

**THE ACTUAL PROBLEMS
OF THE WORLD TODAY**
volume 2

London 2019

Copyright © 2019 by Arkhipova I., Baranova Yu., Belyanovskaya E., Bodnenko D., Bogdanenko A., Borys R., Chymshyr V., Danyk Yu., Gubynskiy M., Hlushak O., Holodiuk L., Huliak O., Kazantseva L., Kholiavik O., Kishchenko N., Kobryn N., Kolomiyets E., Kuprii T., Kuznetsov Yu., Lakomova O., Lavrentieva O., Melnyk O., Miier T., Moroz-Recotova L., Moshynska A., Mukan N., Osypchuk S., Ovsiankina L., Panasiuk L., Polishchuk M., Rogova N., Rybalko L., Savosh V., Semenyaka S., Shestakov V., Sukhyi K., Titov V., Turovska H., Uryvsky L., Volodko O., Zapotichna M., Zheliaskov V.

ALL RIGHTS RESERVED
Published by Sciemcee Publishing.

LP22772, 20-22 Wenlock Road
London, United Kingdom
N1 7GU

Sciemcee Publishing is part of SCIEEMCEE.

It furthers the SCIEEMCEE's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

No part of this publication may be reproduced in any manner without the express written consent of the publisher, except in the case of brief excerpts in critical reviews or articles. All inquiries be address to Sciemcee Publishing, LP22772, 20-22 Wenlock Road, London, N1 7GU or publishing@sciemcee.com.
First Edition: 2019

A catalogue record for this publication is available from British Library.

Sciemcee Publishing has no responsibility for the persistence or accuracy of URLs for external or third-party internet referred in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Every effort has been made in preparing this book to provide accurate and up-to-date information which is in accord with accepted standards and practice at the time of publication. Nevertheless, the authors, editors and publishers can make no warranties that the information contained herein is totally free from error. The authors, editors and publishers therefore disclaim all liability for direct or consequential damages resulting from the use of material contained in this book. Readers are strongly advised to pay careful attention to information provided by the book. Sciemcee Publishing also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books. Sciemcee Publishing books may be purchased for educational, business, or sales promotional use. For information, please e-mail the Sciemcee Publishing at publishing@sciemcee.com.

ISBN 978-1-9993071-1-0
Includes bibliographical references and index.



Editorial Board of the Sections of the Collective Monograph:

Bagluk Gennadiy – Professor, Dr. of Engineering, Scientific Deputy Director of Frantsevich Institute for Problems of Materials Science, Frantsevich Institute for Problems of Materials Science, Ukraine.

Birta Habriella – Professor, Dr. of Agricultural Sciences, Professor of Commodity Science, Biotechnology, Expert Examination and Customs Procedures Department, Poltava University of Economics and Trade, Ukraine.

Dodonova Vira – Professor, Dr. of Philosophical Sciences, Professor of Philosophy Department, Borys Grinchenko Kyiv University, Ukraine.

Kozlovskiy Yurii – Associate Professor, Dr. of Pedagogical Sciences, Head of Pedagogics and Social Management Department, Lviv Polytechnic National University, Ukraine.

Lisina Larysa – Professor, Dr. of Pedagogical Sciences, Head of Pedagogical Department, Berdiansk State Pedagogical University, Ukraine.

Proshkin Volodymyr – Associate Professor, Dr. of Pedagogical Sciences, Professor of Computer Sciences and Mathematics Department, Boris Grinchenko Kiev University, Ukraine.

Repilo Yurii – Professor, Dr. of Military Sciences, Professor of Ivan Cherniakhovsky National Defense University of Ukraine, Ukraine.

Smoliuk Ivan – Professor, Dr. of Pedagogical Sciences, Dean of the Pedagogical Institute, Lesya Ukrainka Eastern European National University, Ukraine.

Tkachenko Ihor – Associate Professor, Dr. of Pedagogical Sciences, Professor of Physics and Astronomy and Their Teaching Techniques Department, Pavlo Tychyna Uman State Pedagogical University, Ukraine.

Zhuk Serhii – Professor, Dr. of Technical Sciences, Head of Radio Engineering Devices and Systems Department, Igor Sikorsky Kyiv Polytechnic Institute, Ukraine.

Kazantseva L.

Doctor of Pedagogical Sciences, Professor, Berdiansk State Pedagogical University, Berdiansk, Ukraine

Moroz-Recotova L.

Postgraduate student, assistant, Berdiansk State Pedagogical University, Berdiansk, Ukraine

PROFESSIONAL AND COMMUNICATIVE CULTURE OF A PRE-SCHOOL EDUCATION ESTABLISHMENT TEACHER: DIAGNOSTICS OF THE FORMATION LEVEL

Introduction. The educational process of the higher educational institution in Ukraine is directed towards the development of an individual and his/her interests, adequate to the modern trends in the development of society. For already more than a decade there has been a reorientation of the educational process from a narrow-subject teaching and study of individual educational disciplines to the development in a subject of educational activity of a common culture and an integrated, professionally oriented, scientific form of thinking.

Changes in the state policy in the field of pre-school education lead to an increase in the requirements for the professional competence of a pre-school educational establishment teacher. The employer sees in him/her not only a specialist with a certain set of competencies, but a person with a formed and developed worldview, a developed system of values and a professional line of behavior formed on its basis. Awareness of the communication phenomenon as a specific feature of the educational process in a pre-school educational establishment gave rise to the introduction of the concept of "professional and communicative culture of a pre-school educational establishment teacher" and comprehend it as an integral dynamic personal entity, covering the system of universal and professional values, speech and ethical knowledge, communicative skills and qualities, samples of speech behavior, norms and rules of communicative activity, which are projected by a person into a professional activity adequate to goals and objectives and ensure its high efficiency. So, now there is a need to determine the structure of the professional and communicative culture of a pre-school educational establishment teacher.

The versatility of the views on the problem under investigation is observed not only in the definition of the concept, but also in the definition of its structural components, which is associated with the development of the literary language theory. An integral part of it is the culture of language, which emerged as an independent linguistic discipline in the 1950s and 1960s. Starting from this period, the Ukrainian scientists have been developing theoretical problems of the language culture that have

an impact on practical speech activity: the concept of the language culture (N. Babich, S. Yermolenko, A. Koval, L. Matsko, M. Pylinsky) and the language norm (O. Bobesyuk, O. Veremchuk, I. Zalips'ka, T. Kots', T. Melnyk, M. Pylinsky, V. Rusanivsky, M. Skab, L. Struganets, Z. Franko, O. Cherems'ka, G. Yavors'ka).

