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COMUNICATIVE TECHNOLOGIES IN EDUCATION AS A KEY TO SUCCESS OF TEACHING

У статті розглядається сутність комунікативних технологій в освіті. Вони аналізуються на двох рівнях: макро- і мезо- рівнях. На макрорівні комунікативні технології орієнтовані на залучення уваги споживачів до ВНЗ та спеціальності для забезпечення їхньої конкурентоспроможності і формування лояльності споживачів освітньої послуги. На мезорівні комунікативні технології допомагають структурувати, планувати і реалізувати навчальний процес. На цій стадії комунікативні технології повинні бути різноманітними і стимулювати студентів до активної участі у навчальному процессі, здійснювати інтелектуальну взаємодію з лектором. Пропонується сім варіантів комунікативних технологій: «короткі интерпретації», «оцінюючі», «креативні», «рольові стереотипи», «секретні моделі», «сторителінги», «ініціативні», які можливо використовувати зі споживачами п'яти груп, а саме «індивідуалами», «дистанційними», «агресивними девіантами», «мовчазними спікерами», «незацікавленими». Гетерогенність аудиторії є важливим чинником вибору комунікативних технологій, оскільки це вимагає різних способів використання комунікативних технологій. Комунікативні технології розвивають креативні, аналітичні, командоутворюючі та оціночні навички студентів. Ці навички забезпечують комуникацію із зворотнім зв'язком, успішне навчання и лідерство у професійній діяльності.

Ключові слова: комунікативні технології, макро- і мезо- рівні, освіта, сегмент споживачів, лідерство.

В статье рассматривается сущность коммуникативных технологий в образовании. Они анализируются на двух уровнях : макро и мезо уровнях. На макроуровне коммуникативные технологии ориентированы на привлечение внимания потребителей к вузу и специальности для обеспечения их конкурентоспособности и формирования лояльности потребителей образовательной услуги. На мезоуровне коммуникативные технологии помогают структурировать, планировать и реализовывать учебный процесс. На этой стадии коммуникативные технологии должны быть разнообразными и стимулировать студентов быть активными участниками учебного процесса и проявлять интеллектуальное взаимодействие с лектором. Предлагается семь вариантов коммуникативных технологий: «короткие интерпретации», «оценивающие», «креативные», «ролевые стереотипы,» «секретные модели», «сторителинги», «инициативные». Их можно использовать с потребителями пяти групп: «индивидуалами», «дистанционными», «агрессивными девиантами», «молчаливыми спикерами», «незаинтересованными». Гетерогенность аудитории является важным фактором выбора коммуникативных технологий, так как это требует различных способов использования коммуникативных технологий. Коммуникативные технологии развивают креативные, аналитические, командообразующие и оценочные навыки студентов. Эти навыки обеспечивают коммуникацию с обратной связью. успешное обучение, лидерство в будущей профессиональной деятельности.

Ключевые слова: коммуникативные технологии, макро и мезо уровни, образование, сегмент потребителей, лидерство.

The article deals with the essence of comunicative technologies in education. Communicative technologies are analyzed at two levels- macro- level and meso- level. At the macro level communicative technologies are oriented at drawing

students' attention to the higher educational institution and specialty to secure competitiveness of higher educational institution and form the loyalty of consumers of education a service. At the meso- level communicative technologies help to structure, plan and realize the teaching process. During this stage communicative technologies should be various and make the students be active participants of the teaching process and secure intellectual interaction with the lecturer. It is suggested to use seven variants of communicative technologies: «short interpretations», «evaluation tasks», «creative tasks», «role stereotype tasks», «secret models», «story telling tasks», «initiative tasks». They can be used with consumers of five groups: «individuals», «distant», «aggressive deviants», «silent speakers», «not interested». Heterogeneous audience is an important factor of choosing communicative technologies, because it demands the use of different communicative technologies. Communicative technologies develop creative, analytical, team –building, evaluation and other skills of students. These skills provide feedback communication and successful teaching and secure leadership in future profession.

Keywords: communicative, technology, macro- meso- levels, education, segment of consumers, leadership.

