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FORMATION OF COMMUNICATIVE CULTURE OF FUTURE PUBLIC MANAGEMENT SPECIALISTS

The study is devoted to substantiation of the leading role of interactive educational technologies in formation of communicative culture of future public management specialists. The research methodology is built on culturological principles, competence, personality-oriented approaches of professional training of future public management specialist, that allows to analyze certain interactive technologies, as efficient means of creating a culture of communication.

Key words: *future public management specialist; communicative culture; formation; interactive educational technologies; moderation; poster technology; case study; portfolio.*

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ФОРМУВАННЯ КОМУНІКАТИВНОЇ КУЛЬТУРИ МАЙБУТНІХ ФАХІВЦІВ ПУБЛІЧНОГО УПРАВЛІННЯ

Ефективність управління визначається рівнем комунікативної культури фахівця, у зв'язку з чим, дослідження присвячене обґрунтуванню провідної ролі інтерактивних освітніх технологій у формуванні комунікативної культури майбутніх фахівців публічного управління. Методологія дослідження побудована на засадах культурологічного, компетентнісного, особистісно зорієнтованого підходів щодо професійної підготовки майбутніх фахівців публічного управління, що дозволяє проаналізувати певні інтерактивні технології, як продуктивний засіб формування комунікативної культури. Наукова новизна зумовлена ключовим реформаторським завданням – формування та культивування фахівця публічного управління нового типу, що передбачає створення соціально-психологічної моделі взаємовідносин «управлінець - підлеглий» на культурологічних засадах. Вирішення цього завдання лежить в методичній площині, оскільки виникає головне питання: яких змін потребує методичне забезпечення навчальних дисциплін закладу вищої освіти в цілому і навчальної дисципліни «Психологія управління» зокрема, основні освітні завдання якої полягають у вивченні психології управлінської діяльності, психологічних основ професіоналізму, морально-психологічних і соціокультурних засад управління, психологічних функцій управління в системі публічного управління на базі змістового компонента навчальної дисципліни. Вирішення цих завдань вимагає формування не тільки професійної компетентності, а й комунікативної культури. Результати засвідчують, що інтерактивні освітні технології (модерація, постерна технологія, кейс-стаді, портфоліо) забезпечують формування комунікативної культури в цілому і комунікативних умінь зокрема (встановлювати контакт, викликати довіру, керувати собою і процесом спілкування; розуміти думки і впливати на поведінку партнера зі спілкування, емпатійно розуміти потреби співрозмовника; адекватно сприймати його психічний стан та використовувати стиль поведінки відповідно ситуації), а отже, потребують широкого використання у процесі фахової підготовки майбутніх фахівців публічного управління.

Ключові слова: *майбутній фахівець публічного управління; комунікативна культура; формування; інтерактивні освітні технології; модерація; постерна технологія; кейс-стаді; портфоліо.*

The current stage of development of the Ukrainian society is featured by global integration changes in economic, social, cultural, information interaction, which is of key importance in the reform of education. The system of training public management specialists is not an exception; it is being improved within the framework of professional education, because the realization of citizens' right to quality education is possible not only on the condition of stable development of the society, observance of the law on education, but also on the condition that educational institutions are managed by competent managers.

In this regard, the key task of the reform, on which the education system of Ukraine is currently working, is the

formation and cultivation of a new type of specialist, which involves not only updating the content, forms, methods of education, but also creating on a culturological basis a new social and psychological model of the "manager-executor» relations

In Western practices, a specialist is a subject of management in an organization, a professional leader who realizes that he/she is a representative of a particular profession, and not just an educator, engineer or economist in charge of management (Hussain S., & Abbas M., & Shahzad K., & Bukhari S, 2012).

Modern society requires from the public management specialist a high level of culture, training, ability to apply

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knowledge in various areas of professional activity, and therefore there is a need to rethink the content and technologies of professional training of future public management specialists.

Постановка проблеми

The culturological component of vocational training of future public management specialists is an important link and instrument for the formation of both professional and communicative culture. Formed communicative knowledge, skills, acquired initial communicative experience are transformed into a communicative culture, i.e. the basis of effective professional activity of the modern public management specialist.