In the same period in the USA there is the formation of another science – communicative linguistics, which studies the processes of people's communication using the living natural language, as well as taking into account all available components of communication (physical, physiological, psychological, social, context, situational, etc.). The concept of communication by C. Shannon and V. Weaver, the theory of sign modeling of the language by K. Buller, the semiotic concepts of the language by C. Pearce, F. de Saussure, C. Morris, the theory of speech games by L. Wittgenstein, the logical and the pragmatic ideas by the analytic philosophers (G. P. Grace, J. Leach, J. Austin, J. Searle, P. Stronson, etc.), the ideas of the speech activity theory (L. Vygotsky, M. Zhinkin, O. Leontiev, O. Luria, etc.) played an important role in the development of communicative linguistics.

The Ukrainian researchers addressed certain aspects of the problem of forming a professional and communicative culture of the future educator of the pre-school educational establishments (G. Belenka, M. Vakhnits'ka, S. Gusakivs'ka, L. Kidina, K. Konovalova, A. Omelyanenko, Yu. Rudenko, Yu. Smolianko, V. Tarasova, N. Tsybulyak, T. Shvets). However, a solid study of this problem was carried out by only two scientists. I. Mazayeva [1] considered the professionally-communicative culture as a component of the content in training a specialist and proved the possibility of its content presentation in the program as a purposefully organized sequence of solutions to professional communication problems. O. Maksimkina [2] considered the professional-communicative culture of the educator as a didactic phenomenon and identified it as "educational communication". At present, there is a need to justify and identify the structural components of the professional and communicative culture of a pre-school educational establishment teacher.

Research results. 1. Justification of the structure of the professional and communicative culture of teachers at pre-school education establishments. Considerations regarding the structure of a professional and communicative culture were based on the functions that it carries out in the professional activity of a teacher of a pre-school education establishment by means of rhetorical potential and rhetorical abilities under the influence of existing social and personal values beliefs. These functions include cognitive-communicative, axiological, perceptual and interactive.

The cognitive-communicative function is aimed at the transmission of information from one person to another (other), axiological – it provides an active exchange of personal values (material and spiritual), life priorities and ideals among participants in the pedagogical process, which results in their spiritual enrichment.

Perceptual function is seen in the interpersonal perception, that is, the social perception of the speaker and listener. The interactive feature is manifested in the desire to control, regulate, that is, to organize, as desired, the behavior of communication partners.

The greatest positive influence of interpersonal communication on the participants, according to a number of scientists (V. Grinyova, L. Zanina, S. Zolotukhina, F. Khmil), is probable mainly with the possibility of their self-disclosure and self-affirmation. We use the opinion of V. Pasynok about the need for each participant of communication to feel attention, respect, and understanding from the interlocutor. This will contribute to the autonomy of the interaction subjects, the uniqueness of the individual with the right to own opinion and belief [3, pp. 58-59].

Determination of the structural components of the professional and communicative culture of a preschool education establishment teacher is based on the research conducted by the scholars, as well as on features and requirements for the profession of educator at the pre-school education establishment. Also, the purpose and tasks of the educator's professional activity, the means of organizing and implementing the educational and upbringing process in the establishments of pre-school education were taken into account. Therefore, mandatory structural components were defined as normative, communicative, empathic, ethical and aesthetic, each of which contains certain components (Figure 1).

The normative component is included into the structure of a professional and communicative culture based on the position of linguists regarding the norms inherent in the Ukrainian literary language, which serves all spheres of human life, and professional in particular. They, as L. Matsko points out, are the basis for regulation, streamlining and unification of the universal language, which covers not only the literary language, but also territorial and social dialects, vernaculars, etc. [4, p. 20].

Professional communication should be based on a definite purpose, the allocated pragmatic conditions of communicative act, selected and properly organized speech means. The speaker's intentions predetermine the formation of a communicative strategy with tactics inherent to it, thereby enriching the speaker with a combination of knowledge about the effectiveness of specific communication tactics, their influence on the implementation of the relevant communication strategies. This causes the inclusion of the communicative component in the professional and communicative culture of the pre-school education establishment teacher.

The empathy component took a place in the structure based on the research by K. Rogers about the role of empathy in education and upbringing [5] and G. Belenka, who refers the empathy to the main professionally important internal qualities of the individual, which are the psychological prerequisites for the formation of professional competence of future educators [6, p. 65]. G. Belenka remarks: "The main professional qualities that are part of the professional competence structure and are a prerequisite

for the formation of others, are: love for children, communicativeness, and the ability to feel others – empathy" [6, p. 68]. The author notes that a strong, balanced extroverted type of higher nervous activity appears to be the physiological basis for their formation.

