

COMMUNICATION AS A SUBJECT OF SCIENTIFIC RESEARCH СПІЛКУВАННЯ ЯК ПРЕДМЕТ НАУКОВИХ ДОСЛІДЖЕНЬ

Communication culture, an essential component of professional culture, has always been an important trait of specialists, as communication is a primary means of realizing professional tasks. Nowadays, communication culture is regarded as a necessary quality for future professionals of any specialty and as a mandatory component of professional culture.

The formation of communication culture in future professionals requires a thorough mastery of both theoretical and practical aspects of communication. Communication is a complex, multifaceted process involving the establishment and development of contacts between people. It is driven by the needs of joint activities and encompasses the exchange of information, the development of a common strategy for interaction, and the perception and understanding of others.

The multifaceted nature of communication is the subject of extensive scientific research across linguistic, pedagogical, psychological, sociological, and philosophical fields. An analysis of the scientific literature reveals several established approaches to defining the term «communication»: as an exchange of information, as a type of interaction, and as a type of activity.

To gain a deeper understanding of communication, it is essential to examine its functions, structure, types, forms, and styles. The generally accepted three interrelated functions of communication are communicative, interactive, and perceptual. The communicative function pertains to the exchange of information between people. The interactive function involves organizing interactions between individuals, including the exchange of knowledge, ideas, and actions. The perceptual function involves perceiving each other as partners in communication and establishing mutual understanding.

The structure of communication includes several components: the subject of communication (the communication partner), the communication task (the goal to be achieved in a particular situation through various actions), communication motives (the purpose of communication), communication actions (acts addressed to another person and units of communication activity), the need for communication (a person's desire to understand and evaluate others, leading to self-knowledge and self-esteem), and the product of communication.

Depending on the context, communication can be interpersonal, personal-group, intergroup, or indirect. It can also be categorized by means of communication (direct or indirect), direction (business or personal), content (cognitive, conditioned, motivational, or activity-based), and modality (verbal or non-verbal).

The individuality of a person in interaction is expressed through their communication style. These styles include authoritarian, liberal, democratic, ritual, manipulative, and humanistic. Communication can take the form of oral or written expression.

The main mechanisms for understanding the interlocutor in communication are identification, empathy, and reflection.

Key words: communication, functions of communication, structure of communication, types of communication, forms of communication, mechanisms of understanding the interlocutor.

Культура спілкування, яка є суттєвим компонентом професійної культури, завжди виступала важливою професійною рисою фахівців, оскільки для них спілкування – один із основних засобів реалізації професійних завдань. У наш час культура спілкування розглядається як необхідна якість майбутнього професіонала будь-якого фаху, як обов'язковий компонент професійної культури.

Формування культури спілкування майбутніх фахівців потребує досконалого володіння теоретичним і практичним матеріалом з проблеми спілкування.

Спілкування – складний багатоплановий процес установлення і розвитку контактів між людьми. Він породжується потребами спільної діяльності, передбачає обмін інформацією, формування єдиної стратегії взаємодії, сприйняття її розуміння іншої людини.

Багатоплановий характер спілкування є предметом серйозних наукових досліджень лінгвістичного, педагогічного, психологічного, соціологічного, філософського напрямів. Аналіз наукової літератури свідчить, що існує кілька сталих підходів визначення терміна «спілкування»: спілкування як обмін інформацією, як вид взаємодії, як вид діяльності.

Для глибокого розуміння спілкування необхідно з'ясувати функції, структуру, види і форми спілкування, а також стилі спілкування.

Загальноприйнятими трьома взаємозв'язаними функціями спілкування можна вважати комунікативну, інтерактивну і перцептивну. Комунікативна функція спілкування полягає в обміні інформацією між людьми. Інтерактивна функція спілкування полягає в організації взаємодії між індивідами, тобто в обміні не тільки знаннями та ідеями, а й діями. Перцептивна функція спілкування означає процес сприйняття одне одного як партнерів спілкування та встановлення на цьому ґрунті взаєморозуміння.

