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THE PROBLEM OF FORMATION OF COMMUNICATIVE CULTURE OF INDIVIDUAL IN TERMS OF COMPUTERIZATION OF SOCIETY

In the article is considered the problem and revealed the foundations of communicative culture of personality, that appears as a certain degree of social and communicational properties unity of human, and is found in its ability to solve the problem of life and production, build interpersonal relationships at various levels to implement adequate self-realization and adaptation in modern society.

At the present stage of formation and development the competitive society the main condition is providing people with education of high-quality. Ukraine must ensure making positive changes in the educational system that Ukrainian teachers to be high valued on the world labor market. The tendency to growth of the society order on preparation the high-qualified specialists for different branches of national economics is identified. The concept "culture" is reviewed as a set of social norms and values in the context of personal phenomena in the scientific literature. Communication and culture are compared as two important interrelated aspects of human social existence. Such aspects of communication as interactions, relationships, contacts, exchanges are revealed. It is determined that the communicative culture of personality is an important component of personal culture and appears as a condition of personal fulfillment. Therefore, it can be considered as a complex psychological new formation of personality, the result of its social and communicative development. The process of integrating of communicative and creative components in the structure of self- consciousness of individual that actualizes creative communication of personality. It was found that the reaction on the behavior of others in the process of communication is always mediated by self-consciousness that is related to its reflective "I". An important role in the implementation of communicative and creative components plays an emotional component of communication, the components of it are empathy, spontaneity, respect for others, honesty, openness to environment. Analysed the concept of three-subject didactic.

In the research is analyzed educational systems that are actively involved in formation the communicative culture of personality. Taken into account innovative approach of Makarenko to the formation of communicative abilities of pupils. The educational system of V. O. Sukhomlynskyi where the teacher should focus on the social interaction as the main mechanism of development the communication skills of students is studied.

Explored the phenomenon of sensitive phases of human development as an important aspect of formation the communicative culture. The role socialization theory of psycho-pedagogical paradigm of formation the communicative culture of students is considered. It was found that identification with a particular social role has negative consequences for the development and formation of personality. It is shown that the rate of communicative culture of human is its attitude to others, verbal and nonverbal speech, human behavior that becomes external manifestation of emotional moods, properties of character and the reflection of human's attitude to the events, surrounding world and other business relationships.

Key words: *communicative competence, self-esteem, aspect, emotions, empathy, communicative culture formation, training, interaction, personality, ICT, didactic.*

The culture in the context of personal phenomena in the scientific literature is considered as a set of social norms and values that guides people in the practice, realizing their needs and interests in cooperation with the environment [21, p. 78].

A representative of the national cultural studies M. Kagan classified the concept of culture in native science as follows:

– axiological, whose representatives consider culture as a set of values created by human;
– technological, where culture is defined as a specific way of the human activity;
– semiotic, that allows us to consider culture as a set of symbolic systems, that helps to transmit social information from generation to generation;
– heuristic, whose representatives define culture as a characteristic of human creativity and its ability to create something new;
– total, that considers culture a sum of various processes and human activities[11].

Thus, culture is a complex fusion of values, activity and personality components. Therefore, communication and culture can be considered as two important aspects of social human existence that somehow mutually potentiate each other, "exchange life experience" and get into the structure of personality where communication features become its integrated features, that help to connect the relationship of the individual and society, perception and reflection of his social relations, learning and development of his world, that reveal aspect of communication and activity [21, p. 77-78].

However, if we analyze culture and communication in **aspect** of general and special relationship, culture communication is a derivative of the general public and individual culture. Accordingly, the culture of communication is a set of norms, rules, means of human relations. In the theoretical aspect the main point of communicational culture is determined by the nature of morality and law culture norms accepted in a definite society, that appear as moral value instructions (standards and ways of their realization in interpersonal contacts create a central aspect of the communicative culture at the level of theoretical-reflexive consciousness). Practical layer of culture appears as a degree of human possession of communicative norms, as a stable skill of relationship enshrined traditions, life experience [23, p. 109-110].

Thus, communicative culture of personality is a certain degree of unity of communication and social rights and properties manifested in its ability to solve problems of vital and productive means of communication, make interpersonal relationships at various levels to implement adequate self-realization and adaptation in modern society.

Communicative culture reveals such aspects of communication, as interaction, relationships, and contacts, exchanges that constitute system integrity as a holistic social and spiritual, psychological, moral and normative formation. It is important that the definition of communication with the help of culture category distinguishes the current value from technocratic, according to it communication is seen as a network of channels that transmit certain information. In this sense, communicative culture is close in the semantic definition to communication ethics, system of moral principles, norms and values, which have to provide humanistic significance interpersonal relationships [31, p. 29].

In general, communicative culture of personality can be defined as a system of knowledge, norms, values and patterns of behavior accepted in society, and the ability to adequately implement them in the course of interaction, communication. That's why communicative culture has common features of culture, reflecting the specific nature of communication. In this context communication culture can be defined as a complex, multifaceted phenomenon that involves the formation and development of socially imprinted contacts between people, which generated problems of joint activities, including the exchange of information, develop a common strategy of interaction, perception and understanding of another person [39, p. 326]. While the personal aspect of communication, dialogue reveals another important feature of this process, that is implemented as a free unique interaction partners as a communication, requires consideration of social, anthropological, psychological and other aspects of personal and social space [16, p. 198].

Communicative culture of personality is considered as an important component of the general culture of the individual and appears as a condition of personal fulfillment and achievement

of life goals in relationships with others. So communicative culture can be understood as a complex psychological neoplasms of the individual as a result of social and communicative development. It is substantial that communicative culture integrates human creativity and its diverse capabilities, a certain amount of knowledge (including knowledge of the psychological patterns of communication, social ethics, communication rules, patterns of behavior, social roles, etc.); necessary for activity complex of communication skills; verbal and nonverbal, extraverbal ways and tools of communicative interaction; system of communication skills and emotional-volitional personality traits; a certain level of intellectual and moral development, including ethical communicative personality oriented communication system as its views on others and itself cause self-examination, self-education and self-development [18, p. 259].

Modern information society is characterized by constant growth of the volume of data, loss of teacher monopoly on knowledge. XXI century is described as century of the rapid development of information and Internet-technologies and telecommunications, which have a transforming influence on formation of the educational environment. Getting information in modern conditions is a vital resource, as it is impossible to achieve both educational and professional goals, and meet the many material and cultural needs without it.