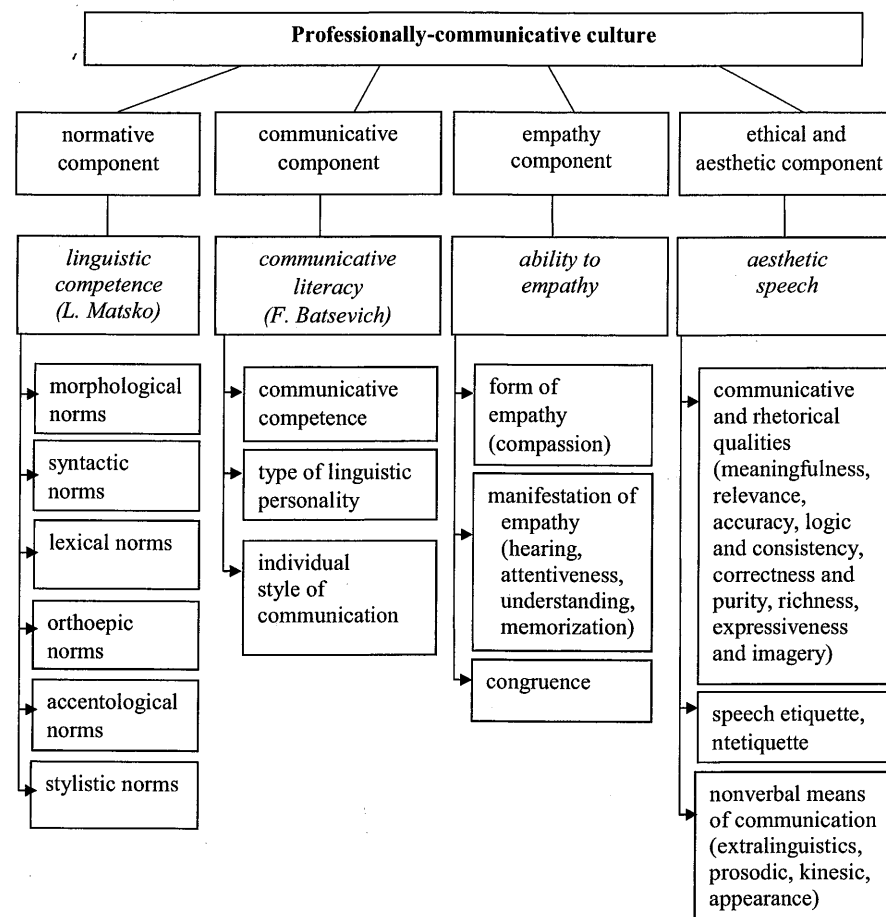


Figure 1. The structure of the professional and communicative culture of a pre-school education establishment teacher

Source: developed by the author

Relying on the definition by O. Fenina that "empathy is the aesthetics of activity: compassion, advice, help, cooperation, correction of defects, deviations, indifference, evil, and other negative manifestations" [7], G. Belenka suggests that for a number of professions, including pedagogical ones, empathy is not aesthetic design of the professionalism level, but the basis for its acquisition [6, p. 69].

In the process of studying the professional component of psychological and pedagogical competence of a teacher N. Sinyagina discovered that empathy of the teacher along with reflection, flexibility, sociability, ability to cooperate, stimulates the state of emotional comfort, intellectual activity, creative search, promotes mutual understanding in relations with children. She defined a certain hierarchy in this set of qualities: the main semantic load is the reflection, the embodiment of which in the behavior of the teacher's personality is empathy and flexibility. Then there is sociability, ability to cooperate [8]. On the basis of experimental researches, Yu. Gippenreiter, T. Karyagina and O. Kozlova, current psychologists have found that the ability of the teacher to express the empathy of understanding, and not just the simple empathy, is very important for children. Here we are talking about the congruence of expression of empathy by the teacher. After all, children are sensitive to sincerity and notice when the teacher is in a stereotyped role [9, p. 13].

The aesthetic component in the structure of the professional and communicative culture of the future pre-school education establishment educator is very important and is closely linked with the ethical component. The purpose of professional communication necessitates the choice of linguistic means. The consideration of future communication also implies the aesthetics of speech [10, p. 36]. We're convinced that aesthetic speech is in the desire for simplicity and conciseness. The philologist P. Dudyk considers aesthetics and ethics of speech to be interconnected, therefore their separate consideration can be seen as somewhat conditional [11]. It should be noted that the works by O. Potebnya, V. Rusanivs'ky, S. Yermolenko, N. Zubets, N. Pasik were devoted to aesthetics problems of the artistic word. However, according to N. Mykhailchenko, there is still no comprehensive study of the aesthetics of live (oral) speech [12, p. 128].

In the linguistic plan, as P. Dudyk notes, all units, phenomena of speech in their essence are equivalent, and gives an example: "all phonemes are equally ethical and aesthetic, in contrast to the vulgar, insulting meaning that has been fixed in language and speech for a negligible number of words" [11]. Therefore, the use of the latter in the individual speech is always a consequence of the social, ethical and aesthetic inferiority of the individual.

Consequently, aesthetics and non-aesthetics as special notions and elements of the mind-sensory sphere of a person to a large extent relate to language and linguistic semantics, which is fixed in words and is perceived within the limits of a single word or sentence, and the text.

P. Dudyk is convinced that aesthetics is a collectively oriented phenomenon, naturally inherent to all, but individually unique. This is practically the whole phonetic and grammatical composition of language, because in itself it is equivalent in terms of ethical and aesthetic viewpoints [11]. L. Matsko and L. Kravets noted about the

aesthetics of the professional language and they see it as the communicative qualities of speech [4, p. 55].

I. Drozdova sees in the speech a criterion of the human culture level, which reveals the essence of the human personality. This causes attention to the need to form such professional qualities of the speaker as an independent and creative composition of thinking, orientation in the linguistic situation, focus on the interlocutor, speech memory, correct and appropriate selection of language tools, correct construction of speech (discourse), prediction of an interlocutor's reaction, proper diction, ability to listen, etc. [13, p. 146].

2. The parts of the structural components of the professional and communicative culture of pre-school establishment teachers. The manifestation of the normative component, according to the linguists, is undoubtedly the linguistic competence, to which they assign the knowledge and observance of such literary norms: morphological (correct use of different forms of words); syntactic (competent combination of words and their forms in phrases and sentences); lexical (determine the correctness of the word choice from a number of units close in meaning or form, and also its use in the meanings that it has in the literary language); orthoepic (dictate the rules of words' pronunciation in the literary language); accentologic (determine correct accents in words); stylistic (regulate the ways of using the literary language in various spheres of public life, that is, the choice of the speech style, the use of its various features: expressive, evaluative, functional). The communicative component is traced in communicative literacy, which provides effective communication and involves possession of the effective and courteous (polite) communication techniques; possession of cliches, relevant to situations, communicative stereotypes, strategies and tactics of communication, in which it is possible to use non-traditional communicative tools, methods, etc. All this is inside the structure of the communicative competence by F. Batsevich, which includes: language competence as the ability to understand and produce an unlimited number of correct messages; discursive competence – the ability to combine messages into connected discourses; sociolinguistic competence – the ability to understand and produce speech in a particular sociolinguistic context of communication; illocutive competence – the ability to realize communicative intentions, using the structure of the message (speech act); strategic competence – ability to take an effective part in communication, choosing the right strategy and tactics of communication; socio-cultural competence – the ability to use the socio-cultural component: customs, norms, rituals, social stereotypes [14, pp. 124-125].

A person enters the communication as a personality with all the features inherent in him/her, because of this the speaker is understood as a linguistic personality. In communicative linguistics it is the individual who possesses a combination of abilities and characteristics that predetermine the creation and perception of texts that are

distinguished by the level of structural and linguistic complexity, the depth and accuracy of the reality reflection.