Структура спілкування має містити предмет спілкування – партнера спілкування як суб'єкта; завдання спілкування – мета, на досягнення якої в конкретній комунікативній ситуації спрямовані різноманітні дії, що реалізуються в процесі спілкування; комунікативні мотиви – те, заради чого проводиться спілкування; дії спілкування – акт спілкування, адресований іншій людині, одиниці комунікативної діяльності; потребу в спілкуванні – прагнення людини до пізнання й оцінки інших людей, а з їх допомогою – до самопізнання, самооцінки; продукт спілкування – матеріальні і духовні надбання, що створюються в результаті спілкування; засоби спілкування – операції, за допомогою яких здійснюються дії спілкування.

Залежно від контингенту, спілкування може бути міжособистісним, особистісно-груповим, міжгруповим, опосередкованим. Залежно від засобів спілкування може бути прямим і непрямим. Залежно від спрямування спілкування може бути діловим і особистісним. За змістом спілкування може бути когнітив-

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ним, кондиційним, мотиваційним, діяльним. Окрім того, спілкування може бути вербальним і невербальним. Індивідуальність людини у взаємодії з іншими реалізується через стиль спілкування. Існують авторитарний, ліберальний і демократичний стилі спілкування. Також виокремлюють ритуальний, маніпулятивний та гуманістичний стилі.

За формою мовлення може бути усним та писемним.

Основними механізмами розуміння співрозмовника в спілкуванні є ідентифікація, емпатія і рефлексія.

Ключові слова: спілкування, функції спілкування, структура спілкування, види спілкування, форми спілкування, механізми розуміння співрозмовника.

Problem Statement in General Terms. Changes in the economic sphere of Ukrainian society, the integration of Ukraine into the global space, and the potential for international communication set new requirements for the professional training of future specialists. These processes largely depend on the level of education within society and, particularly, of the students. Consequently, the need for high-quality education for students in communicative professions is becoming increasingly important.

The core of interaction with others is communication, which allows each future specialist to identify themselves as a person capable of professional activity, interpersonal understanding, and the enrichment of their spiritual worldview.

One of the most urgent tasks of the vocational education system is to develop a culture of business communication among future specialists. The success of a specialist's professional activity largely depends on their business communication skills, including the ability to navigate various communication situations, choose appropriate means, forms, and methods of communication, express their views, establish productive relationships with colleagues and partners, solve problems and conflicts creatively and productively, promote a positive social and psychological microclimate, and harmonize interpersonal relations.

Addressing this issue requires a thorough mastery of both theoretical and practical aspects of communication. Achieving success in communicative activities and attaining a high level of communication culture necessitates that future specialists understand the basics of communication, identify goals, objectives, forms, and means of communication, and effectively organize and manage communication processes.

The **purpose** of this article is to explore the current state of communication as a category in modern science, and to determine the functions, structure, types, and forms of communication, as well as mechanisms for understanding the interlocutor. To achieve this goal, a set of interrelated research methods was employed: analysis, comparison, and generalization of scientific literature.

Analysis of Recent Research and Publications. The problem of communication has been studied by numerous scholars, including M. Voronina [1], M. Doronina [2], L. Kaidalova [3], A. Koval [4], A. Nelyuba [5], L. Plyaka [3], I. Trukhin [6], M. Filonenko [7],

I. Tsybalyuk [8], and others. Ukrainian researchers have examined the concept of "communication" from various contexts and scientific approaches. For instance, M. Rubchak, a Ukrainian philosopher, addressed issues of interpersonal relations and communication; A. Lviv, a psychologist, authored works on the psychology of communication and interpersonal interactions; V. Znak, a Ukrainian linguist, studied speech acts and communication strategies in the Ukrainian language; and O. Dovgoplov, a Ukrainian psychologist, explored interpersonal factors in communication.