This leads to the inevitability of the transition of the educational system to take into account three-subject relations, as reflected in the three stages of teaching changes.

Stage I - the subject-object didactics (teacher "fills" the students with knowledge);

Stage II - the subject-subject didactics (teacher and student are rightful partners in education);

Stage III - three-subject didactics (teacher - student - information and communication pedagogic environment).
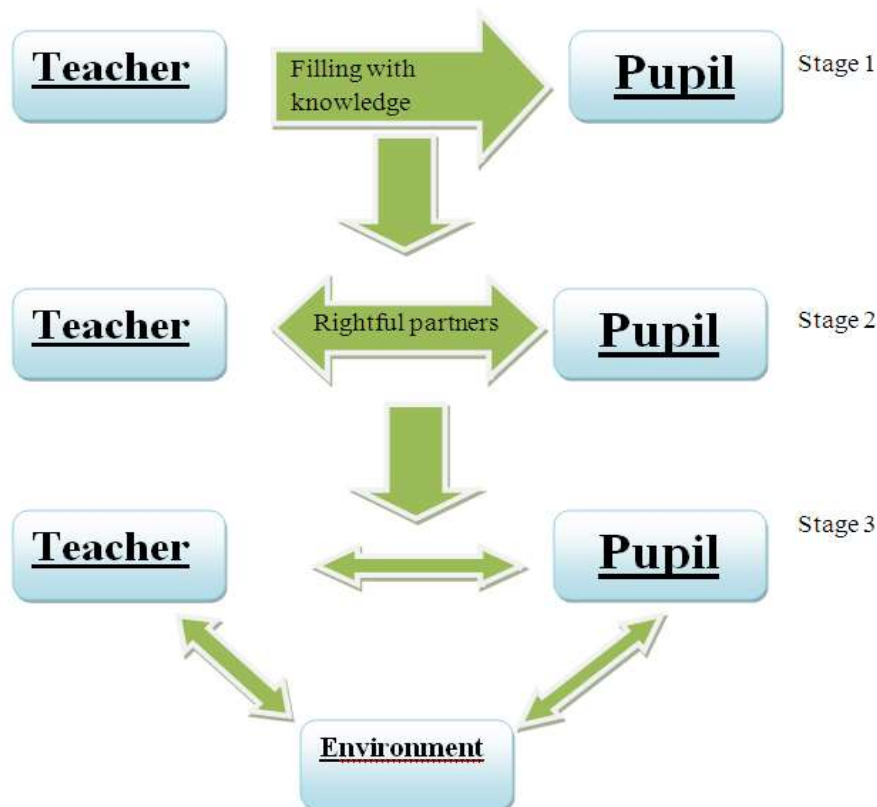

Fig. 1. The dynamics of didactic approaches to the organization of educational process.

As you can see, the current model of three-subject relationship involves the introduction of a third equal partner - information and communication educational environment, by which we mean a

set of knowledge, technological and mental entities that in a synchronic integration provides high-quality mastering of system of the appropriate knowledge.

Into the current didactic model should be brought as a real subject information and communication pedagogical environment based on the digital representation of information, data and knowledge in local and global networking opportunities to access them.

Ability to represent the environment as an equal partner in the didactic process is determined by the following:

– Constantly and increasingly aggressive increases the motivation of the younger generation to consume content that circulates in it;
– Provides access to resources at any time convenient for the person;
– Enjoys convenient, flexible, friendly, intelligent service that helps people find the resources necessary information, data or knowledge;
– Not emotional, it works by asking rights as much as it should;
– Filled with information, data, knowledge with a huge, constantly increasing speed;
– Lets you organize virtually free, easy to time contact between any number of people to provide convenient and flexible exchange of information between them;
– Step by step standardizes and integrates the functionality of previous traditional means of receiving, storing, processing and presentation of mankind necessary information, data and knowledge; takes on more routine tasks associated with human activities;
– Gets more control over data and operating activities of mankind.

The above considerations argue the need to include information and communication educational environment as an equal third modern didactic systems. Three-subject didactics significantly enhances the personality-oriented aspect of transmitting knowledge from generation to generation. New didactic system detects a significant impact on changing goals, objectives and learning content, organizational forms and methods, tools [29].

Very important in formation of the communicative culture of the personal is so called "informatization of society".

Modern society is characterized by accelerating the tempo of technological development, creation of new intellectual technologies, transferring of information based on all modern high technologies. There is the transition of society to a qualitatively new era, called by scientists the computerization of society, which is understood as "not a simple introduction of computer technology in various areas of socio-economic practices but formation of integrated ICT and their massive" building "in the social organism and use what leads to new models of activity".

The academician A. Yershov was among the first scientists who started to write about computerization in pedagogical literature. He considered informatization as a general and inevitable period of human civilization, period of understanding the informational picture of the world, awareness of the unity of operation information laws in nature and society, their practical application, creating the industry of manufacturing and processing information.

These fundamental transformations lead to the creation of a new information civilization - a society based on knowledge ("Knowledge-based society") [23, c. 7]. Information society is a stage of social development, which objectively emerged in the historical process, a new state of industrial society, characterized by a "global information space" that knows no regional and national boundaries [4, p. 95]. Creating an information society will be the general trend of world development, at least in the first 20 years of the XXI century. Is distributing the usage of new media, such as computers, video, satellite channels and telecommunications. There is a harsh shift from monopoly to competition and from one-way communications to interaction and dialogue.

Active implementation of information society technologies has also touched educational system. Education is the basis of socio-economic and spiritual development of any society from all social institutions. Education determines the position of the state in the modern world and in society. Therefore, the system of continuous education should progress the formation of world information society through development and improvement of information culture of the people.

Providing education with theory and practice, the development and usage of multimedia technologies was one of the most important areas of the process of computerization of education.

The basis of the current stage of modernization of education is extensive usage of multimedia technologies.

Means of multimedia technologies can be effectively applied in the context of different learning styles and perceived by different people: some students tend to learn by reading, others - by listening, others - through watching videos and more. In addition, the usage of multimedia allows students to work on educational material in different ways: a student decides how to study material how to use interactive opportunities of programs and how to implement the joint work with partners. This allows students become active participants in the learning process. They can affect the rate of learning, adapting it to their individual abilities and capabilities. In addition, students can learn just the material that interests them, repeating material as many times as they want, and it helps significantly increase the effectiveness of the educational process [22, p. 391].