Based on the statement by O. Leontiev [15, pp. 358-362] concerning the transition of the language from the subject form into the form of activity in the process of its appropriation, we arrive at the conclusion that the phenomenon of the linguistic personality is closely interrelated with the phenomenon of speech (communicative) personality. In considering the latter, as the opposition, the first in the context of dichotomy "language – speech", "individual – general", the model of linguistic personality by V. Krasnykh acquires a special significance. The researcher identifies in it the following components: 1) person who speaks – personality, one of whose activities is speech activity; 2) proper linguistic personality – a person who manifests himself in speech activity, possesses a set of knowledge and conceptions; 3) speech personality – a person who realizes himself in communication, chooses and implements this or that strategy or tactics of communication, repertoire of means; 4) communicative personality – a concrete participant in a specific communicative act, who actually works in real communication [16, p. 151]. It is clear that such a distinction is possible solely for the purpose of theoretical understanding, since it is evident that every person as a speaker at the moment of speech activity appears simultaneously in three hypostases: as a linguistic personality, as a speech personality and a communicative person. All this gives grounds to conclude that the type of language-speech-communicative personality significantly influences the choice of communication style.

In order to successfully communicate, you need to choose an appropriate communication style. One that is considered appropriate by N. Sobol takes into account four variables of the communication process: time, information, acceptability for another, potential opportunities, which in turn consist of abilities and motivation [17]. Our vision of the communication style adequacy is based on five variables: the content of the information (what to speak), the identity of the addressee (whom to speak), the time, the conditions of communication (when to speak), the purpose of communication (why to speak) and its tone (how to speak). We believe that the consideration of these variables by the teachers of pre-school establishments will significantly increase the efficiency of professional communication. Obviously, such an approach leads to the development of an individual communication style.

Within the personal approach M. Koval defines the style of communication as "an individually stable form of communicative behavior of a person, which manifests itself in all conditions of interaction" [18, p. 9]. It is within this approach that the concept of an individual activity style and an individual style of communication arose, which, in turn, as N. Sobol notes, gave impetus to the development of two directions of consideration of the individual communication style by the modern science: individual-

typological (the study of individual-typological determinants of styles, their differentiation, the identification of system-forming characteristics, construction and description of typologies) and purely individual (understanding the uniqueness of each individual) [17].

Individual styles of communication were investigated by various scholars, and depending on the scope of the communicants and scientific approaches different styles were identified by them: 1) E. Rudensky: creative, productive, friendly, distant, oppressive, populist, flirtation style, demanding, business and positional communication style, the basement of which are the moral and ethical settings of personality and assessment of socio-ethical attitudes of society [19]; 2) V. Latinov: alienated, submissive, balanced, caring and powerful style of communicative behavior, distinguished on the basis of two factors: domination – subjugation, friendliness – hostility [20]; 3) M. Koval: dominant, soft, status-role, personally-open, friendly, aggressive, harmonious (system-holistic) communication styles, emphasizing the dependence of the communication effectiveness on the ability to move flexibly from one style to another, more adequate to the situation [18, p. 11]; 4) R. Norton: dominant, dramatic, controversial (aggressive), calming, impressive, accurate, inspiring, attentive, sociable, open [14, p. 190]; 5) V. Satir: a blammer (a person who constantly accuses and threatens others), a placator (a person who always pleases), a computer (non-emotional type, a thinker), a distractor (never answers the questions in essence, is constantly distracted), an inappropriate person, a harmonious person [21, pp. 283-284]; 6) A. Borichev: assertive (free, non-manipulative communication), non-assertive (passive), aggressive [22, pp. 63-64]; 7) T. K. Gamble, M. Gamble: styles: A (formal approach), B (seek but fear of interpersonal relationships), C (people who are confident in the correctness of their thoughts, but practically do not pay attention to how they affect others and how they are perceived), D (sincere, open, sensitive to the needs and beliefs of other people). At the heart of this understanding – the concept of self-awareness, explained through the so-called "Johari window" [23, pp. 340-350].

The manifestation of the empathic component of the professional and communicative culture of a pre-school education establishment teacher is the form of empathy directed at the other, different types of listening, the level of the linguistic personality, taking into account the style of communication, congruence. Thus, empathy can be directed both to himself / herself and to another person, and this determines the forms of its manifestation. For the pre-school education establishment teacher in professional terms, emphasis is on empathy aimed at another person. We use the beliefs of I. Shtrykh regarding the designation of such a form as compassion or empathy. Compassion reflects the experience of another, yielding to to his own. This form of empathy takes place in a situation where the partner's position is perceived, moral impulses are being actualized in his favor and a desire to help him arises [24,

A manifestation of empathy is a hearing. As an intentional process, it cannot happen automatically. It is a purposeful, organized human activity in communication. According to F. Batsevich, the semantics of the verb "to listen" is marked by an active process, and the semantics of the verb "to hear" captures only the process of perception, that is, "passively perceive by hearing". The scientist to the elements of the hearing relates hearing, attention, understanding and memorization [14, p. 101].

Among the types of hearings, identified by the scholars, [14, p. 102] we consider the following as professionally important for a teacher of a pre-school education establishment: 1) a careful thoughtful hearing, the purpose of which is to understand and memorize professionally important information at meetings, seminars, advanced training courses etc.; 2) empathy, which promotes friendly relations between people, due to the fact that the listener seeks to enter the speaker's situation and perceives his words through the prism of his (speaker's) experience; 3) critical hearing, which facilitates the differentiation of the heard information content, uncertainty in its reliability, tendentiousness, and one-sidedness. Hearing for the sake of satisfaction is significant in the personal sense, because this type of hearing is used when listening to music, watching performances, talking at friendly parties, and so on.

The expression of empathy, in our opinion, depends on the personality traits of communicants, the grouping of which gave grounds to S. Sukhikh to distinguish three types of individuals: harmonious, conflict and impulsive [25, pp. 50-54].

Congruence is another form of empathetic manifestation. It is understood as a state of integrity and absolute sincerity, when all parts of the individual work organically and are aimed at one goal.