Identification of Previously Unresolved Aspects of the General Problem. Despite the extensive study of "communication" across various disciplines and its multifaceted nature, this category still requires detailed analysis. Understanding the functions, structure, types, and forms of communication, as well as mechanisms for understanding the interlocutor, is crucial for developing a culture of communication among future specialists.

Presentation of the Main Material. Communication is a complex, multifaceted process involving the establishment and development of contacts between people, driven by the needs of joint activities. It includes the exchange of information, the development of a common strategy for interaction, and the perception and understanding of others.

Communication can be expressed in thought, characterized by emotional and ethical tension, and is essential in human life as it guides practical or spiritual activities. Throughout life, individuals need to convey thoughts in words, express themselves clearly, effectively, and eloquently. The presence of synonyms, homonyms, paronyms, and antonyms presents a challenge, requiring individuals to select the most appropriate terms.

Currently, communication is widely studied globally, with specialized centers such as the Carnegie Center in the United States dedicated to its study. However, there is still no consensus on the definition of «communication», its forms, and means.

Therefore, there is a need to determine criteria for selecting the appropriate forms and language means in specific situations. While individuals may use their native language as a universal means of communication, they select and adapt the most appropriate means for their communication conditions and professional activities.

Communication is an intersubjective interaction, not merely the transmission or exchange of messages. In communication, both the sender and receiver are considered interlocutors and active participants in a common cause. Information circulates between partners, enriching and expanding as both are active contributors.

The multifaceted nature of communication is a significant focus of scientific research in linguistic, pedagogical, psychological, sociological, and philosophical fields. From a linguistic perspective, communication is a symbolic interaction mediated by signs, aiming for unity and consistency in terms and concepts.

A variety of symbolic systems are used in communication, including natural languages with various jargons, literary and artistic languages, artificial languages of mathematics and computer sciences, drawings, graphs, and languages of gestures and facial expressions. Communication involves simultaneous processes and adheres to various regularities: cybernetic, social, psychological, and logical.

Pedagogical communication is vital for achieving pedagogical objectives in professional training. It has a specific structure that aligns with the overall pedagogical process and includes elements of socially-oriented and personality-oriented communication. In higher education institutions, pedagogical communication is a specialized type with distinct purposes, means, and techniques.

Thus, pedagogical communication is a process of addressing numerous communicative tasks and problems, giving professional activities a pronounced heuristic character.

From a psychological perspective, communication is a fundamental condition for human activity, involving goals, emotions, cognitive limitations, and external factors. People are always in contact with others – whether real, imaginary, chosen, or imposed partners. Key components of communication include participants, the situation, and the task. Competence in communication involves developing knowledge, skills, and motivation, and adapting to one's psychological and pedagogical potential, as well as the context and goals of communication. Psychological and pedagogical situations can vary in terms of decency, discussion intensity, and purpose, often shifting from establishing the truth to self-assertion or persuasion.

In communication, the subject does not solely address the mind but also engages the soul and feelings (moral, religious, and national institutions) of the interlocutor. From a philosophical perspective, communication involves the exchange of activities, information, experiences, abilities, skills, and results of activities. Sociologically, communication is a social and personal process that encompasses not only personal relationships but also attitudes toward social norms.

An analysis of the scientific literature reveals several stable approaches to defining «communication»: as an exchange of information, a type of interaction, or a type of activity. The first category of researchers views communication as the process of transmitting information from one person to another through various means and mechanisms, aiming to exchange information and establish mutual understanding. This information includes thoughts, feelings, experiences, views, knowledge, values, etc. Communication is seen as a process involving the transfer and exchange of information as well as interaction and mutual understanding within the social relations system.

The second category of researchers considers communication not as an activity but as an interaction between people, driven by the need for joint activities. This interaction involves exchanging information, influencing each other, and realizing relationships through verbal and non-verbal means.

The third category of researchers views communication as a type of human activity. The purpose of human communication is to establish mutual understanding, create mutual contacts, and unite people within society for specific activities.

