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INCREASING THE EFFECTIVENESS OF LYCEUM STUDENTS' SPOKEN COMMUNICATION

The article outlines the factors that are important for effective oral communication. It focuses on various approaches and views presented by domestic and foreign psychologists and educators on the research problem. It defines the semantic field of the concept "communication". The article also reveals the public role of language and the functions that are implemented while the person speaks as well as the factors of communication development and the ways of its improving. The theory of speaking activity is analyzed, according to which the speaking activity assumes the presence of such components as the motive (what the person speaks for); the goal (what results of communication they want to achieve); the structure. It is proved that keeping to objective and general conditions (a unified system of codification and decoding of information), as well as the general vocabulary of communication participants contribute to increasing the effectiveness of oral communication. Linear models of effective communication, their positive aspects and drawbacks have been analyzed in the article. The attention is focused on the importance of mastering them by lyceum students as they are vital in the process of socialization, as well as on the didactic opportunities in high school to improve the effectiveness of spoken communication of lyceum students.

Keywords: intercourse; communication; speaking activity; communication models; aspects of communication; communication functions; spoken genres; lyceum students.

Problem statement. Scientists of different industries are unanimous in the fact that communication is the main way for individual to exist, the main condition for their training and education as well as their development and formation as a citizen in the modern world. The main task of the language teacher is to teach student to communicate efficiently. S. Rubinstein noted the importance of communication calling it "a necessary condition for any human activity [6]."

The relevance of work is oriented on increasing the efficiency of lyceum students communication is conditioned by requirements to be more open to the perception of new communication experience for successful social adaptation in society, to work in a team where effective communication plays a decisive role, to receive information from various sources, to constructively solve increasingly complex tasks and respond to adult challenges.

Lyceum students while studying the peculiarities of linguistic units and their functioning according to the situation of communication and communicative tasks, as well as mastering the innovative theoretical information about spoken genres, learn how to direct communication on establishing friendly relations and prevent conflict situations, to maintain the corresponding that is skillful and reasonable, to express congratulations, sympathy, offer, agreement / disagreement, warning, presentation, conversation, telephone conversation, apology. It is the development of communication skills aimed at increasing the effectiveness of communication in connection with the assimilation of the introduced speech genres that special attention is paid to in the program on the Ukrainian language for high school.

The analysis of recent research and publications on the problem. There are many definitions of communication. In the 1970s F. Dance analyzing the definitions of communication in his article recorded 95 definitions and grouped them into 15 categories [17]. The Polish researcher H. Valinsky de Hackbeili in her doctoral thesis "The concept of communication in the American theory of mass communication" [19] recorded more than 200 definitions found in American literature and identified their 18 semantic (meaningful) categories. The Polish communicator T. Goban-Klas in his manual "Mass Media and Mass Communication" provides seven typical definitions of communication such as communication as transmission (transforming) of information, ideas, emotions, skills; communication as an understanding of others, when we also want to be understood (communication as understanding); communication as an influence on people with the help of signs and symbols; communication as an association (community creation) using language or signs; communication as interaction with the help of symbols; communication as an exchange of meanings between people who have common perception, aspirations and attitudes; communication as a component of the social process, expresses group norms, implements public control, distributes roles, provides coordination of efforts, etc. [18].

Scientific literature provides a lot of interpretations of the term communication. Researchers choose different interpretation keywords that determine the essence of the definition, namely: communication as a mechanism to ensure the existence and development of human relations (C. Cooley), communication as a social combination of individuals using language and signs, the establishment of universally valid sets of rules for various purposeful activities (C. Cherry), communication as an act of sending information from the brain of one person to the brain of another person (P. Smith, K. Barry, A. Pulford), communication as a specific exchange of information, the process of transferring emotional and intellectual content (A. Zvehintsev, A. Panfilov) and etc. Having analyzed these definitions, we conclude that they do not contradict each other, but are only complementary. In fact, each definition covers a certain aspect of the phenomenon, contributing to a deeper understanding of the essence of communication. The idea of relation in communication is dominant, that has led to widespread use of this term.