The manifestation of the aesthetic component of the professional and communicative culture of a pre-school education establishment teacher is the masterful use of communicative and rhetorical qualities of speech, speech etiquette and netiquette, and nonverbal communication. Undoubtedly, the speech of a pre-school education establishment teacher will be a standard, an example for imitation both by children and their parents, therefore, meaningfulness, relevance, accuracy, logic and consistency, correctness and purity, richness (diversity), expressiveness and imagery of such speech gain weight. The use of a large variety of etiquette and netiquette formulations will provide a high indicator of speech aesthetics, will expand not only the active vocabulary of the educator, but will also become a means of educational influence in the educational process. The ability to understand nonverbal means of communication will facilitate the choice of strategy, tactics, means of communication in each particular communication situation, and the ability to apply them will enhance the effectiveness of professional communication in achieving its goal.

3. Studying the formation of a professional and communicative culture of a pre-

school education establishment teacher. In order to confirm the urgency of the determined structure of the professional and communicative culture of pre-school educational establishment teachers, the study of each structural component formation according to twelve indicators and four criteria was conducted. For this purpose, a diagnostic technique was developed that contained a series of tests and an author's questionnaire. The results of each task were distributed according to the specified levels: high, sufficient, medium and low. Thus, the criterial apparatus for studying the formation of a professional and communicative culture of a pre-school education establishment teacher is given in Table 1.

Table 1 Criterial apparatus for studying the level of a professional and communicative culture formation of a pre-school education establishment teacher

Criteria	Indicators
motivational	internal need for mastering a professionally communicative culture
	structure of value orientations of a person
	professional orientation of the person
cognitive	understanding of the essence and significance of a professional and communicative culture
	awareness of the influence of personality traits on the effectiveness of communication
	possession of language standards in the professional sphere
personal	communicative tolerance
	self-control in communication
	manifestation of empathy in professional communication
active	type of communication
	communication aesthetics
	strategic competence

Source: compiled by the authors

Definition of indicators was based on the scientific research in relevant fields of science, own practical experience and observations.

The survey of the formation level of a professional communicative culture took place among the higher education students of III (122 students) and IV (166 students) years of educational degree "Bachelor", specialty 012 "Preschool education", 6.010101 "Preschool education" of higher educational institutions of Ukraine. In total, the experiment involved 288 people. The choice of this category of student youth is conditioned by the availability of professional knowledge, skills, significant changes in the development of professional qualities, practical experience gained during 2-3 years of study.

Note that the study of the formation level of a professional and communicative culture according to the indicators of the motivational criterion gave the results

presented in Table 2.

Table 2 Results of the study of the formation level indicators according to the motivational criterion at the definable stage of the study

Indicators	Levels		high		sufficient		medium		low	
	number	%	number	%	number	%	number	%	number	%
internal need for mastering a professionally communicative culture	44	15.3	165	57.3	79	27.4	0	0		
value orientations' structure of a person	15	5.2	79	27.4	194	67.4	0	0		
professional orientation of the person	86	29.8	72	25	65	22.6	65	22.6		

Source: compiled by the authors

As can be seen from the table, a small number of respondents (15.3%) has a deep internal need for mastering a professionally communicative culture. This is evidenced by the focus of the respondents on the result, which depends on their professional communicative culture in self-regulation, empathy, reflection and is attributed to a high level. With an insignificant advantage in the number (27.4%) – respondents with a medium level, which include the correctness of speech into the indicators of a professional and communicative culture and have a vague expression of the need to master the professionally communicative culture. For the majority of respondents (57.3%), internal demand is formed at a sufficient level and is due to the desire to demonstrate their own competence in the issues of development, education and training of pre-school children. They include the ability to find an approach to the interlocutor in each particular situation into the indicators of a professional communicative culture. This category is classified by the sufficient level.

It was established that the structure of value orientations of the majority of respondents (67.4%) consists of such values such as love, high social status and human management, social activity for achieving positive changes in society. In the context of our study, they are referred to the medium level of the individual value sphere formation. 27.4% of the questioned people have a sufficient level, and their structure of values includes the recognition and respect of people and the impact on others, as well as the need for communication. Values such as help and mercy in relation to other people, new knowledge in the world, nature, humanity are inherent in a small number of higher education graduates (5.2%) and they are attributed to the high level of the value orientations' formation. Such data may indicate that the system of value orientation of respondents, as future professionals in the field of pre-school education, is not formed.

According to the latest indicator – professional orientation of the personality – we find in the majority of respondents (29.8%) the humanistic orientation of the individual, indicating a high level of this indicator's formation. The pragmatic orientation of the personality is inherent in 25% of the respondents (sufficient level), and the same

number (22.6%) is distributed between the idealist (medium level) and the egocentric (low level) orientation of the individual.

The obtained results confirm the necessary level of motivation for mastering a professionally communicative culture.

The study of the formation level of a professional communicative culture according to the cognitive criterion indicators was carried out according to the developed questionnaire, which tasks were to determine the level of respondents' awareness in matters of the essence and importance of a professional and communicative culture, awareness of the success conditions of communication, knowledge of the language skills of the professional vocabulary. The results are presented in Table 3.

Table 3 Results of the study of the formation level according to the indicators of the cognitive criterion at the qualifying stage of the study

Indicators	levels		high		sufficient		medium		low	
	number	%	number	%	number	%	number	%	number	%
understanding of the essence and significance of a professional and communicative culture	0	0	15	5.2	173	60.1	100	34.7		
awareness of the influence of personality traits on the effectiveness of communication	72	25	94	32.6	107	37.2	15	5.2		
possession of language standards in the professional sphere	0	0	86	29.8	144	50	58	20.2		

Source: compiled by the authors

According to the received data, the majority of respondents (60.1%) identify professional communication culture with the culture of speech in professional activity or professional communication, the value of which is seen in the ability to communicate on the basis of established rules. Such characteristics correspond to the medium level of the first indicator's formation. One third of the respondents (34.7%) are classified as low, because this part of respondents does not understand the essence and significance of a professional communicative culture, or identifies it with a professional culture of a specialist that does not cover all the components of this concept. And only a small amount (5.2%) is consciously aware of the professionally-communicative culture as a personality's quality, which depends on the general and communicative culture and ensures the efficiency of professional communication. Such an understanding is defined as a sufficient level of formation of this indicator. We assume that such data are related to the fact that the concept of "professional communication culture" remained beyond the attention of Ukrainian researchers in the field of pre-school education, which in some way made it impossible for the respondents to become acquainted with its content and meaning.