Thus, the literature indicates that definitions of «communication» often focus on «information exchange», «interaction», and «activity» as key characteristics. During communication, individuals not only receive rational information and develop mental methods but also assimilate personal emotions, feelings, and behavioral patterns through imitation, empathy, and identification.

We frequently use the term «communication» to describe activities such as providing arguments, proofs, clarifications, justifications, discussing various issues, and participating in scientific, research, and educational activities. Communication is understood as an activity composed of several components: subjects engaged in the activity, objects of focus, means and conditions of activity, a mental model of the activity (including goals, strategies, and expected results), and actual outcomes.

Communication tactics are crucial for effective interaction. Behavioral tactics involve options for behavior in specific situations, including the ability to utilize psychological interaction mechanisms swiftly. M. Filonenko identifies the following communication strategies and tactics: cooperation (facilitates joint activities, ensures success, coherence, and efficiency); rivalry (disrupts activities and hinders understanding); compromise (regulates activities through mutual concessions); adaptation (a person agrees to others' desires without defending their own interests); and avoidance (attempting to escape conflict without resolving it, maintaining personal views without insisting on them) [7].

Communication is a multidimensional process. The analysis of scientific literature highlights its

multifunctional nature. An important aspect is the interactive side of communication. This interactive side, a conditional term, describes components related to the interaction of people in organizing their joint activities. If communication is based on joint activity, the exchange of knowledge and ideas about this activity allows for its realization through new joint efforts and organization. The involvement of multiple people in this activity necessitates individual contributions, allowing us to interpret interaction as the organization of joint activities.

The interactive side of communication involves constructing a common interaction strategy, which includes not only exchanging information but also planning and organizing «exchanges of actions». Such planning allows one individual's actions to be regulated by another's plans, making the activity genuinely joint and integrating individual efforts into a group effort.

For a comprehensive understanding of communication, it is essential to examine its functions, structure, types, and forms, as well as communication styles. Research identifies several functions of communication: information exchange, mutual understanding, organization of interpersonal relationships, mutual influence, adaptation, and self-expression.

We align with the traditional view that identifies three interrelated functions of communication: communicative, interactive, and perceptual. The communicative function involves exchanging information between people. The interactive function organizes interactions, involving not only the exchange of knowledge and ideas but also actions. The perceptual function entails perceiving each other as communication partners and establishing mutual understanding.

Thus, communication is multifunctional, with these functions unified in the actual act of direct communication. The structure of communication includes: the subject of communication (the communication partner); the task of communication (the goal of the communication process); communication motives (the purpose of communication); communication actions (acts addressed to another person); the need for communication (the desire to understand and evaluate others and achieve self-knowledge); and the product of communication (the outcomes).

M. Filonenko also classifies types of communication based on criteria such as spatial existence, motivation, orientation to the interlocutor, time constraints, number of participants, and effectiveness.

According to the criterion of spatial existence, the author distinguishes between direct communication (in which there is direct contact between the subjects) and indirect communication (where subjects do not interact directly but still engage in communicative relations). Based on the criterion of motivation, the author identifies desirable communication (which we seek or desire) and undesirable communication

(which individuals avoid). Regarding orientation to the interlocutor, the author differentiates between interpersonal communication (direct social interactions in «subject-object» and «subject-subject» contexts) and mass communication (which targets a general audience rather than a specific individual). With respect to time limitation, communication is categorized as short-term (limited in duration) and long-term (where individuals feel discomfort in relationships if communication is not enjoyable, whether direct or indirect). In terms of participant numbers, the author distinguishes between monological communication (involving a one-way information flow) and dialogical communication (where both parties are active participants). Lastly, concerning effectiveness, the author differentiates between conflict communication (characterized by clashes in views, interests, and actions) and manipulative communication (where one participant seeks to dominate) [7].