Modern researchers show that the usage of multimedia technologies in learning the fundamentals of science enhances the learning process in self-mastery skills and acquiring of knowledge; mastery of general methods of cognition and learning strategies; self-selection mode of training activities, organizational forms and teaching methods. All of the foregoing promotes skills formalize knowledge of the objective world, acquire self-knowledge to forecast patterns that studied do "microdiscovery" in the subjective field of knowledge. This allows you to replace illustrative and explanatory methods of teaching by a wide range of different types of training activities oriented on the active usage of ICT as a tool for learning and self-study, a tool of construction, measurement and formalization of knowledge about the objective world. In addition, the systematic use of multimedia technology in the development patterns of a subject area that attracts learners to modern methods and principles of science to prepare his intellectual activity in the information society of mass communication.

Through multimedia technologies a person significantly increases the consumed volumes of information, develops thinking, cognitive activity.

Multimedia technologies require higher education institutions implementing new approaches to education that ensure the development of communicative, creative and professional knowledge, the need for self-education. The introduction of ICT in the educational process of pedagogical higher education institutions moving to a new stage - the introduction of multimedia educational materials. Ukraine has a great variety of information resources, which significantly improve the quality of educational and scientific activities. Increases the usage in teaching multimedia technologies, spectrum of them has significantly expanded: from creating pedagogical software to developing a holistic concept of building educational programs in the field of multimedia, training teaching staff with university level of this area, developing new learning tools. Multimedia idea is to use different ways of presenting information, including a video software and audio texts, high quality graphics and animation. They allow you to make educational software feature informational rich and comfortable to perceive, become a powerful didactic tool because of its ability of simultaneous action on different channels of perception. The promise of new technology for education was appreciated by the international community, on 16 November 1995 at the 28th session of the General Conference of UNESCO within the program "Education" was established the pilot project "Technologies of multimedia and personal development". The problem of usage multimedia technologies in the educational process of higher education is relatively new for the Ukrainian science.

The usage of multimedia technologies in teaching implements a few basic methods of educational activities that are traditionally divided into active and passive principles of student interaction with the computer. Passive multimedia educational software designed to manage the process of presenting information (lectures, presentations, workshops), active - interactive multimedia technology means that suggest an active role of the student who chooses units within a certain theme, determining the sequence of their study.

In the course of this study students develop the ability to perceive information from the computer screen, encode visual image in the verbal system to assess the quality and exercise selectivity in consumption of information.

An important feature of multimedia is interactivity that allows the user to feedback. It should be added that the digital coding information is realized in media and, therefore, a large number of data is stored on CDs [10, p. 143].

Visualization, which is provided by multimedia technologies, suggests a powerful new tool for learning - cognitive computer graphics, which not only present knowledge in the form of images, pictures and text, but also allows you to visualize the knowledge which has not yet found text descriptions, or who require higher levels of abstraction [30, p. 453].

Multimedia tools allow you to use almost all the senses of students, combining printed text, graphic images, moving videos, animations, static photography and audio recording, creating a "virtual reality" of real communication. Researches demonstrated that the usage of multimedia technologies and computer networks reduces training time by almost three times, and the level of memorizing knowledge and skills through simultaneous usage of images, audio, text, grows at 30-40% .

With the development of Internet tools, a new type of multimedia technologies oriented at WWW-technologies that can be used during seminars and independent work.

An important condition for the implementation and application of multimedia technologies in the educational process is the presence of specially equipped classrooms with multimedia projector, a computer for the teacher, screen or interactive whiteboard, as well as the availability of affordable educational information environment where the learning process takes place (computer classes electronic libraries, library, Internet access, etc.).

Now there arises an issue of integration in higher educational institutions ready software multimedia teaching tools that are developed by third parties or employees of higher education institutions.

At the present stage of development of society education becomes one of the widest and the most important areas of human activity, which are intertwined with all the other circumstances of human life. The ability of the education system to meet the needs of the individual and society in high-quality educational services determines the prospects for economic and spiritual development. In this connection there appears and realizes the need for a new type of teacher. Now the effective teacher is the one who responds to the new social expectations, mobile, capable of creative growth and professional self-perception and creation of innovation and thus to update his knowledge, enriching educational theory and practice. Pedagogical education must be directed at preparation just such type of a teacher.

Now in the Ukrainian system of language education have happened significant improvements in organizational and substantive aspects. Particular attention in the selection of the content of teaching foreign languages is paid to its socio-cultural orientation that leads to rethink the need for professional knowledge and skills of teachers of foreign languages. The teacher who teaches foreign language should have new ICT methods of teaching and to ensure the formation of functional socio-cultural education, language activity and readiness for intercultural communication in relevant situations.

The success of the practical implementation of these innovative educational strategies depends on the readiness of teachers of foreign languages to adapt to new conditions of socio-cultural environment, formed in the school, and the ability to teach functional language, with a focus on intercultural communication. In this connection is important to pay attention to the usage of multimedia technology in the preparation of future teachers of foreign languages.

Within individually oriented approach, as our research demonstrates, the preferred such learning technologies as a method of projects, learning in collaboration, multimedia technologies. Organization of practical exercises using these technologies provides a focus on cultural employment, better awareness of the culture of his own country, it means the ability to represent a foreign language, the inclusion in the dialogue of cultures.

The forms of activity of creative groups of teachers and students is the creation of information education projects, which are based on hypertext technology (electronic textbooks, reference books on subjects, methodological development on the subject), demonstrational (with the use of multimedia technologies), control (test) programs in media programming [26, p. 158], development and deployment in the global (local) network information (content) schools' websites using special editors documents HTML.

Among the professional competencies that should future teachers of foreign languages have, social and cultural competence takes priority position. In order to develop socio-cultural competence together with traditional audio texts, video appeal to multimedia technology. Dive into cyberspace - a very effective tool for socio-cultural competence of students. This space is authentic electronic computer-oriented interactive language environment and powerful tool for acquiring knowledge online. Only online student who is unable to visit the country language of which he studies can do it virtually. Significant communication possibilities of the Internet allow complete freedom of communication with real native speakers.

Finished multimedia courses in foreign languages, multimedia encyclopedias, electronic software systems contain linguistic and geographical elements, guides, video clips from cultural sketches, audio information, enable information space to move freely, to recognize the language allowing to communicate with the computer via a microphone.

The introduction of ICT in the learning process is called "Informatization of education".

The urgency of the applying of multimedia technologies in the teaching process determines the need for training of teachers of foreign languages to their using.