Education adapted to new forms of exchanging information in the 21 century. The transformations which are observed in curricula of higher education institutions, in the behavior of consumers of educational service, in the demands of consumers of educational service made it possible to suggest diversification of communicative technologies which can be used in educational sphere. Communicative technologies have been studied by scientists because they wanted to find the mechanism of managing communication and improving education. Communication provides not only the result of the teaching, it may create the atmosphere where the actors play roles either successfully or not very successfully. As far as communication is the dual interaction it may be considered as exchange.

There are a lot of scientists in sociology who studied technologies as a category of organizing the educational space. Among them the well known B. Herold, M. Heidegger, V. Podshyvalkina, V. Tarasov, V. Sherbina, F. Yanushkevich and others. Many researches have been done to describe communication in general and communication as the tool of successful teaching.

In spite of these researches there are still many problems not only in interpreting effectiveness of communication and communicative technologies but in adequate use of them in education. Communicative technologies have not been studied as a stimulus to effective and motivated teaching. It explains the topicality of the article.

The aim of the article is to analyze communicative technologies at macro- and mesolevels in education and consider the possible effectiveness of using them in the teaching process. To achieve the aim it is necessary to solve the following tasks: 1) to define the essence of communicative technologies in education, 2) to interpret specifics of communicative technologies at macrolevel and mesolevel in education, 3) to evaluate the perspectives of communicative technologies in organizing successful process of drawing attention of students to higher education institution and the teaching process.

Methodological basis for research is Rational Choice Theory, Social Exchange Theory, General Theory of Leadership, Communicative approach.

Communicative technologies can be divided into two groups: «focusing attention» at the precommunicative stage and «providing success» of learning during the teaching process. Consumers of educational service today are mainly generation Z.

Generation X, the most influential parents of Plurals (Generation Z), demonstrates the least credence in the concept of the American Dream among adult generations. According to Public Relations Society Great Recession has taught Generation Z to be independent, and has led to an entrepreneurial desire, after seeing their parents.

A 2013 survey by Ameritrade found that 46% of Generation Z in the United States (considered here to be those between the ages of 14 and 23) were concerned about student debt while 36% were worried about being able to afford a college education at all. This generation is faced with a growing income gap and a shrinking middle-class, which all have led to increasing stress levels in families [1- 3].

Traditionally generation Z is considered as continuation of generation X and generation Y. «New technologies» of the previous generations or «technologies of the future» for the generation Z is their present. They are really the first representatives of the so called digital generation. Parents of the children who became generation Z are called digital immigrants because when they were children there were no such technologies [4].

This generation is oriented at looking for information at Web sites, that is why much attention is paid to Web-Ranking of Universities. According to researches Webometrics-2017 stated a list of universities which are in the top in In-

ternet [5]. Karazin Kharkiv National University is on the fourth place.

Communicative technologies have been studied by the representatives of different sciences; psychology, sociology, marketing, IT, mass media, pedagogic science. It goes without saying that the aims of communicative technologies in these sciences are also different. The aim of communicative technologies in education in general and teaching sociology in particular is oriented at realizing the well known formulae of successful learning process AIDMA. The main theories which can be the cornerstone of the analysis and theoretical presupposition are the Rational Choice Theory and Social Exchange Theory of G. Homans and P. Blau. P. Blau suggests exchange as the unit of analysis. In the system of education actors are students and lecturers. Both have their own purposes. The purpose of the lecturer is to form the personal image of a professional, to form or support the reputation of a higher education institution. The purpose of the students is to get enough knowledge (the more the better) in order to be competitive in the labor market, to be able to earn money and make a successful career. Taking into account the exchange theory and adapting it to the situation we can note that G. Homans preferred the term «social behaviorism». Social behaviorism is demonstrated in education as well. Social Exchange Theory which is used in the sphere of education provides the possibilities of advantages of interaction of actors in case both actors are satisfied because their expectations are realized.