The study of the awareness level of the personality characteristics' influence on the effectiveness of communication, as the second indicator of cognitive criterion showed the expected results. The high level of awareness was demonstrated by 25% of the respondents. They clearly define the positive and negative effects of specific personality traits on communication efficiency. With the sufficient level of awareness were 32.6% of respondents. Determining the dependence of the professional communication effectiveness on the psychological properties of the communicant, they noted the positive effect of introversion and rigidity, which does not correspond to reality. The number of respondents (37.2%) determined the nature of the impact of only those personality traits, whose semantics of nominations they understand; it was attributed by us to the medium level of awareness, and only 5.2% showed the low level. Such indicators testify to a sufficient level of awareness of the higher education students of the influence nature of the properties and qualities of the individual on the effectiveness of communication. This can be the basis for meaningful mastering the theoretical and practical bases of organization and implementation of professional communication.

According to data from the study of language skills in the professional sector, half of the respondents (50%) show the medium level. The nature of the norms violation in most cases is explained by the influence of respondents' bilingualism. This category of higher education graduates has difficulty in choosing lexemes for praising the child for his or her efforts or achievement, using the vocative form of the name, determining the group of words by meaning (homonyms, paronyms, synonyms, antonyms), permits a violation of grammatical norms. One third of the respondents (29.8%) have a sufficient level, and a fifth (20.2%) has a low level of proficiency in the Ukrainian language.

The results of studying the formation level of a professional communicative culture according to the indicators of a personal criterion are presented in Table 4.

Table 4 The results of studying the formation level indicators according to the personal criterion at the qualifying stage of the study

Indicators	high		sufficient		medium		low	
	number	%	number	%	number	%	number	%
communicative tolerance	181	62.9	72	25	29	10	6	2.1
self-control in communication	22	7.7	43	14.9	151	52.4	72	25
manifestation of empathy in professional communication	0	0	0	0	100	34.7	188	65.3

Source: compiled by the authors

As we see, communicative tolerance is characteristic for the majority of respondents (62.9% – high, 25% – sufficient), while only 7.7% of higher education students own self-control in communication, 52.4% – at the medium level and 25% –

at the low level. Such data testify to the respondents' awareness of the importance of accepting individuality, the ability to attach themselves to the interlocutor, to conceal and alleviate the unpleasant feelings when faced with his/her incommunicability.

This is evidenced by the ability to forgive others mistakes, inconveniences, unintentional troubles. This, in turn, can motivate respondents to constantly monitor themselves, continuous work on self-control and self-regulation. However, in the manifestation of empathy in professional communication, respondents are showing low rates. The medium level of empathy is demonstrated by 34.7% of the respondents. They have difficulty in determining the emotional states of the child, while interpreting nonverbal means of an adult communication is based on one element, instead of a complex assessment that distorts the integrity of the information. More than half of the respondents (65.3%) have low levels of empathy. They have difficulties in nominating the emotions of the child (for example, some emotions are replaced by their manifestations (the abuse is denoted as crying, joy – as laughter), confuse them (delight is marked as joy, fear – irritability, despair, anger – dissatisfaction, hysteria, wonder – insult, etc.). There were those who could not label emotion with a corresponding lexeme (30%). Observing the communicative behavior of the respondents revealed a discrepancy of the non-verbal means used in their speech in 87.5%, which proves the presence of incongruence.

The reason for this phenomenon may be the unconscious use of nonverbal means. We assume that such results are due to the low level of respondents' awareness about the importance of the empathy's appearance in the professional activity of a pre-school education establishment teacher, which reduces the desire and frequency of its conscious application.

The results of studying the formation level of a professional communicative culture according to the indicators of the activity criterion are presented in Table 5.

Table 5 Results of the study of the formation level of indicators according to the activity criterion at the qualifying stage of the study

Indicators	high		sufficient		medium		low	
	number	%	number	%	number	%	number	%
type of communication	29	10	130	45.1	86	30	43	14.9
communication aesthetics	0	0	15	5.2	86	30	187	65
strategic competence	0	0	21	7.3	100	34.7	167	58

Source: compiled by the authors

As we see, a significant number of respondents (45.1%) prefer the information type of communication, which is aimed at the transfer or restoration of certain information and is defined as the sufficient level. About a third (30%) shows a medium level, using a mentoring (instructive) type of communication. Its characteristic features are ignoring explanations of the interlocutor, demonstration of the intellectual

superiority of the speaker. A small number of respondents (10%) testify to a high level, since it gives preference to the inspired type of communication.

It is distinguished by the active participation of the speaker in communication on the principles of mutual assistance and cooperation. The low level is demonstrated by the respondents who choose the confrontational (arrogant) type of communication (14.9%). The characteristic feature is supremacy and inflexibility. Such data may be explained by insufficient orientation of respondents for cooperation, inability or unwillingness to take into account the individual characteristics of the interlocutor. The latter greatly increases the probability of conflict situations in professional activities.

The lowest rates were obtained from the communication aesthetics (65%) and strategic competence (58%). Note that in studying the components of the aesthetic component, special attention was paid to the absence of rough lexical forms, figurative and lexical richness, the use of tropes and folk forms, citation. An important indicator of aesthetic communication is the richness of etiquette formulas in the active vocabulary of respondents, the manifestation of prosodic, kinesic and proxemic components. The results revealed that the respondents (65%) did not pay attention to the pace of speech, tone, volume, and speech style. Do not follow posture, facial expressions, gestures, ignore visual contact. They also observe a poor supply of formulaic speech etiquette. In the speech there is no use of allegory, comparisons, metaphors, periphrases, metonymy, and epithets. This testifies to the low level of speech formation aesthetics. A certain number (30%) of the respondents demonstrates knowledge of 4-5 variants of each etiquette form and partial control over the use of nonverbal tools, which is an indication of the medium level. And only a small number of respondents (5.2%) showed a sufficient level, indicating 6-7 variants of each etiquette form and consciously using nonverbal means of communication.

Determination of the strategic competence formation level was carried out by analyzing the plan of conversation between a mother and an educator. The content and sequence of phrases, replicas, questions, selected by respondents, determined the communication tactics, and on the basis of it – the strategy. Note that the majority (57.5%) did not demonstrate any particular communicative strategy; they could not explain which line of conduct in communication is believed to be dominant. This is an indication of the low level of strategic competence. Some (34.7%) tried to combine tactics from different strategies, but such an approach did not achieve the goal. The tactics used by the respondents allowed to carry out the division according to certain levels: 1) the tactics of direct question, causation (creation of something, promotion of appearance and implementation of something) of verbal / non-verbal action, verification, provocation, doubt, clarification inherent in the strategy of a pedagogical discourse control; 2) the tactics of attracting attention, question, order, request, invitation, permission, prohibition, call, attributed to the organizational strategy of

pedagogical discourse; 3) the name, description, interpretation, definition, paraphrase, abstraction, generalization, concretization, giving examples, which are inherent in the explanatory strategy of pedagogical discourse. Attempts to apply the latest tactics were recorded among 7.3% of respondents.