Modernization of Ukrainian education and computerization of secondary and higher education, held within it is essential as a kind of tribute to the turn of the new technological advances. Together, education staff, including heads of the Ministry of Education and Science of Ukraine, scientists, programmers, producers of multimedia teaching and teachers, this process should certainly lead to the creation of a new informational educational environment in which the determinant is the integration of education and information approaches to educational content, methods and technologies for learning a foreign language.

The basic rule in the construction of new information educational environment of a foreign language can be expected to preserve the principle of psychological and pedagogical usefulness of multimedia technologies. In terms of pedagogical appropriateness meaning that multimedia technology is supposed to be considered only as a tool, a means to increase efficiency and further optimization of educational process, not its purpose, which at any price to be achieved (it is, of course, not talking about the subject of "Information technology").

So way to overcome this crisis may be only a transition to an innovative level of implementation of a teacher's professional activity by enhancing professional efforts towards Adjustment related to multimedia technologies that are designed to make civilized methods in conditions of teachers (creating a new level of positive motivation in the professional activity of the teacher, the willingness to transfer some of its powers to the computer); overcoming uncertainty in their ability to learn the necessary skills and acquire the ability to work on your computer and creating educational software; training, including self-education and education at their own expense, which results in the acquisition of skills to implement in their subject area of multimedia technology.

We emphasize again that the use of a computer, which is a technical tool of the highest order, which conducts "learning process in direct and channel feedback" [8, c. 290] - is not just a change of technical work of the teacher is changing all of his educational views and approaches, his readiness to transmit his knowledge and experience into new ways - not only through their vocal cords, chalk and dusters. This willingness to carry out their professional activities in new conditions - conditions of new information educational environment where teacher stops (even though the most likely form) to be the sole source of educational information for students, the only leader of didactic principles of teaching. This formation of pedagogical culture of a new type of culture that

needs updating educational content, approaches and methods, organizational forms of learning a foreign language and literature.

The main teacher competence is its renewed role - the role of leader of knowledge, a kind of "navigator" who helps students navigate the vast ocean of information. According to G.K. Selevko [32, p. 102], the problem of modern teacher – is "to teach optimal choice of individual educational route and ways of its passage, or "navigation in education". However, unfortunately we can state, and this is confirmed by numerous studies and observations that not all teachers are trained to carry out its revised role.

Specially selected and organized visual teaching aids on various media video (movies, TV programs, video clips) and static themed images (slides, transparencies, pictures, drawings, posters, tables, diagrams) - has long been used in learning process as an integral part, which is the most accessible form of representation for the perception of educational material in a foreign language. They provide subject-specific foreign language motivational environment, which because of its semantic nature promotes cognitive activity, creativity of students and, as a result, the formation of their educational, cognitive and communicative competence. On the other hand, being conscious or unconscious "external stimulus", visual learning tools give students additional psychological support for successful learning a foreign language as a result of specifying the abstract, that reflect and preserve in his mind the visual images that are perceived. Thus, visual clarity in the classroom is the environment, a kind of visual context, without which effective formation and development of different kinds of knowledge and skills of students - both general education and specific subject.

Creation of graphic clarity foreign language teacher requires significant expenditure of time and effort, but each of us understands that they are mostly "pay off" increase of the efficiency of educational work.

New and apparently limitless possibilities of creating graphic assets in a foreign language clarity are provided by multimedia technologies. Now the computer is the most advanced technical training because it allows you to combine in a single electronic system features multiple devices - TV, audio and video recorder, universal reading and reproducing device, typewriter, computer electron, easels, drawing boards, receiving -peredavalnoho device verbal and nonverbal information (bearing in mind the Internet and e-mail), etc., used in the classroom.

This multi-computer in the process of working with data sources of different types (or media properties) allows you to create and play educational software foreign language, the main feature, which, in terms of educational technology is an interactive visualization - the effect of immersion in learning software environment and interact with it. This special and higher are now kind of visibility, originally created by the author-developer of educational software, allows the user to "engage in dialogue" with the computer because of the presence of a particular set of options, accompanied by animation effects, as demonstrated in a given sequence frame rate changing each other. During this student performs purposeful intellectual efforts, learning logical connections, the nature of the interaction between objects and phenomena that learns not some static images and meaning schema that is close to acquiring experience of independent research.

In addition, virtual presence user software foreign language learning environment mobilizes all the main channels of perception learning new information - visual, auditory and motor, which are beginning to work in parallel and agreed - as it usually happens in everyday reality. Perceived so educational information that is not based on scattered, but productive attention is more effectively exposed in a result of lingvo-mental operations, securely stored in memory and faster mentioned. After all, selective attention, according to experts on cognitive psychology, is the basis for targeted and effective training.

At the present stage the most constructive is the approach, when the computer does not need to oppose the teacher, and it should be considered as a mean to support the professional work of the student.

Taking into account that self-studying is intrinsically important, the most capacious and long stage of student learning activities, a prerequisite for the successful development of foreign language during independent work of students is the use of educational software. Among the large

number of proposed multimedia educational software it is important to be able to determine their linguodidactic opportunities. Before talking about lingvodidactical classification of educational software necessary to elaborate on a very important group of software that is the core of all educational software linguistic profile regardless of the ultimate goal of their use - educational or auxiliary.

This is the electronic directories. This group includes electronic reference computer dictionaries, encyclopedias, grammar guides. It is easy to note that the core of all types of educational software consists of training programs, word processing, automatic image recognition, automatic translation, etc. – there are diverse computer directories. Without such educational software operation is impossible any information educational environment; by its functions such educational software for students are not only "support" for computer learning a foreign language, but "support" for auxiliary educational software linguistic purposes. Existing electronic directories that are specially designed for educational purposes, are auxiliary. We conventionally refer to electronic directories of educational software as a variety of educational problems are solved by these programs.

The practice of electronic guides in teaching and learning a foreign language is various; they are used for training and study different aspects of language and types of speech activity. Depending on the orientation of the process of teaching and learning a foreign language electronic directories can be classified as: program analogs of additional assistance that are traditionally used for learning a foreign language, such as simple electronic dictionaries, grammar reference books, encyclopedias; component software that automates the execution of auxiliary tasks like checking spelling, syntax and style; component programs focused on the practical needs of the user, typing tutor, electronic translation software for drafting business letters for examples, analogs paper phrase [11, p. 316].

Today, electronic directories are an integral part of supporting software like modern text editors, office applications. In addition, text editors allow you to determine the degree of complexity of the prepared text and compatible with electronic dictionaries and machine translation systems that are still not equiped.