The psycholinguistic aspect of language communication study is widely highlighted in the works of L. Vyhotsky, P. Halperin, M. Zhinkin, I. Zymnia, H. Kostiuk, A. Leontiev, Yu. Lotman, S. Rubinstein, L. Shcherba, L. Yakubinskyi, etc. The modern works of H. Pocheptsov, O. Selivanova, H. Onufriienko, A. Chernevych, A. Yashenkova substantiate the relevance of studies related to the nature of communicative processes, the levels of communicative culture, the selection of speech behavior models for different communication conditions. Our study has focused on such communication functions as the exchange of information, achieving mutual understanding and providing interaction which becomes especially relevant at the final stage of students' education, when future socialization is taken into account. Such communication strategies as identifying the position of the interlocutor, achieving mutual understanding and providing the interaction are also in our field of vision.

The purpose of the article is to identify and to justify the psychological factors that are important for the process and for the result of lyceum student's oral communication.

Presentation of the main material. The end of the 1960s and the beginning of the 1970s is characterized as the so-called era of the "communicative revolution" in the field of psycholinguistics. At that time, psychologists (A. Leontiev, A. Luria, L. Bozhovych, P. Halperin and others) started to actively explore various aspects of the communication process as a type of human interactive activity. In contrast to the traditional understanding of its essence (as the transmission of an encoded message from one individual to another), A. Leontiev proposes an "activity-oriented" approach, according to which communication is considered as a special type of activity with its particular characteristics of activity (structural, integrity, pragmatic aspect). Scientists find out that the mechanism for mastering speech is identical to the mechanism for mastering any activity. Since it is possible to master any activity only practicing it and being involved into the process, then you can master a speech only in the process of communication.

As a result of a long scientific research, A. Leontiev developed the theory of speech activity, according to which speech activity, like any other, assumes the presence of the following components: motive (why a person speaks) the goal (what they want to achieve as a result of communication); structure.

S. Rubinstein believes that the motive can be defined as a more or less conscious impulse to action, which leads to a specific goal [6]. Considering motivation as a necessary component of speech activity means that unmotivated learning of speech activity has no psychological content.

The structure of speech activity (according to A. Leontiev) includes speech actions and speech operations (orthoepic, lexical, morphological, syntactic), therefore, the scientist considers speech as a set of motivated speech actions (which are based on speech operations), have their own intermediate goal that is subordinated to the ultimate goal of activity [3].

According to the theory of speaking activity, the communication process has several stages and speakers need appropriate abilities and skills to achieve them. The first stage relates to the orientation in a communicative situation, involves understanding the external situation of communication, its goals and the interlocutor's personality. To carry out speech activity at this stage, we focus on the purpose of communication, the ability to orientate in the terms of communication and analyze them.

The second stage involves considering the content of the future statement and usually happens unconsciously, depending on the purpose of communication.

The third stage is called the implementation stage and relates to the choice of specific language tools that are appropriate to the situation and content of the statement, and of the performance of certain speech operations and actions. According to the fact that the process of communication is a two-sided process, the fourth step is to monitor the effectiveness of the utterance while the feedback comes in sight. The speaker checks if the means of expressions were successfully chosen to achieve the goal of communication, because they must be able not only to objectively express their thoughts in words, but also to do this in the only appropriate way or choose from the variety of possibilities the one that is the closest to optimum [11].

So then, the speech activity is also the process of using linguistic means during the acts of communication: during perception, understanding and production of coherent statements. It is important to bear in mind that the process of communication itself involves a focus on the use of language units to meet the needs of communication. Let us consider the effective terms of communication that are important for lyceum students when they study to make dialogues. Among the objective and more general conditions a common language (a unified system of codification and decoding of information) should be considered, as well as a common vocabulary among participants in communication. E. Melibruda names three factors of effective communication: the reliability of the communicator, the intelligibility of their message and the consideration of feedbacks regarding how correctly they were understood. The most important

factor is the reliability of the communicator, which determines the degree of trust the recipient feels to what they are informed about. It has been experimentally proved that people rated as reliable by their partners had the significant potential to influence interlocutors. Obviously, certain actions of the communicator can increase their reliability from the recipient's point of view and due to this the degree of confidence in communication increases. The second condition for effective communication relates to the clarity of the message. It is necessary to take into account the ability of the recipient to understand the message. The age and the gender of the recipient matter because children and adults, men and women perceive information in different ways. The effectiveness of communication increases if you are incoherent and articulate and can avoid uncertainty, vagueness, excessive breadth, ambiguity.