L. Kaidalova and L. Plyaka classify communication types based on the contingent, means, direction, and content [3].

Depending on the contingent, communication can be interpersonal (interaction between individuals revealing psychological traits), personal-group (interaction between an individual and a group), intergroup (involving communication between two or more groups), or indirect (mediated by third parties or technical means). Based on the means of communication, it can be direct (personal contact and direct perception) or mediated. In terms of direction, communication can be business (official interactions aimed at achieving specific production goals and participating in significant activities such as economic, political, legal, or pedagogical) or personal (focused on individual concerns). In terms of content, communication can be cognitive (exchange of knowledge), conditioned (influencing mental states), or motivational (aimed at transferring certain intentions).

Additionally, communication can be verbal or non-verbal. L. Kaidalova and L. Plyaka note that verbal communication, which occurs through language, is a primary means of human interaction, allowing people to exchange ideas, understand each other, and interact. Non-verbal communication, occurring spontaneously through facial expressions, gestures, postures, and intonation, is also significant [3, p. 7].

Non-verbal communication through body language manifests in various ways. Non-verbal elements include:

1. Posture, gestures, and facial expressions, perceived as general motor skills of different body parts (hands for gestures, face for expressions, and posture for pantomime). These motor skills reflect a person's emotional reactions and are referred to as kinesics.

2. Prosody – refers to the quality of the voice, including its range, tonality, pronunciation, timbre, pitch, and volume.

3. Extralinguistics – includes the pace of speech, pauses between words and phrases, as well as non-verbal sounds like laughter, crying, and sighing. Extralinguistic elements complement verbal communication.

4. Proxemics – involves the organization of communication based on the mutual orientation and spatial needs of participants.

5. Visual Communication – refers to eye contact.

Non-verbal means of communication are often used to establish emotional connections with interlocutors, support them in conversation, assess self-control, and gain insights into what people genuinely think.

There are no strict rules governing the use of non-verbal means; however, certain considerations are important:

Non-verbal cues should be used moderately: their absence may seem unnatural, while excessive use can distract from the verbal message. They should complement, rather than overshadow, verbal communication.

Non-verbal elements should be interpreted in the context of the situation, serving as an addition to verbal communication.

There is a direct correlation between a person's official position and their use of verbal and non-verbal communication. Generally, individuals in higher social positions rely more on verbal communication, while those in lower positions may use more gestures and movements.

In business communication, natural and simple non-verbal cues that complement verbal messages tend to create a better impression.

It is also important to recognize and manage unconscious non-verbal cues, such as gestures and facial expressions, to avoid unnecessary or unintended communication.

According to L. Kaidalova and L. Plyaka, «a person's individuality in interaction with others is realized through the style of communication» [3, p. 12]. M. Filonenko defines communication style as «a predisposition to a certain type of communication, orientation, and readiness, which is manifested in the way a person approaches most situations» [7, p. 50].

Kurt Lewin's classification includes authoritarian, liberal, and democratic communication styles:

Authoritarian. The communicator makes decisions independently, sets goals based on personal attitudes, and strictly controls task performance while subjectively evaluating results.

Liberal. Characterized by non-interference, absence of approval or reprimand, and a general indifference to issues.

Democratic. Focused on engaging all participants in problem-solving and decision-making.

In addition to these styles, M. Filonenko identifies ritualistic, manipulative, and humanistic styles:

Ritualistic Communication. Involves maintaining social connections and reinforcing one's identity as a member of society through common social interactions, such as greetings and small talk.

Manipulative Communication. This type of communication treats the partner as a means to achieve external goals. In manipulative communication, only information that aids in achieving the goal is revealed to the interlocutor. Training, persuasion, and management often rely on the ability to employ manipulative communication techniques.

Humanistic Communication. This personal form of communication addresses human needs such as understanding, compassion, and empathy. Examples include intimate, trusting, pedagogical, and psychotherapeutic interactions [7].

Forms of Communication. Communication can be oral or written. The written form differs from the oral form in several ways:

Absence of an interlocutor during expression.

