – 8 (відновлення); четверта доба – 4; п'ята доба – 8 (відновлення); шоста доба – 2; сьома доба – 8 (відновлення); восьма доба – ніч без сну. Студенти контрольної групи повинні були спати по 8 годин протягом п'яти днів. Результати експерименту виявили, що в порівнянні з групою контролю усі досліджувані показники студентів експериментальної групи знизились, а саме: слухова пам'ять на 27,9%; зорова пам'ять на 17,9%; коефіцієнт розумової діяльності на 10,4%; швидкість реакції на 7,8%; резистентність до фізичних навантажень на 21,2% [2].

Нагальною потребою є адаптація технологій селф-менеджменту до умов освітнього середовища і розробка ефективних методик ознайомлення і впровадження їх в життя учнів і студентів.

Література:

1. Навыки будущего. Что нужно знать и уметь в новом сложном мире. Future Foundation: веб-сайт. URL: https://worldskills.ru/assets/docs/media/WSdoklad_12_okt_rus.pdf (дата звернення 20.11.2020).
2. Толстой В. А., Масюк Д. М., Савилина Е. О. Влияние депривации сна на некоторые функциональные показатели организма человека // Естественные и математические науки в современном мире. 2014. № 22. URL: <https://cyberleninka.ru/article/n/vliyanie-deprivatsii-sna-na-nekotorye-funktsionalnye-pokazатели-organizma-cheloveka> (дата звернення: 22.10.2021).

FUNCTIONS OF PROFESSIONAL COMMUNICATION

Stukalo O. A.

*Senior Lecturer of Philology Department
Dnipro State University of Agriculture and Economics
Dnipro, Ukraine*

The process of communication depends on the professional role of the teacher, who programs a certain pattern of social, professionally oriented behaviour ("teacher – student"). In this regard, of particular importance is his ability to diversify the role of professional positions, get rid of "masks", to take on the role of another.

Tactical functions of professional and pedagogical communication (functions-means). Their implementation is subject to the overall

communication strategy. Each of these functions performs a corresponding instrumental role:

– informative function of professional and pedagogical communication: ensuring full exchange of messages, i.e. reception, transmission of information (about new knowledge and properties, features of objects and environmental phenomena, technologies and norms of specific communication activities, models, strategies, technologies of communicative behaviour, pedagogical tools communication, etc.), perception, understanding of its content; selection of adequate verbal and non-verbal means of conveying the content of information; formation of personal, emotional and value attitudes to information in the subjects of communication; understanding of the internal state of the partner in pedagogical communication; holistic analysis of the process of pedagogical communication on the basis of the formed system of knowledge, study, awareness and analysis of their communicative abilities, skills;

– expressive function of professional and pedagogical communication: providing accessible, interesting, emotionally expressive and vivid transmission of information, the formation of appropriate communication skills, stimulating the partner the necessary emotional states (“exchange of emotions”).

The teacher’s influence on the student’s emotional sphere can be so significant that his views and ideas, reinforced by emotions and experiences, in some circumstances can encourage creativity, search, in others – to fill the student’s consciousness, deprive him of the ability to rational analysis;

– meaning and forming function of professional and pedagogical communication: introduction of meaning in all aspects of communication, disclosure of universal, general cultural meanings, professional and individual significance of communicative actions;

– diagnostic function of professional and pedagogical communication: ensuring the effectiveness of communication, which depends on the degree of mastery of its subjects (including teachers) information about the state, level of knowledge, education, development of communication partner, the degree of his awareness, willingness to share information. It provides constant feedback, which allows you to “read” and analyze information, characterize emotional and volitional states through their external manifestations, see the discrepancy between non-verbal communicative acts and their psychological content, draw certain conclusions;

– individualization function of professional and pedagogical communication: approval of uniform standards and rules of work with information, satisfaction of individual features of demand for information depending on abilities, interests, desires, potential possibilities of subjects of communication by use of various sources of information, artificial means of its storage and transfer, development of its forms;

– motivational function of professional and pedagogical communication: finding ways to transfer the partner from communication to the position of the subject, encouraging him to activity, directing to certain communicative actions, self-realization through verbal, non-verbal means of communication, use of telecommunications technologies to transmit and receive information;

– prognostic function of professional and pedagogical communication: anticipation of possible communication barriers during information exchange, changes that may occur with the subject of communication, analysis of their trends, modelling of the next communication process (content planning, choice of means, communication technologies based on content and the purposes of interaction, in particular educational, upbringing);

– culturological function of professional and pedagogical communication: opening opportunities for communication participants not only to demonstrate the level of culture of oral and written speech, non-verbal manifestations, knowledge of etiquette, but also to take a model, imitate personally significant features of behaviour, pronunciation of communication partner;

– psychotherapeutic function of professional and pedagogical communication: the use of means of communication (verbal, non-verbal) in order to provide psychological assistance, conflict prevention, levelling or compensating for their negative effects.

Operational functions of professional and pedagogical communication (functions-receptions). These functions are revealed in the process of realization of tactical goals, which, as a rule, are connected with the corresponding communicative strategy:

– function of measurement and evaluation in professional and pedagogical communication: search, improvement of forms and techniques of measurement (determination of values) of indicators important for pedagogical communication (level of formation of communicative skills, availability of communicative abilities, criteria for assessing quality and quantity of information), decoding, receiving information) and their evaluation (formulation of conclusions about the state of processes, events, phenomena on the basis of certain generalizations);

– methodical function of professional and pedagogical communication: correlation of the purpose and means, techniques of pedagogical communication with its results, definition of their efficiency, conformity of communicative activity to normative standards, revealing of lacks in construction of process of pedagogical communication, forecasting of its development, development of new strategies and tactics of communicative activity and the subject of communication;

– management function of professional and pedagogical communication: management of communicative activity of communication subjects, information flows; prevention of difficulties that arise in the transition of information from external to internal subjects of communication, as well as due

to distortion of information in indirect pedagogical communication. This necessitates knowledge of information flows (“teacher – student”, “student – teacher”), the subjects of pedagogical communication, the ability to analyze information flows, find the causes of their non-identical transitions, ways to adjust and use them;

– function of coordination of professional and pedagogical communication: mutual orientation, coordination of actions of subjects of communication for the purpose of the organization of joint communicative activity;

– contact function of professional and pedagogical communication: establishing contact (the state of mutual readiness of the subjects of communication to direct or mediated by electronic means of receiving and transmitting messages); activation of the desire of the subjects of communication to contact each other and with the initiator of communication; creating conditions for learning about the personal qualities of communication partners; organization of common experiences; creating a positive, favourable atmosphere;

– self-affirming function of professional and pedagogical communication: awareness of the subject of communication of his own “I”, a sense of personal significance, the formation of adequate self-esteem, the level of claims of the individual;

– formative function of professional and pedagogical communication: external design of verbal expressions, non-verbal manifestations depending on the features, conditions of communication, personal qualities of its subjects.

Knowledge of functions, focus on the multifunctionality of professional and pedagogical communication allow teachers to organize their own communication as a holistic multifaceted process, to find it multiple meaning (educational, developmental, etc.), understanding its variability (lack of rigid determination of models, tactics, styles and means of communication), integrativity (each communicative act is a projection of many systems), multilevel (the need to stimulate the activity of the subject of communication, self-control and self-assessment of communicative activities, correlate their actions with the actions of the interlocutor, analyze, adjust, predict further communicative activities, etc.).