The third condition for effective communication is related to feedback consideration, namely:

1. You should focus your comments on the characteristics of the student's behavior, and not on their personality, you should talk about specific actions, and not about your thoughts who the student is.

2. You should talk more about your observations, about what you heard, saw, perceived with the help of the senses, and not about your conclusions. It is better to provide real facts, and the partner can draw conclusions themselves.

3. You should avoid evaluations and disapproval, it is better to speak frankly, taking responsibility for your own feelings, calling them directly, you should avoid hiding behind the grades.

4. You should focus on recent events that are fresh in the partner's memory, rather than on the ghostly stories of the past.

5. You should avoid giving advice, it is better to express your thoughts, exchanging views with a partner. Then they have the right to decide how to use the information received [5].

The above-mentioned information determines the need to research the problem of the psychological background development for effective communication, taking into account the informational, interactive, behavioral aspects of communication.

Within the informational aspect of communication, the range of psychological problems associated with the transmission and reception of messages is expanding. Information flows are constantly growing and nourishing human communication. At the same time, they encourage the social progress. In communication channels the information is encoded, takes the form of signs or group of signs (messages of words, gestures, etc.), that have quite specific meanings. The natural and conditional languages contain the system of signs, through which the process of communication takes place.

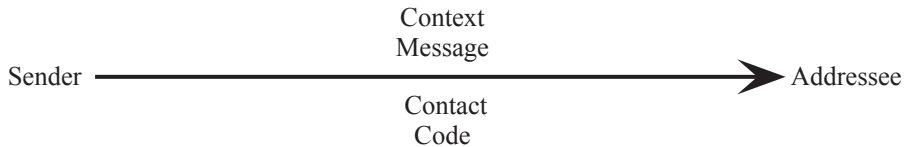
The interactive (behavioral) aspect of communication is aimed to coordinate the internal and external contradictions in the positions of partners. Because of the behavior, a person's desire for certain values is revealed, the motivating forces appear that regulate the relationship of partners in common activities. Settings of all kinds are formed at the subconscious level, so it is rather difficult to coordinate them in a rational way.

According to scientists, the positive development of communication is facilitated by the compatibility of partner settings.

It should be noted that scientists have created a significant number of models representing the structure of communication with all possible parts. In particular, the model of linear speech deployment was proposed in 1948 by American scientist Harold-Dwight Lasswell (1902-1978). It deploys from a motive that encourages the addresser to start communication, to the effect obtained by the addresser in communication. The scientist identifies the following process steps: Who is speaking? What do they say? Which communication channel is used? Who are they talking to? What is the result? However, in this model, the interactivity of the participants in communication is ignored, in particular the aspect which predicts a change in the position of communicators (the sender becomes the addressee and vice versa) [2, p. 52].

K.-E. Shannon model is focused on telephone communication and takes into account the technical side of the problem. This model considers the presence of communicative noise caused by external factors, in particular by the communication channel. As well as in the Lasswell model, the communication process here is presented as one-way directed process, from the source of information to its addressee [2].

While modeling the processes of communication, R. Jacobson focused primarily on the personalities of the participants in communication and the means of language that they use in interaction. However, the communication process is also one-sided:



The presented model is interpreted as follows: the sender, using the means of the language code, formulates a message with the help of which, within the specific context, he makes contact with the addressee [10].

It should be noted that in practice one of the components of communication can claim the main place of communication. Considering this fact, R. Jacobson created one of the most comprehensive classifications of interpersonal communication functions.