To realize expectations of actors of interaction communicative technologies of both groups («focusing attention» and «providing success») should be used. It will help to expand the segment of consumers of educational service, stimulating their motivation. Motivation is organized by multiple psychological factors, including personal motivation for the choice of specialty and motivation of those who influence the final decision. These are parents, friends, mass media, and advertising.

On the one hand communicative technologies stimulate the process of promotion of the educational service. Communicative technologies can be considered as the stimulus to development of education because they dominate in advertising to draw attention, to form interest and desire to make the final decision about the choice of higher education institution. On the other hand, they can be regarded as the mechanism of organizing the teaching process, which is suitable for concrete education institution and good for selecting the students, who are interested in the specialty. Rational Choice Theory is realized at this stage as far as future students are trying to weigh the «pros» and «cons» to make the best selection of their professional ac-

tivity. A group of communicative technologies, which were called «focusing attention» may be characterized in the following way.

When it is necessary to draw the learners' attention, professionals use the information associated with future specialty to demonstrate pragmatism of sociology and competitiveness of sociologists who are in demand in any human activity in contemporary society. Interest is usually formed by demonstrating the results of sociological research to prove the hypothesis of the research and secure the trust of people to the results of the research. Desire to be a member of sociological community may become realistic, because practitioners suggest the arguments on the basis of the generalized opinion about the phenomenon which is studied. Motivation to choose sociology may appear when future students understand that they can find the instrument to make researches in order to formulate their points of view about everything they observe in the social environment and be able to give arguments to support their opinion. The final decision which is usually made after the previous steps is an action that is the choice of higher education institution and specialty.

The other group of communicative technologies «providing success» is connected with the teaching process. At this stage Social Exchange Theory is realized. It is important to take into account the specific characteristics of the audience, the peculiarities of the subject and to a certain extent timetable. The students today feel trust and become motivated only when they are involved into the process of teaching. Communicative technologies are interpreted as a way of organizing perception of the information which reflects the main ideas of the subject in the form of discussion, expressing opinions and suggesting arguments to prove these opinions. The availability of the feedback with the students allows the lecturer to see the problems, which are difficult for the students to understand or which form the loyalty of the audience, because they are interested in the information they receive during the lecture.

To make communicative technologies effective it is necessary to activate both actors. A generalized actor (audience of students) whom the lecturer teaches first of all should be able to listen. False perception of information or «blind» perception may follow zero understanding or incorrect actions within the professional sphere. To achieve attention and interest a lecturer should follow the following stages:

1) Define the context of the subject. For those who teach this should be meetings with students, presentations of the essence of the subject. If at this stage there is an interest or even motivation then there cannot be false perception of information or «blind» perception, because

students make the final decision to choose the subject according to expectations.

2) It is impossible to arrange «one way» communication (for example only «to perceive» or «send» information) during the process of teaching, because it does not make communication effective. Not to be in such situation lectures should be interactive, suggesting creative tasks, evaluation tasks, story telling etc.

3) Too much communication is not good either. Students should be able to express ideas in laconic way and focus the listener's attention on the main idea.

4) Be sure to stimulate management of communication to secure effective feedback communication. Set the tasks which will show the ability to evaluate the problems of the subject and suggest arguments; to prove and give explanations. The lecturer should be responsible for creating the situation of reciprocity and motivation, forming the desire to support communication and make communication permanent for both actors: lecturer and students. Only such behavior of both actors will provide effective exchange and save motivation to communicate with each other.

Whether there will be a success or fail as a result of using communicative technologies depends on the choice of the type of consumers. Many years of teaching, inclusive observation allowed us to nominate the types which dominate among the students up to the present day: 1) «individuals» (the most difficult type, because they are the so called «closed» people), 2) «distant» (they can take part in communication, but one should use special methods and communicative technologies to involve them into the process of interaction), 3) «aggressive deviants», because they don't want anybody to influence their decision to take an active part in the interaction with the lecturer, 4) «silent» speakers, they are eager to communicate, but don't have skills enough to be good participants of feedback communication, that is why the more communicative technologies are used the better. 5) «not interested», this is the most targeted segment of learners, opened to motivation with the help of communicative technologies.