As a whole, it has been established that the professional and communicative culture has been formed at the medium level according to most indicators. The formation of the empathic and ethical-aesthetic structure components of the professional and communicative culture of a pre-school education establishment teacher requires special training conditions.

CONCLUSION

So, the proposed structure of the professional and communicative culture of a pre-school education establishment teacher covers all professionally important and personally significant components for the specialist to accomplish the goals and objectives. It is made up of normative, communicative, empathic, ethical-aesthetic components. Each component has parts that fully and meaningfully reveal its contents.

The parts and components are included in the structure of a professional and communicative culture based on scientific research, its functional purpose, its own practical experience and observation of communicative behavior of higher education students according to specialty 012 "Pre-school education" and 6.010101 "Pre-school education".

The normative component includes the knowledge and compliance of a pre-school education establishment teacher with morphological, syntactic, lexical, orthoepic, accentological, and stylistic literary norms. The communicative component is traced in communicative literacy, which provides effective communication and involves possession of the effective and courteous (polite) communication technique. Possession of the situational cliches, communicative stereotypes, strategies and tactics of communication, in which it is possible to use non-traditional communicative moves, techniques, etc., is also a manifestation of the communicative component. The empathic component of the professional and communicative culture of a pre-school education specialist is seen in the form of empathy directed at another person, different kinds of listening, congruence. The manifestation of the aesthetic component of the professional and communicative culture of a pre-school education establishment teacher is the masterful use of communicative and rhetorical qualities of speech, speech etiquette and netiquette, and nonverbal communication.

As a result of the qualifying stage of the study, high indicators were obtained based according to the motivational criterion, indicating the level of motivation required for mastering a professionally communicative culture.

Low indicators were obtained according to the cognitive, personal and activity

criteria. The respondents do not comprehend the essence and significance of the professional and communicative culture of a pre-school education establishment teacher, demonstrate insufficient knowledge of the Ukrainian language norms in professional communication. Respondents have difficulty in determining the emotional state of the child. When interpreting nonverbal means of communication by an adult, individual elements are preferred. Almost all respondents demonstrate incongruence.

The lowest rates were obtained when diagnosing the communication aesthetics and strategic competence. The respondents showed complete or predominant neglect of prosodic, kinesic and proxemic components and a poor supply of formulas for speech etiquette. Most respondents do not have tactics of communicative strategy.

The results obtained may be due to the lack of disciplines in the curriculum, the content of which would involve in-depth study of the indicated areas.

The study of the formation level of the professional and communicative culture of pre-school education establishment teachers confirmed the urgency of including in its structure the empathy, and ethical and aesthetic components, clarifying the parts of the communicative component. The prospect for further scientific research is seen in determining the pedagogical conditions for the formation of a professional and communicative culture of a pre-school education establishment teacher.

BIBLIOGRAPHICAL REFERENCES

1. Mazaeva, I.A. (2003). Professionalnaia kommunikativnaia kultura v sodержanii podgotovki spetsialista (na materiale professii "chelovek-chelovek") [Professional communicative culture in the content of specialist training (based on the "person-person" professions' material)]. *Candidate's thesis*. Moscow [in Russia].
2. Maksimkina, O.I. (2002). Formirovanie professionalnoi kommunikativnoi kultury budushchego pedagoga doshkolnogo obrazovatel'nogo uchrezhdeniia: soderzhatel'nyi i protsessualno-deiatel'nostnyi komponenty [Formation of the professional communicative culture of a preschool educational institution future teacher: meaningful and procedural-activity components]. *Candidate's thesis*. Saransk [in Russia].
3. Pasynok, V.G. (2009). *Osnovy kultury movlennya [Fundamentals of speech culture]*. Kharkiv: Kharkivskiy nacionalnyi universytet imeni V.N. Karazina [in Ukrainian].
4. Matsko, L.I., & Kravets, L.V. (2007). *Kultura ukrainskoi fakhovoi movy [Culture of the Ukrainian Professional Language]*. Kyiv: VTs "Akademiia" [in Ukrainian].
5. Orlov, A.B. (2002). Chelovekotcentrirovannyi podkhod v psikhologii, psikhoterapii, obrazovanii i politike (k 100-letiiu so dnia rozhdeniia K. Rodzhersa) [The person-centered approach in psychology, psychotherapy, education, and politics

(to the 100-th anniversary of C. Rogers' birth)]. *Voprosy psikhologii – Questions of psychology*, 2, 64-85. Retrieved from <http://hpsy.ru/public/x1100.htm> [in Russia].

6. Bieliienka, H.V. (2006). Vychovatel ditei doshkil'nogo viku: stanovlennia fakhivtsia v umovakh navchannia [Educator of pre-school children: formation of a specialist in conditions of study]. Kyiv: Svitych [in Ukrainian].

7. Fenyna, O.Ya. (2002). Rol empatii v osobystynomu rozvytku [The role of empathy in personal development]. L.V. Artemova (Eds.), *Zbirnyk statei Kyivskoho mizhnarodnogo universytetu. Pedagogichni nauky. Psykholohichni nauky – Collection of articles of Kyiv International University. Pedagogical sciences. Psychological sciences*, (2), (pp. 238-243). Kyiv: Pravovi dzherela [in Ukrainian].

8. Siniagina, N.Iu., & Derkach, A.A. (1998). Sotsialno-pertseptivnye kharakteristiki lichnosti pedagoga. [Socio-perceptual characteristics of a teacher's personality]. *Razvitie sotsialno-pertseptivnoi kompetentnosti lichnosti – The development of social and perceptual competence of an individual: materials of the scientific session devoted to the 75-th birthday of A. A. Bodalev*. Moscow: Luch [in Russia].