The emotive function means relying on the recipient. The personality of the speaker, his/her inner world is mostly reviled. This function also encourages the person who perceives the information to emotionally assess and percept the speaker's feelings and intentions.

According to the abstract (marking) function, the main attention is paid to the object of speech. The speech is directed in to the real (or perceived as real) world, when the participants in communication "attach" their messages to objects of activity.

A connotative (influential) function means the influence the addresser has on the mental and emotional spheres of the addressee through an order, request, prompting, using the vocal form of the language code, varying the effectiveness of his message etc.

The metalinguistic function relies on code. It involves the disclosure of the word and sentence meaning and answers the questions: "What does this word mean? What do you mean by using this expression?" etc. This function is based on the scientific analysis of the language.

Phatic (contact-establishing) function is based on the context, establishing and maintaining the contact between interlocutors. Conversations about the weather, at the festive table, small talks, etc. belong to this category [2, p.54].

Yu. Lotman's model is a variant of R. Jacobson's modified model. Yu. Lotman did not agree with Jacobson's interpretation of the "code" concept. In his opinion, the code has no history, it is not immersed in culture, in the memory of generations. Communication in this model appears as a translation from "language" to "language" in the dialogue of individuals.

However, the considered linear models of communication represent the communication as one-way process from sender to recipient and only partially cover the features of the communication process, as they do not take into account all important factors for real communication.

Interactive models of communication (M. Bakhtin, R. Bart, H. Shtept, etc.) assume the activity of all participants in communication. However, these models do not sufficiently differentiate communication channels, do not take into account psychological and social factors that affect the course of interpersonal communication.

Transactional model of communication describes a process when people create relationships, interact with each other. The most popular model is proposed by the German

linguist Wilbur Schramm. The scientist explains communication as a constant informational, psychological, emotional settings of communicants on each other, when both the addresser and the addressee do not change places, but perform their functions simultaneously [2].

It is worth noting that communication models (generalized theoretical concepts that reproduce the structure and functions of the object under study) can be considered as a type of social interaction that satisfies various needs of expressing the inner states of communicants, speech actions of participants in a communicative act.

Modern psychologists (A. Bodalev, S. Kostiuk, Ya. Lukian, D. Hudkov, A. Kamenska, A. Zalevska, I. Bader, H. Ushakova, V. Karasik and others) consider communication as an activity that requires the development of automated skills, creative speech skills and a “sense of language”. Of course, lexical, grammatical, phonetic, knowledge creates the basis for activity skills development. As you know, the main drawback of the educational process at school is that students while learning the language do not possess it, that is, they do not know how to apply the knowledge they have already received in a particular speech situation. There is a need to use language tools while communicating with each other and with other people, that is, there is a lack of communicative and speech skills at a sufficient level. To possess such abilities means to be able to choose the right style of speech, determine the form of the speech utterance, formulate goals and objectives of communication, and apply effective speech means.

It is important to keep in mind that speaking skills should be taken into account during communication, which are mechanical and stereotypical in nature, as well as communication skills, that are creative and provide the selection of the necessary language tools and the use of speaking skills.

The main components of communicative skills deal with various functional styles and the ability to use them properly, the ability to use language tools that are optimal for a particular speech situation, to keep correct literary speech, spelling, lexical, grammatical and orthoepic norms, without which we cannot talk about the development of communicative skills. The content of this concept includes the ability to accurately and fully express a thought, substantiate it logically, and skillfully apply the language inheritance of many generations and their experience.

We agree with L. Savenkova, who has analyzed the communicative skills and has developed special techniques (“adaptation” in communication, communicative attack, etc.), that provide pedagogical contact in communication at the Ukrainian language lessons [5, p. 49-51]. Using them in practice helps to stimulate dialogue interaction, to develop the motives for communicative activity, which, in our opinion, is one of the conditions for successful and effective speaking communication.

Conclusions. A comprehensive study of oral communication and ways to improve its effectiveness make it possible to search optimal models of oral communication; lyceum students will be able to analyze and master the types and forms of spoken communication, to simulate the communicative situation and analyze its components; to identify and describe the units of speaking communication, to percept and understand the speech messages; to identify the communication failures, their causes and ways to overcome them.