Communicative culture of the public management specialist is determined by the fact that he/she deals with people, ensures their professional activities, influences them, and is guided by laws, moral and ethical norms of the society. The public management specialist performs various educational, preventive, organizational, communicative and other social and psychological functions, the implementation of which requires mental effort, the skill of communicating with people of different ages and different social status, which strengthens the role of the communicative culture of the public management specialist.

Аналіз останніх досліджень і публікацій

A number of studies is devoted to the problem of the development and modernization of the professional training of the public management specialist of Ukraine, in particular, such aspects are emphasized: methodology of the modern education philosophy as the basis for the establishment of the management culture of heads of educational institutions (V. Andrushchenko, I. Ziaziun, V. Kremen, T. Panchuk, V. Pikelna, N. Seliverstova, A. Sirotenko and others); management of educational institutions and vocational training of public management specialists (V. Bereke, L. Danilenko, G. Elnikova, Yu. Zavalevskii, L. Kalinina, A. Kasianova, N. Kolominskii, K. Levkivskii, A. Marmaza, I. Naumenko, N. Nichkalo, V. Oleinik, N. Ostroverkhova, V. Petrenko, V. Pikelna, L. Onishchuk, V. Fedorov, and others); formation of managerial qualities and communicative competence of heads of educational institutions (M. Bairamukov, G. Dmitrinko, V. Maslov, M. Krivko, O. Pometun, E. Tonkinogov, G. Fedorov, etc.).

However, despite the increased attention of scientists to the issue of professional training of specialists, it has been established that the issue of forming the communicative culture of future public management specialists by means of interactive educational technologies as a separate area has not been investigated.

Today, the contradictions associated with the formation of a communicative culture has been revealed in the system of Ukrainian professional training of future public management specialists: the society needs qualified public management specialists with a high level of communication culture, and the system of training in a higher educational institution is characterized by the lack of progressive interactive technologies for its formation. Thus, the formulated contradiction moves to the methodical plane, since there arises the main question, in our opinion: what changes must be introduced in the

methodical apparatus of each of the disciplines taught in the higher educational institution and, in particular, in the disciplines of the psychological and pedagogical cycle, in order to meet the modern format of professional training of the new generation of public management specialists. This factor has determined the choice of this issue for scientific research.

Мета

The article is aimed at considering the role of interactive educational technologies in the formation of a communicative culture of future public management specialists in the process of studying the disciplines of psychology.

Виклад основного матеріалу

The professional activity of the public management specialist is of a cultural nature. The key concept of the culturological approach is the phenomenon of «culture». According to the results of the International Conference on Cultural Policy (UNESCO, 1982), culture is defined as an aggregate system of material, spiritual, intellectual and emotional characteristics of the society, including arts, lifestyle, values, traditions, beliefs. Culture as a form of activity is ultimately intended for the preservation and development of a man (Orlova E., 2016).

According to E. Hall, culture is communication, and communication is culture (Edward T. Hall, 1976). Proceeding from this interpretation, many Western scientists figuratively depict a culture in the form of an iceberg, based on cultural values and norms, and the top is the individual behavior of a person, which manifests itself primarily in communicating with other people.

Communicative culture of future public management specialists directly influences the nature of the solution of many social and psychological problems, creates favorable conditions for establishing the necessary connections with various categories of employees in the educational institution, allows to solve complex professional problems of a psychological and interpersonal nature consistently and effectively.

Studies of scientists have intensified the discussion over various aspects of the process of formation of communicative culture and communicative skills, in particular in the works of N. Babich, V. Bibler, A. Bodalev, V. Borshchovetskaia, A. Kreger, J. Tewson, J. Jager and others.

A. Korniiaka notes that in modern literature, communicative culture is regarded as a morally oriented means of communication that provides an effective information exchange between people, mediates interaction and interrelation, creates the possibility of interpersonal perception and mutual understanding (perception). This is a more or less complete willingness, ability of the individual to communicate (Korniiaka A., 2006, p. 187).