9. Dolgova, V.I., & Melnik, E.V. (2014). *Empatiia [Empathy]*. Moscow: Izdatel'stvo "Pero" [in Russia].

10. Baller, E.A. (1966). *O kulture i kulturnosti [On culture and level of culture]*. Moscow: Znanie [in Russia].

11. Dudyk, P.S. Stylistyka ukrainskoi movy [Stylistics of the Ukrainian language]. (n.d.). *litmisto.org.ua*. Retrived from <http://litmisto.org.ua/?p=5621> [in Ukrainian].

12. Mykhailychenko, N. (2015). Estetyka usnogo movlennia ta profesiina kompetentnist pedahoha-filoloha [Aesthetics of the spoken language and professional competence of a teacher-philologist]. *Mova i suspilstvo – Language and Society*, (6), (pp. 128-133). Lviv: LvivNU imeni Ivana Franka [in Ukrainian].

13. Drozdova, I.P. (2010). *Naukovi osnovy formuvannia ukrainskoho profesiinoho movlennia studentiv nefilolohichnykh fakultetiv VNZ [Scientific fundamentals of the Ukrainian professional language formation for students of non-philological faculties in a higher educational institution]*. Kharkiv: Khark. nats. akad. misk. hosp.-va. [in Ukrainian].

14. Batsevych, F.S. (2009). *Osnovy komunikatyvnoi linhvistyky [Fundamentals of communicative linguistics]*. Kyiv: VTs "Akademiia" [in Ukrainian].

15. Leontev, A.N. (1981). *Problemy razvitiia psikhiki [Problems of the psyche development]*. (4nd ed., rev.) Moscow: Izdatel'stvo Moskovskogo universiteta [in Russia].

16. Krasnykh, V.V. (2001). *Osnovy psikholingvistiki i teorii komunikatsii* [Fundamentals of psycholinguistics and communication theory]. Moscow: Gnozis [in Russia].

17. Sobol, N.M. (2011). Indyvidualnyi styl profesiinoho spilkuвання maibutnoho perekladacha [Individual style of a future interpreter's professional communication]. *Visnyk Natsionalnoi akademii Derzhavnoi prykordonnoi sluzhby Ukrainy – Bulletin of the National Academy of the State Border Guard Service of Ukraine*, 2. Retrived from http://nbuv.gov.ua/UJRN/Vnadps_2011_2_16 [in Ukrainian].

18. Koval, M.S. (1998). Formuvannya indyvidualnoho styliu profesiinoho spilkuвання u maibutnikh ofitseriv pozhezhnoi okhorony [Formation of an individual style of professional communication in future firefighting officers]. *Extended abstract candidate's thesis*. Kyiv [in Ukrainian].

19. Rudenskii, E.V. (1997). *Osnovy psikhotehnologii obshcheniia menedzhera* [Formation of an individual style of professional communication in future firefighting officers]. Moscow: INFRA-M; Novosibirsk: NGAEiU [in Russia].

20. Latynov, V.V. (1995). Stili rechevogo komunikativnogo povedeniia: struktura i determinanty [Styles of verbal communicative behavior: structure and determinants]. *Psikhologicheskii zhurnal – Psychological Journal*, 6 (16), 90-100 [in Ukrainian].

21. Kipnis, M.Sh. (2018). *Entsiklopediia igr i uprazhnenii dlia liubogo treninga* [Encyclopedia of games and exercises for any training]. Moscow: Izdatelstvo AST [in Russia].

22. Borichev, A. (2007). *Teoriia mezhlchnostnykh otnoshenii i kognitivnye teorii lichnosti* [Theory of interpersonal relations and cognitive theories of personality]. Moscow: Prain-Evroznak [in Russia].

23. Gamble, T. K. Michel. *Communication Works*. 4-th. ed. New York: McGraw-Hill, Inc., 1993. 503 p.

24. Shtrykh, I.I. (2015). Zdatnist do empatii yak komponent profesiinykh zdibnostei psykholoha [Ability to empathy as a component of the psychologist's professional abilities]. *Naukovyi visnyk Mukachivskoho derzhavnoho universytetu. Seriia "Pedahohika ta psykholohiia" – Scientific bulletin of Mukachevo State University. Series "Pedagogy and Psychology"*, 2, 177-180 [in Ukrainian].

25. Cukhikh, C.A. (2004). *Lichnost v kommunikativnom protsesse* [Personality in the communicative process]. Krasnodar: Izd-vo iuzh. in-ta menedzhmenta [in Russia].

Mukan N.

Doctor of Pedagogical Sciences, Professor, Lviv Polytechnic National University, Lviv, Ukraine

Kobryn N.

Post-graduate student, Lviv Polytechnic National University, Lviv, Ukraine

MEDICAL INFORMATICS EDUCATION DEVELOPMENT: THEORETICAL FRAMEWORK OF RESEARCH

Introduction. Over the past decades, the penetration of information and communication technologies into medicine has been fast-paced. Computerization of the healthcare system is among primary directions of a state policy in many countries of the world. Its main focus is on improving the quality of medical services, rationalizing expanses on medicine and optimizing work of healthcare practitioners. However, the successful and efficient implementation of innovative information and communication technologies into medicine and healthcare system is impossible without qualified medical informatics (hereinafter – MI) professionals and medical practitioners as competent users of these technologies.

Thus, nowadays the research into the development of medical informatics education is a topical issue requiring scientific enquiries. In recent years, there has been an increasing amount of literature on theoretical and practical aspects of the studied problem. E. Currie, T. Johnson, W. Hersh, C. Kulikowski, P. Reichertz and J. van Bommel analyze the notion of MI as a science, academic discipline and specialty. G. Mihalas, I. Masic and R. Nelson trace the development of MI as a scientific field. A. Hasman, J. Mantas and T. Zarubina investigate periods of MI education development in Europe, while E. Hovenga gives its retrospective review in global perspective. R. Greenes and E. Shortliffe describe the development of MI as an academic discipline. However, a comprehensive study of MI education development as a pedagogical problem is scarce.

The complexity of studying this problem is related to MI terminological ambiguity and inconsistency in usage in scientific and pedagogical literature. Firstly, various resources provide a series of synonymous terms to denote a phenomenon of information and communication technologies penetration into the medical theory and practice. Secondly, MI-related terms contain a wide range of adjectives ('medical', 'health', 'biomedical', 'clinical', 'healthcare', etc.) in front of 'informatics', which greatly complicate the study. Thirdly, the terms 'informatics', 'computer science' and 'information science' may be simultaneously used in the same contexts to describe penetrating information and communication technologies into medicine. And finally,