Communicative technologies may be classified into some groups: 1) «short interpretations» of the main ideas of the part of the lecture (abstracts, key words, limited by the number of words, for example 16.8.3 words); 2) «evaluation tasks» which make the students react to the information, think, analyze and ask questions which express their attitude to the facts, figures, results of researches; 3) «creative tasks» which are oriented at expanding the points of discussion and expressing emotions about the problems discussed and formulating new ideas; 4) «role stereotype tasks», focusing on the position and the role and allowing the learners to feel the difference in behavior due to the position or the role; 5) «secret models», suggesting guessing behavior of the students, developing forecasting skills; 6) «story telling tasks» securing results of individual thinking and forecasting perspectives of continuation of active discussion, 7) «initiative tasks» when initiative of a leader of communication corresponds with the aim of people who are in a group.

Communicative approach can change the properties of specialty. It can influence on behavior of those whom the lecturer teaches. It implies a concern with behavior, with patterns of interaction as well as content. Morrow (1981) «makes a simple and useful distinction between the «what» – the contents of a professional program and the «how» – the ways in which that content might be learned and taught. This «behavioral» «how» would cover the kinds of activities and how such activities can be realized in practice in terms of the skills that are trained» [6, p. 27].

One can't deny advantages of communicative approach. It can:

- include wider considerations that are contemporary and in demand in the labor market;

- handle a range of professional situations and form stereotypes in business and educational environment';

- provide realistic and motivating situations in academic sphere close to practical experience;

- use what learners know from theoretical courses to make practical steps successful.

To make the use of communicative technologies effective any lecturer should be able to answer the following questions:

What is the role of a lecturer: a moderator, an active participant of communication on professional problem or a passive listener who evaluates the intercommunication?

What professional skills (in sociology) are practiced?

Is it necessary to improve or train communicative behavior or skills?

How large are the stretches of professional skills that students are asked to deal with?

Do students have any choice «to create' situations on the basis of their experience?

Are these communicative technologies suitable for the students? Every academic year the students of one and the same course may be different. Their level of knowledge, experience to create communication process with the lecturer and co-students vary from year to year.

What are the benefits of those who adapted to communicative technologies? How can they help the graduates to be competitive in the labor market?

Social skills are interpreted as constituents of emotional intellect. They define how we manage our relations with other people. They include social feeling: the ability to take into account the feelings of other people and active participation in the problem solving; understanding of the current events; capacity to understand and satisfy the demands of other people, to be the leader; knowledge of the tactics of convincing other people, development of the capacities of other people to organize the activity of people according to new trends, to cope with conflicts, to support social net communication, to form teams [7].

Combination of all mentioned: communicative approach and theories will create the basis for the leading role of education. If one applies General Theory of Leadership to interpersonal behavior, combination of the mentioned theories and approach results in leadership and effectiveness. Analyzing the interaction of lecturers and students we understand leadership as the observed effort of one member to change other members' behavior by altering the motivation of the other members or by changing their habits [8, p. 26], General Theory of Leadership used in the educational sphere helps to outline self-, task-, interaction-oriented students. «The self-oriented leader is more concerned with his success as a leader than the task or interaction effectiveness of his leadership… The task-oriented leader will attempt leadership only when communication technologies are attractive and the task gives benefits. The interaction-oriented leader will avoid attempting leadership likely to disrupt current patterns of interaction. He will attempt leadership mainly when interaction difficulties present themselves and he sees himself as able to cope with them» [8, p. 29].

When the lecturer manages to secure such perception of information within the subject during the process of teaching he is successful, because he is able not only to teach his subject with the help of communicative technologies, but bring up future leaders in professional activity.

In conclusion it should be mentioned that communicative technologies in education vary at macro- and mesolevels, because they have different aims. The audience of students is heterogeneous, that is why lecturers should have a lot of communicative technologies at their disposal to be able to use them in the teaching process. If a lecturer uses them, he is able to influence the process of forming competences and form the loyalty of students. These are the prerequisites for success of education, good reputation and competitiveness of higher education institution and leadership and success of graduates in professional activity.

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