Lack of immediate speech context.

The number and composition of the audience may be unknown.

Written texts are fixed and not all can be vocalized.

Written communication is often monologic and can be reproduced in multiple copies.

Written form includes a unique system of graphic signs (letters, numbers, symbols).

Communication is indirect (mediated by a document), requiring careful selection of means, regulation, text structure, and adherence to traditional forms.

The written form is secondary to the oral form and depends on it for its origin.

In oral communication, one can expect to understand only a portion of the information (no more than 60% of the total). Hierarchical levels in oral communication mean that only 13% of the initial information will reach the highest level from the lowest, or vice versa.

As researcher A. Nelyuba notes, «In communication, a person often protects themselves – consciously or unconsciously – from excessive or unnecessary information, filtering out what is not needed. Consequently, some of the information from the speaker to the listener is filtered and may not reach its ultimate goal. Only a portion of the information makes it through these 'filters' to the listener's consciousness» [5, p. 52].

To overcome such filters in oral communication, various techniques can be employed:

Voice. Adjust volume (loud or quiet) and use tone variations (shouting, screaming).

Rhythmic Speech. Recitative, humming, or poetry can be more engaging and impactful.

Speech Rate and Intonation. Adjusting the pace and tone can aid in communication.

Pauses. Strategic use of pauses can emphasize points and enhance understanding.

To foster attentive listening, it is crucial to:

Show sincere interest and a friendly attitude towards the listener.

Encourage the listener to engage and find common interests.

Adapt to the listener's behavior.

Tips for Effective Communication:

Keep the message simple and clear; break down complex issues into manageable parts and use specific facts with short sentences.

Utilize multiple channels (audio, visual, kinesthetic) to engage several senses simultaneously.

Speak briefly about unfamiliar topics.

Stay focused on the main idea.

Illustrate your points with examples, visualization, non-verbal cues, and associations.

The main mechanisms for understanding an interlocutor in communication are identification, empathy, and reflection.

Identification. Identification involves understanding another person by adopting their perspective. This occurs when, during interactions, one tries to place oneself in the other's position to infer their internal state. M. Filonenko distinguishes between complete identification (general similarity with another person) and partial identification (similarity based on a specific trait). The results of identification include introjection – identifying with a person or group and adopting certain traits – and projection – attributing one's own thoughts and feelings to another [7].

Empathy. Empathy is the ability to perceive and share another person's emotional state, not through rational comprehension but through emotional resonance. M. Filonenko explains that «the level of empathy depends on an individual's capacity to imagine how different people perceive the same event, recognizing the validity of various viewpoints. A person inclined towards empathy is tolerant of others' emotional expressions, deeply explores the interlocutor's subjective inner world without revealing their own mood, and adjusts their perception to better understand the other person» [7, p. 96]. Empathy involves both experiencing the same emotional states as another (empathy) and perceiving the other's troubles without regard to one's own state (compassion) [7].

Reflection. Reflection goes beyond understanding the other; it involves knowing how the other perceives and evaluates you, creating a mirroring process.

According to M. Filonenko, reflection is «an individual's awareness of how they are perceived and evaluated by others; a type of self-observation where the subject becomes the object of their own analysis; and an analysis of one's own mental state» [7].

Conclusions. The primary functions of communication are communicative, interactive, and perceptual. The structure of communication includes the subject, tasks, motives, actions, needs, products, and means. Communication types are categorized as interpersonal, personal-group, intergroup, and indirect (based on the contingent); direct and indirect (based on the means); business and personal (based on direction); and cognitive, conditioned, motivational, and activity-oriented (based on content). Communication forms include oral and written. The main mechanisms for understanding an interlocutor are identification, empathy, and reflection.

Research perspectives. Future research should focus on theoretical and methodological aspects of the communication process, strategies for optimizing it, and developing exercises to enhance effective communication in professional settings, prevent conflicts, and improve overall performance.

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