Interactive dictionaries and grammar reference books are effective means for learning a foreign language. These electronic means occupy their rightful place in the teaching of foreign languages as a linguistic profession, because they are designed to perform one of the most important functions - consulting. At any time of self-preparation a student, having an interactive dictionary, has the ability to find the right word to learn its correct pronunciation and usage. However, the function of consulting dictionaries and grammar guides work in one direction, that respond to specific theoretical or practical issues.

Electronic Encyclopedia is an invaluable source of geographic information that can be presented very well and includes a detailed article with illustrations, photos, audio and video fragments, maps, chronological tables. In addition to geographic, you can use any other information relating to the topics studied in the course of a foreign language. For example, in many encyclopedias are available voiced animated pages that illustrate any physical or biological processes, which serve as excellent material for listening, and the possibility of displaying the text that allows you to check understanding of heard.

The special direction in the process of learning a foreign language using educational software is connected with the development of special electronic directories, which become computer means of teaching. These educational software must meet the needs of specific groups of students. Thus, educational software with spell checking, grammar and style should be focused on identification errors specific to a particular group of students. For example, there is educational software designed specifically to identify common errors of French students learning English [11, p. 318]. A number of such educational software can determine the type of errors users and rank them.

An important aspect of learning a foreign language using multimedia technologies is learning to read. We know that in the foreign language textbooks there is no required number of

texts for different kinds of reading. With multimedia Internet may solve this problem. For this in the Internet must be placed significant materials in terms of weather, the sale of real estate; information about the work, holidays, human and otherwise. The attractiveness of these materials is their bright design, specificity and reduced information. For making studies based on such materials can be used work in small groups of three students (high, medium and sufficient level of knowledge). All students receive texts and tasks to them, they perform in groups. Achieving these goals is possible by using tips, dictionaries and more.

Experience in the use of multimedia educational software in teaching English shows that they are consistent with the principles of developmental education and help solve the following learning objectives: awareness of linguistic phenomena; development of linguistic abilities; automation of speech acts; creating situations of communication.

It is important that the structure of the individual communication properties are integrated of its characteristics and tumors, that cause the relationship of the individual and society and itself, perception and show them the realities of social relationships and life, provide adequate contact between people. Using communication process individual integrates into the sphere of ideas, thoughts, talking in terms of its actual and potential activity. Therefore, communication characteristics describe the identity of the individual in the light of its capabilities as a concrete and real collaborators with other activities, determine the effectiveness of this communication activities [28, p. 77-79].

The noted above allows us to speak about the set of communicative competences of the individual, which proves in forming his certain knowledge, skills, personal characteristics, values and motivational structures, emotional and volitional, creative qualities and more. Thus, we can talk about the creative level of communicative competence of the individual, which reflects a higher level of consciousness communicative personality. Therefore, the examination of the communication and creative components in the structure of self-identity is relevant, that actualizes creative individual communications, that can be understood as the subject-subject interaction, a necessary condition of it is understanding the participants in this interaction the other as self-sufficient, unique, free subject that is open to independent activity. Moreover, the reaction to the behavior of others in the process of communication is always mediated by the consciousness, relates to its reflective "I" (as part of individual self-concept). This integrative, creative and profound communication receives its perfection only in the integration of communication, based on interpersonal principles. It is essential that in the process of integrating communication and creative components plays an important role emotional component that includes empathy, spontaneity, respect for others, honesty, clearness to environment [9, p. 8-16].

For our study it is important to analyze some pedagogical systems that formed effectively communicative culture of personality. You can talk about an innovative approach of A. S. Makarenko to the formation of communicative abilities of pupils [6].

The focus on the formation of communication skills of pupils in the context of relationships in the team appears like the cornerstone in the educational system of A. S. Makarenko, who emphasized the special value of human collective in the formation of a harmonious personality. Therefore, the effective organization of appropriate communication in this team teacher considered as one of the main points of building its educational system. Thus, communicative culture in the team of students determine the style and tone of the team, hallmarks of them are "major" (constant energy, joyful mood, lack of conflict, gloom, dissatisfaction on the face), self-esteem (appeared in the welcoming attitude to others, politeness, the ability to hide bad mood), the ability to feel those who are around, and the ability to act on these feelings, the habit of braking (control emotions, the habit to concede friend, to stop the dispute, restraint in words, arms, actions) [21, p. 210-217].

In the commune of A. S. Makarenko a powerful development received the status of human role. Here existed a complex hierarchy not strictly fixed, interchangeable social roles what allowed everyone to study various interdependencies that enriched coordinating role and formed vectors of social and psychological interdependence both within the school and beyond. The importance for development and expansion of the role of human status had a unique phenomenon – "joint unit",

which allowed to implement social oldest principle of "Carnival" what produces the change in social roles, in this case – change the leaders of the team. However, this transformation did not take place as a one-stage act, but a permanent collective process. There was a constantly changing role of commander who could make comments or give binding instruction to any member of the team in the commune. In addition, there lived children of all ages, who were jointly included in the educational career and constantly changed one of the essential role of human sequences (related to its age status) in the atmosphere of the most complex and changing social infrastructure, immersed in total interaction and communication which A. S. Makarenko called "pedagogy of parallel actions". In addition, there was a theatre, that functioned continuously in the commune, in which were involved almost all pupils, what allowed them to expand their role repertoire further, to go beyond the household, industrial, educational and other trivial social roles, developing mythological, artistic outlook.

Life in the whole municipality governed by the general meeting of staff and commanders of Council, a collegial authority whose decisions could not even Director protest (principle of "Pedagogy of collective action"). In this way comes the formation of a unified collective what directly perceives by each member of the team as a concrete non-mediate by intermediaries not alienated social "super-role", which includes the principle of social leadership from the top (it determined the life of pupils and was fully transparent to participate in it all members of the team). Every teacher here becomes a full member of staff and had no social benefits. Therefore, in the arsenal of social roles implemented in educational institutions of A. S. Makarenko, there was hardly any role that would have been alienated and inaccessible to members of the team who engaged in an atmosphere of mutual trust. By it he received implementing of the essential principle of communication skills – the principle of empathy, openness, participation and ownership of rights in social and natural processes occurring in the environment [6].

