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FORMS OF COMMUNICATION ACTIVITIES IN A TEACHER'S SPEECH

Abstract. This article examines the main forms of communication activities and how they manifest themselves in a teacher's speech. The amount of knowledge that students can acquire depends on the effectiveness of communication.

Keywords: communication, communication activity, teacher, student

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ФОРМЫ КОММУНИКАЦИОННОЙ ДЕЯТЕЛЬНОСТИ В РЕЧИ ПРЕПОДАВАТЕЛЯ

Аннотация. В данной статье рассматриваются основные формы коммуникационной деятельности и то, как они проявляются в речи преподавателя. От эффективности коммуникации зависит количество знаний, которые студенты смогут получить.

Ключевые слова: коммуникация, коммуникационная деятельность, преподаватель, студент

Communication is a socially conditioned process of transmission and perception of information in conditions of interpersonal and mass communication through different channels using various communication means. In the context of constantly developing technologies, research in the field of theory and practice of communication is an urgent and rapidly developing area of modern science. There are many aspects to this area. Considering the phenomenon of communication, one should pay attention to the forms in which it can proceed [1].

Some scholars define communication as the movement of meanings in social space. An elementary particle of communication activity is a communication action. A communication action is a completed operation of semantic interaction that takes place without changing the participants in the communication. Three forms of communication action are possible [2].

1. Imitation is one of the oldest forms of meaning transfer used by animals and birds. Even Aristotle assigned imitation an essential role in the formation of a person. French sociologist G. Tarde developed the theory of imitation. The main idea of the theory of imitation is that social behavior cannot be explained without the idea of imitation. Imitation according to G. Tarde is the main act of social life, which is performed on the basis of an example (mutual imitation, imitation of customs, ideal, etc.).

Imitation is understood as the reproduction by the recipient of the movements, actions, habits of the communicant. We can say that imitation is one of the ways of social memory existence. The recipient purposefully chooses a communicant and uses him/her as a source of meanings that he/she would like to learn. At the same time, the communicant is often not aware of his/her partici-

pation in the communication action. Imitation is such an object-subject relation, where the recipient plays an active role, and the communicant is a passive object for imitation [2].

A teacher can use imitation when teaching some patterns, where simple memorization, copying is enough. A good example of imitation is learning pronunciation in a foreign language.

2. Dialogue is a form of communication interaction mastered by people in the process of anthropogenesis during the formation of human language and speech. The participants in the dialogue treat each other as equal subjects with certain meanings. A subject-subject relationship develops between them.

Dialogue communication is represented as a sequence of statements of participants replacing each other in the role of a communicant and a recipient. A statement is not a word, not a sentence, not a paragraph, but a unit of meaning that makes it possible to answer it. The participants in the dialogue jointly create a text that has a relative semantic completeness. The relativity of the end of the dialogue is determined by the fact that the reaction to this or that statement can manifest itself in the behavior of the recipient after a long time. Plays, books, lectures are created for a delayed-action response. An incomplete dialogue develops into a communication discourse that encompasses many subjects and continues indefinitely [2].

In practical classes, dialogue communication between the teacher and the students most often takes place. Interaction occurs through dialogical explanation. In dialogue, the personality is revealed most fully: a person answers questions, asks questions himself/herself, controls his/her emotions. Lectures also refer to this type of communication, only the reaction does not occur immediately, as in practical exercises, but after some time.

3. Management is a communication action when the communicant considers the recipient as a means of achieving his/her goals, as an object of management. In this case, subject-object relations are established between the communicant and the recipient. Management differs from dialogue because the subject has the right to monologue, and the recipient cannot discuss with the communicant, he/she can only report his/her reaction through the feedback channel.

The administrative monologue can be: in the form of an order (the communicant has authority recognized by the recipient); in the form of suggestion, when the coercive power of the word is used due to the repetition of the same monologue (advertising, propaganda, sermon); in the form of a conviction that appeals not to subconscious motives, as with suggestion, but to reason and common sense with the help of a logically built argumentation [2].

Sometimes management is also used by a teacher when rules and instructions are voiced to students.

Dialogue is close to behavior according to the "stimulus-response" scheme, it does not require such a level of programming and organization as a monologue presentation. Therefore, it is dialogue that is considered the initial form of speech, and monologue speech is a later communication achievement, requiring a higher culture of speech and some oratorical skills.

It should be noted that the forms of communication action can include different content, and at the same time, the same meaning can be conveyed in two or even three forms, for example, you can teach something by showing (imitation), by instructing (control) or by means of dialogical explanation. As a rule, all forms of communication action are found in a teacher's speech, due to which communication becomes more productive. Communication efficiency plays a very important role. An important component of a teacher's skill is his/her speech. The teacher transfers his/her knowledge to students through communication, and the amount of knowledge that students can receive depends on how effective the communication is [3, p. 158]. The knowledge and experience acquired in the classroom, will help students in their further work [4, p. 159]. The assimilation, use and accumulation of information is the key to success in all spheres of human activity [5, p. 98]. Labor activity, as the next stage after studying, is also no exception [6]. In addition to knowledge, students can learn from the teacher the methods of effective communication. These abilities are very important in modern society, since the role of creative, intellectual work as one of the most important factors in creating national wealth is growing [7].

Imitation, dialogue, management can complement each other or merge with each other. For example, a dialogue can become a method of management - any meaningful dialogue is intended to have some kind of managerial influence on the consciousness of the interlocutors. Speech usually has to solve some problem, more or less realized by the speaker, and is an action that has this or that effect on those to whom it is addressed [1].

To summarize, communication activity can be represented in three forms: dialogical, managerial, imitative. Taking into account all of the above, we can come to the conclusion that dialogic activity is the main form of communication activity. Dialogue serves to transfer knowledge, beliefs, to educate and motivate people to take action.

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