Prospects for further research. The submitted materials do not run short of the problem. Many aspects require close attention of researchers and even special studies, in particular problems of studying and analyzing the communication process, means of communication and aspects of the communicative process, the meaning of the text in communication, the language code in communication, etc.

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ПОВЫШЕНИЕ ЭФФЕКТИВНОСТИ УСТНОРЕЧЕВОЙ КОММУНИКАЦИИ УЧАЩИХСЯ ЛИЦЕЯ

В статье определены факторы, важные для эффективной речевой коммуникации. Сосредоточено внимание на различных подходах и взглядах отечественных и зарубежных психологов и педагогов на проблему исследования. Определено смысловое поле понятия «коммуникация». Раскрыты общественная роль языка и функций, реализуемых в речи каждого человека, факторы развития коммуникации, пути ее совершенствования. Проанализирована теория речевой деятельности, согласно которой речевая деятельность предполагает наличие компонентов – мотива (для чего человек говорит) цели (чего хочет достичь в результате общения); структуры. Доказано, что повышению эффективности речевой коммуникации способствует соблюдение объективных и общих условий (единой системы кодификации и декодирования информации), а также общий словарный запас участников общения. Рассмотрены линейные модели эффективной коммуникации, их положительные аспекты и недостатки.

Ключевые слова: общение; коммуникация; речевая деятельность; модели коммуникации; аспекты общения; функции коммуникации.

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ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ УСНОМОВЛЕННЕВОЇ КОМУНІКАЦІЇ УЧНІВ ЛІЦЕЮ

У статті визначено психологічні чинники, важливі для ефективної мовленнєвої комунікації. Зосереджено увагу на різних підходах і поглядах вітчизняних та зарубіжних психологів, лінгвістів, педагогів на проблему дослідження. Доцільність розвідки обґрунтована й мотивована потребою увиразнення проблеми теорії й практики навчання української мови на засадах компетентнісного підходу. Окреслено смысловое поле поняття «комунікація», що є джерелом розвитку комунікативних можливостей особистості. Розкрито суспільну роль мови та функцій, що реалізуються у мовленні кожної людини, чинники розвитку комунікації, шляхи її вдосконалення. Обґрунтовано актуальність психологічних чинників для результативного процесу мовленнєвої комунікації. Проаналізовано теорію мовленнєвої діяльності, згідно з якою мовленнєва діяльність передбачає наявність компонентів – мотиву (для чого людина говорить); мети (чого хоче досягти в результаті спілкування); структури. Робиться акцент на удосконаленні знань основних комунікативних ознак мовлення, а також техніці мовлення як основному шляху досягнення згоди при мовленнєвій комунікації. Доведено, що піднесенню ефективності мовленнєвої комунікації сприяє дотримання об'єктивних і загальних умов (единої системи кодифікації та декодування інформації), а також спільний словниковий запас учасників спілкування. Розглянуто лінійні моделі ефективної комунікації, їх позитивні аспекти й недоліки. Акцентовано увагу на важливості їх опанування саме учнями ліцею з огляду на життєву значущість у процесі соціалізації, що дасть змогу сформувати різнобічно розвинену й соціально активну особистість, якій притаманна справжня культура спілкування, котра сповнена поваги до рідної мови, вмє вести діалог, дискутувати, толерантно відстоювати свої погляди, точно й аргументовано висловлювати свої думки, дотримуючись при цьому норм і правил мовленнєвої поведінки. Охарактеризовано умови підвищення ефективної комунікації. Визначено й прокоментовано мовленнєві вміння, на формування яких необхідно звертати увагу педагогам-предметникам.

Деталізовано чинники, які забезпечують ефективність комунікації, і фактори, що зумовлюють виникнення комунікативних перешкод.

Ключові слова: спілкування; комунікація; мовленнєва діяльність; моделі комунікації; аспекти спілкування; функції комунікації.