Social resources of formation the communicative culture of pupils was widely used in the educational system of V. Sukhomlynsky where is seen teacher orientation on social interaction as the main mechanism of communication skills of students, where is traced his desire to see, assess a situation through the eyes of children. According to V. Sukhomlynsky, pupils' communication with others, its influence on their opinions, freedom, views, visions of the human world determines the person [33, p. 455].

Social approach to the formation of individual students through communication was implemented by V. Sukhomlinsky in three stages. "During the first phase formed system assessment of the student individual. In the second stage, on the basis of this assessment, created the organizational principles of interaction of the teacher with a particular student. During the third stage was created the technique of sharing thoughts, feelings "[34, p. 301-362].

It's important, that training of communicative culture cannot be imagined beyond the creation of human relations between participants of the educational process. Therefore, humanity is formed of the most notable things: faith in human, in good principle in him, with the creation of good relations that develop primarily in work for the benefit of people when harmonious relations play in people's minds, in their activities in the following actions, as help, participation and cooperation. So, a complete relationship education is possible when the child first sees good and educates good [33, p. 455-464].

Affective-perceptual aspects of communicative interaction in the educational system of V. Sukhomlynsky was formed in children from an early age by developing in them the capacity for empathy, sensitivity to others' pain, compassion and kindness to coevals, junior, senior and active help and support to weaker. The essence of the relations in the context of the culture of communication is realized through the formation of the spiritual needs of the human in human that wakes only when the student will be able to experience interest in the inner world of another person. Such relationships do not only form the man as a collective entity, but also provide and develop team.

In general, the formation of communicative culture in the educational process should be based on the regularities of development and formation of communicative culture in the process of

onto - and phylogenies of human. Thereby, A. V. Mudrik, analyzing communication of students as a phenomenon of social relations (where the communication relates to the inner self of a person [24, p. 81]), identifies the following age stages of communication: baby, the subject of which is the subject and practical activity of younger school students; adolescent, the subject of which is the teenager as a subject of practical activity; transition, the subject of which is the student as the subject of communication; youth, the object of which is exactly a pupil as a subject of relations [25, p. 25].

An important aspect of formation of communicative culture refers to the development of perceptual aspects of the process of communication, where a certain dynamics age of interpersonal students perception is detected, due to the interaction between general age regularities and individual-typological peculiarities of students. Here we can speak about the sensory modalities of perception (auditory, visual, kinesthetic), how they are outlined by neuro-linguistic programming, aimed at construction of algorithms for harmonization the functions of these modalities, using the totality of verbal and non-verbal (optic and kinetic, paralinguistic, extra-linguistic means) [14, p. 6].

There is another important aspect of formation of communicative culture – a phenomenon of the sensitive phases of the development, which is connected to the presence of phases of increasing sensitivity of person to social cognition at certain stages of his emotional development. It is known that younger students have a high sensitivity (i.e. favorable) social cognition of the same age, for older teens – as a peer, and an adult high school – adult (which here may stand as an element of the reference group of a student, that is as a specific role model).

Thus, the process of formation of a student communicative culture involves the development of emotional, affective-perceptual, emotional-volitional, value-motivational spheres of personality, its intellectual and creative qualities that are realized through the expansion of social circle, through the development of social role repertoire of the student, the formation of a certain communication experience. In this regard, we can talk about three critical factors of enrichment experiences: a communication method that acquired characteristic for a particular society learning; genetic capabilities (i.e. communication skills) and the influence of the social environment. Active social studying preceded by a period of latent learning, which is considered in science to be a mechanism for enrichment of life experiences. Acquired by the individual in interpersonal relationships in active cognitive activity experience interiorities and lays in the cognitive structures of his psychics in the form of certain skills [16, p. 245].

Therefore, some measure of communicative culture of a person is his attitude toward others, verbal and non-verbal speech, a harmonized expression, facial expressions, gestures, posture, assessment, judgments, speech, action, and other characteristics of conduct which are the outward expression of emotional conditions, qualities of character and a reflection of human's relationship to the events surrounding world and other subjects relations.

It is important that the communicative aspects of behavior are developing in the process of personal communication, under which I. D. Bech understands the kind of subject-subject interaction, where through the exchange of personal best positions of the subjects is possible their moral and spiritual growth. At the same time within personal dialogical relationship teacher and pupil should always work together to solve their personal (socio-moral) problem, the ultimate goal of it is the conscious acceptance of a pupil of a certain moral and spiritual values of the teacher, and such an acceptance that turns this value into a subjective semantic domain, acts as an internal regulator of his actions. This allows the caregiver as a person to carry out communicative interaction in meaningful transformation of life of your pupil, prepare him to be a true subject of moral and spiritual culture of mankind [5, p. 8-14].

The analysis of scientific sources allows to say that the communicative culture acts as a form of relationship of the subject to the social reality and is considered by scientists as a personal construct that defines the specificity of interaction between the individual and society, promotes understanding, cooperation and provides successful adaptation of the individual in society. Communicative culture is a product of socio-communicative activity of the personality arising in the process of interactions and is formed in interpersonal interaction and communication. The

acquisition by the student of the communicative culture through the internalization of social and communicative experience, and suggests a systematic poured teachers, parents, peers, others and of other subjects of educational activity to create optimal conditions for its formation.

Important psycho-pedagogical paradigm of formation of communicative culture of students is the role socialization theory which expresses this approach to the study of personality according to which it is described by means of social functions and patterns of behavior – social roles, stemming from it's social status in a given society or social group. [3, p. 4-7]. Conceptual apparatus of role theory includes the concept of role, social position, role activities, role expectations and norms, the hierarchy roles, role conflict, motives and status and the process of socialization [36].

With psychological, pedagogical and sociological point of view, the repertoire of observed and assimilated role is expanding all the time as human socialization and the formation of his personality. I. S. Kon believes that performing a particular social role the person is causing a noticeable impact on his personal qualities, but a social role does not define a person's behavior, because it must be internalized. Therefore, internalized role is an internal recognition of the individual's social status and his attitude to this status and certain responsibilities that emerge [17, p. 21].

L. P. Chrisin wrote that "the role refers to the function of normative society approved way of behavior expected from everyone who occupies a given social position" [19, p. 25]. This role can be due to the constant social characteristics of the person: social status and profession, age, gender, position in the family and variables that are determined by the characteristics of each situation. The idea of activities' styles, performance of various social roles forms the behavioral stereotypes, which form an integral part of the role behavior.

It is important that the implementation of social roles occurs in the communication process, and as for speech, it performs a form of role-playing activities, so her research in the linguistic aspect is an important task of modern linguistics. Thus language activity is a role-playing activity, which is treated as a set of situational roles, due to positional roles (professional, job, etc.), which in their turn depend on status (so-called legacy: gender, nationality, age etc).

Thus, the role status of the individual reflects in sufficient completeness of its educational, value, activity and behavioral characteristics. Refusing narrow color approach to personality formation and taking as a basis of objective regularities of development and formation, we come to the conclusion that actual is a system-role-based approach to personal development and professional growth [1; 24], as every human objectively belongs to one or another social community, as relevant to a particular situation, in each of which it performs certain social roles due to accepted them the values and the available actual needs [1]. And criteria of formation of level of social adaptation and mobility (harmony) personality are objective indicators of the willingness and ability of a person to perform an objective system of social roles that can be considered the general purpose of forming a harmoniously developed personality [1; 24].

One of the negative aspects of human behavior and, in general, its development is connected with its identification with a particular social role. This significantly narrows the behavioral potential of the individual, linking it to specific patterns of thinking and limiting its professional quality. It is important that the process of knowledge formation, abilities and skills, typically implemented within a particular role of a person when it is included in the educational process, or in general in the process of professional training at the university. Thus, we have the phenomenon of "professionally-role identification" [8].

Therefore, people usually can fully realize acquired in high school skills (including communicative) only in the framework of a certain social role. Accordingly, the urgent task is to form in the students role-liability – like ability to identify oneself with a particular social role (i.e. to fix the boundaries of 'I am'), and the ability to move from one role to another, blurring the limits of your role 'I am' and expanding your role repertoire, taking advantage of existing level of development of communicative culture. This multi-faceted role-playing interaction with the environment will ensure a harmonious relationship with student. It is beyond the role of the personality, achievement of role-playing liability, ability to distance themselves from the situation

of preparing the environment for implementation of one of the main goals of human development - status of the creative personality [13], so it is important to broaden the set of social roles of the students when the variety of methods and forms of training and education, and methods of corrective and preventive effects, it is possible to focus around communicative role training, in which students can expand their repertoire of social and communicative roles, to learn to move quickly from one role to another depending on the circumstances, allowing them to avoid identifying themselves with their role.

It is essential that the personality development in this direction occurs in the field of socializing mechanisms that allow people to acquire social experience and value orientation necessary to perform certain social roles [20].

It is important that the main problem of socialization at the stage of adolescence, when his self-identity, is the problem of role diffusion [13].

Therefore, a role-playing activity can be seen as the leading moment of realization of process of young people socialization. We can say that this process is the integration of the individual in the structure of social relations, whereby he grows as a person, the essence of which may be understood as the totality of social relations [2].

In terms of practical implementation of the above conceptual approaches for understanding the essence of the communicative culture and the ways of its effective formation of pupils and students we can talk about certain methods and means of formation of communicative culture. The rationale for these pathways appears to be an important task of psychological and pedagogical science [38, p. 97-101].

In general, the successful formation of the communication culture is possible under condition of introduction in educational process modeled organizational and pedagogical forms of interpersonal interaction that real experiences and exploratory activities encouraged pupils and students to conscious identification of communicative culture, which requires the use of subject-activity educational paradigm.

The analysis of psychological and pedagogical sources allows us to make a conclusion about the specific ways (methods and means) of formation of communicative culture [37; 38, p. 97-101].

1. Active methods of group work during the study in high school that allow students to learn the basic techniques of self-presentation, self-disclosure, decentralization, communicativeness, sociability, empathy, to develop skills of group cooperation in the classroom and in extracurricular work, tolerant attitude to each other in the process of professionally oriented and interpersonal communication that is the basis of their successful social and communicative growth. Among the methods of formation of communicative culture can be distinguished: "round tables", panel swing, "Socratic discussion", creative monologues, speeches and etc.

2. Formation of communicative culture is in the process of collective creative activity, in particular participation of students in competitions of creative projects, auctions, tournaments promising professionals in their field. Among the forms of work one can distinguish the essays that are reflections, poetry, professional essays etc.

3. Of great importance are the socio-psychological trainings, which should simulate various professional and life situations of interpersonal interaction, in which young people secures the skills of positive verbal and non-verbal communication on the basis of empathic communication, develop the ability to sincerely share their feelings and understand the feelings of others and to exercise self-presentation in the student group, arguments to defend their own point of view, to resist to psychological pressure, to realize our own accomplishments and relationship with others. Such participation of students in training practice contributes to the formation of social-communicative culture; the ability to understand yourself and others, intrinsic motivation relative to the support values, the uniqueness of the other person, communicative skills and communicative competence, the ability to select adequate forms of communication and behavior, observance of social and personal distance in the relationship and the communication, contributes to the development of reflection, empathizes.

4. One of the conditions of formation of communicative culture of a landowner student is to create an effective system of relevant pedagogical influences, special scientifically organized society, which differs from the usual environment of a higher in content and intensity characteristics of joint activity and communication, emotionally and intellectually rich atmosphere of cooperation and creativity. The teachers of the agrarian university are not in the declarative form of the "group of like-minded colleagues", and "collective creators", operating under the organized manner of the rituals adopted in a particular environment. Teachers attach to the joint activities as equal creative participants [5, p. 26-27].

In general, submitted a theoretical analysis of communicative culture as an important social phenomenon allows to make the following **conclusions**:

Communicative culture is implemented in the context of a moral relationship of human beings to each other and provides for their involvement in positive social values and norms of a particular society. It develops in the socialization process through the formation of a person of a specific linguistic code, through the use of human language to the treasury of his people. Consequently, communicative culture appears primarily the culture of human interaction in the process of life with verbal (linguistic) and extra-verbal (empathy, affective-perceptual, the emotional state of people) means of communication.

Communicative culture in its very essence appears as a person's ability to understand the personal intentions of another person, which involves understanding the emotional conditions, the ability to take the point of view of another.

Communicative culture is formed in the activities and through activities in the team and through the team thanks to the inclusion of a person to the values of the collective, and, in general, the values of the society the individual is integrated in. Consequently, communicative culture appears certain means of human's adaptation to his social environment, in that the value aspect needs for a person for certain reference samples of socio-positive behavior. This communicative culture in terms of social interacts accomplished through the development of social-role aspect of human behavior.

Indicators of communicative culture of a person is his attitude toward others, verbal and non-verbal speech, with harmonized expression, facial expressions, gestures, posture, assessment, judgment, speech, actions, and other behavior characteristics.

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ПРОБЛЕМА ФОРМУВАННЯ КОМУНІКАТИВНОЇ КУЛЬТУРИ ОСОБИСТОСТІ В УМОВАХ КОМП'ЮТЕРИЗАЦІЇ СУСПІЛЬСТВА

У статті розглянуто проблему та розкрито основи формування комунікативної культури особистості, що постає певним ступенем єдності комунікативних і соціальних властивостей людини, виявляється у її вмінні розв'язувати життєві та виробничі проблеми, налагоджувати міжособистісні взаємини на різних рівнях, здійснювати адекватну самореалізацію й адаптацію у сучасному суспільстві.

На даному етапі розвитку і становлення конкурентного суспільства, головною умовою формування є забезпечення населення якісною освітою. Для того, щоб українські педагоги високо цінувались на світовому ринку праці, Україні необхідно забезпечити внесення позитивних змін в освітню систему. Прослідковується тенденція до зросту соціального

замовлення суспільства на підготовку висококваліфікованих фахівців для різних галузей національної економіки. Розглянуто поняття "культура" як сукупність соціальних норм і цінностей у контексті особистісних феноменів у науковій літературі. Співставлено комунікацію та культуру як дві важливі, взаємопов'язані сторони соціального існування людини. Виявлено такі аспекти спілкування як взаємодія, відносини, контакти, обміни. Визначено, що комунікативна культура особистості є важливим компонентом загальної культури індивіда та виступає однією з умов самореалізації людини. Зважаючи на це, її можна вважати складним психологічним новоутворенням особистості, результатом її соціально-комунікативного розвитку. Розглянуто процес інтеграції комунікативних та творчих компонентів у структурі самосвідомості особистості, що актуалізує творчу комунікацію особистості. З'ясовано, що реакція на поведінку інших у процесі спілкування завжди опосередковується самосвідомістю, співвідноситься з її рефлексивним "Я". Важливу роль у впровадженні комунікативних та творчих компонентів відіграє емоційний компонент спілкування, складниками якого виступають емпатія, безпосередність, повага до інших, щирість, відкритість оточенню. Розглянуто концепцію трисуб'єктної дидактики.

В дослідженні проаналізовано педагогічні системи, які беруть активну участь у формуванні комунікативної культури особистості. Взято до уваги новаторський підхід А. С. Макаренка до формування комунікативних вмінь вихованців. Опрацьовано педагогічну систему В. О. Сухомлинського, де педагог повинен орієнтуватись на соціальну взаємодію, як головний механізм розвитку комунікативних вмінь учнів.

Досліджено феномен сенситивних фаз розвитку людини, як важливий аспект формування комунікативної культури. Розглянуто рольову теорію соціалізації як психолого-педагогічну парадигму формування комунікативної культури студентів. З'ясовано, що ототожнення з тією чи іншою соціальною роллю має негативні наслідки для розвитку та становлення особистості. Показано, що показником комунікативної культури людини є її ставлення до інших, вербальне і невербальне мовлення, поведінка людини, яка виступає зовнішнім проявом емоційних станів, властивостей характеру, так і віддзеркаленням ставлення людини до подій, оточуючого світу та інших суб'єктів взаємин.

Ключові слова: комунікативна компетентність, самооцінка, аспект, емоції, емпатії, формування комунікативної культури, тренінг, інтеракція, особистість, ІКТ, дидактика.

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ПРОБЛЕМА ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ КУЛЬТУРЫ ЛИЧНОСТИ В УСЛОВИЯХ КОМПЬЮТЕРИЗАЦИИ ОБЩЕСТВА

В статье рассмотрена проблема и раскрыты основы формирования коммуникативной культуры личности, которая является определенной степенью единства коммуникативных и социальных свойств человека, проявляется в умении решать жизненные и производственные проблемы, налаживать межличностные отношения на разных уровнях, осуществлять адекватную самореализацию и адаптацию в современном обществе.

На данном этапе развития и становления конкурентного общества главным условием формирования является обеспечение населения качественным образованием. Для того, чтобы украинские педагоги высоко ценились на мировом рынке труда, Украине необходимо обеспечить внесение позитивных изменений в системе образования. Прослеживается тенденция к росту социального заказа общества на подготовку высококвалифицированных специалистов для различных отраслей экономики. Рассмотрены понятия "культура" как совокупность социальных норм и ценностей в контексте личностных феноменов в научной литературе. Сопоставлены коммуникацию и культуру двух важны, взаимосвязаны стороны социального существования человека. Выявлены следующие аспекты общения, как взаимодействие, отношения, контакты, обмены. Определено, что коммуникативная культура личности является важным компонентом общей культуры индивида и выступает одним из

условий самореализации человека. Несмотря на это, ее можно считать сложным психологическим новообразованием личности, результатом ее социально-коммуникативного развития. Рассмотрен процесс интеграции коммуникативных и творческих компонентов в структуре самосознания личности, актуализирует творческую коммуникацию личности. Установлено, что реакция на поведение других в процессе общения всегда зависит от самосознания, соотносится с ее рефлексивным "Я". Важную роль во внедрении коммуникативных и творческих компонентов играет эмоциональный компонент общения, составляющими которого выступают эмпатия, непосредственность, уважение к другим, искренность, открытость окружению. Рассмотрена концепция трисубьектной дидактики.

В исследовании проанализированы педагогические системы, которые активно участвуют в формировании коммуникативной культуры личности. Принято во внимание новаторский подход А. С. Макаренко к формированию коммуникативных умений воспитанников. Обработано педагогическую систему В. А. Сухомлинского, где педагог должен ориентироваться на социальное взаимодействие, как главный механизм развития коммуникативных умений учащихся.

Исследован феномен сенситивных фаз развития человека, как важный аспект формирования коммуникативной культуры. Рассмотрено ролевую теорию социализации как психолого-педагогическую парадигму формирования коммуникативной культуры студентов. Выяснено, что отождествление с той или иной социальной ролью имеет негативные последствия для развития и становления личности. Показано, что показателем коммуникативной культуры человека является его отношение к другим, вербальное и невербальное речи, поведение человека, выступает внешним проявлением эмоциональных состояний, свойств характера, так и отражением отношения человека к событиям, окружающего мира и других субъектов отношений.

Ключевые слова: коммуникативная компетентность, самооценка, аспект, эмоции, эмпатия, формирование коммуникативной культуры, тренинг, интеракция, личность, ИКТ, дидактика.