The managerial activity of the public management specialist is communicative in terms of content and humanistic in its nature. This gives grounds to assert that the public management specialist, competent in communicative culture and the requirements for the specialist as a subject of a communicative culture who has the knowledge of the essence of the process of professional communication and owns mechanisms for their implementation in the «manager-executor» relations

has more opportunities to effectively carry out professional activities.

Among the communicative knowledge and skills that ensure the effective flow of the communicative process, we will highlight the skills and ability of future specialists to establish, maintain and develop the necessary contacts with other people, cooperate fruitfully with them, act with dignity in conflict situations, etc. The future public management specialist should be able to «read» and to decipher human behavior through facial expression, motions, eye movements; to analyze external manifestations of a person's physical and mental condition; to change one's own behavior with changes in the reactions of the person with whom he/she is in contact. In this regard, the communicative skills of the public management specialist are considered to be an internal resource necessary for building effective professional communication.

So, in the structure of the communicative culture of the future public management specialist, we distinguish the following communicative skills: the culture of speech, the ability to establish contact, inspire trust, manage oneself and the process of communication; to empathically understand the needs of the interlocutor; to adequately perceive the mental state and influence the behavior of the partner in communication; to use the style of corresponding to a particular situation.

We share the opinion of E. Uvarkina that professional education can not be completed without a formed culture of speech, ethics of communicative behavior, high moral qualities and a humanistic worldview (Uvarkina E., 2003).

Modern professional education, focused on developing education, requires a global transition to the active use of productive learning, which meets the needs of the world labor market and implements the relevant mandatory educational functions.

In the light of what has been said, scientists (V. Andrushchenko, V. Vinogradov, N. Zhigailo, S. Zhuchenko, B. Gershunskii, I. Ziaziun and others) prove the necessity of forming universal and generalized knowledge, culture of personality at the level of professional education; structural and substantive revision of educational disciplines, their mutual correspondence, creation of integral educational cycles and a single cultural and educational space. V. Andrushchenko defines the priorities of education as not knowledge in itself and not the needs of the national economy, but the development of the individual and the formation of a citizen capable of independent thinking and free in action. According to the scientist, a special situation arises in the possible prospective modeling of the process of improving education, the formation of the desired culture, which becomes an important factor in enriching the individual, including in the process of professional training (Andrushchenko V., Guberskii L., Mikhalchenko M., 2002, p. 147). This educational paradigm is focused primarily on the development of the personality as a professional with a high level of professional culture, who acts independently and responsibly in the process of professional establishment and development. In this context, it seems productive to actively introduce personal-oriented educational technologies into the process of professional training.

Over the past decade there have been works devoted to the issue of updating professional education on the

basis of personal-oriented educational technologies (V. Kremen, A. Boiko, V. Evdokimov, I. Ziaziun, I. Prokopenko and other scientists).

The practice of professional education shows that of the many technologies that implement a person-oriented approach to teaching, the educational technologies that ensure the formation of professional experience in relevant cultural patterns and norms of professional conduct that influence the formation of a communicative culture and provide understanding by future public management specialists of the relationship between effective professional activity and the level of communists active culture are the most interesting.

Self-reflection of educational experience gives grounds to assert that the culturological nature of the process of professional training of future public management specialists is provided by moderation technology and is updated with interactive teaching methods by including learning situations, poster technology of teaching, methods of authentic assessment of students' achievements, essays and portfolios.

It should be noted that the teacher as a moderator is the organizer of group communication, while possessing knowledge of techniques, tools and methods of moderation. The moderator supports the academic group, organizing balanced and purposeful behavior. The task of the moderator is to eliminate, promote, coordinate, guide, support, accompany teamwork and group work of students.

The use of moderation in the educational process improves the culture of students' behavior, instills norms of professional interaction with participants in the educational process.

The technique of moderation lies at the heart of poster educational technology. Poster technology is a form of learning that creates the conditions for mastering new knowledge and experience through independent or collective discovery. The basis of discovery in any field of knowledge, including self-knowledge, is the creative activity of everyone and the awareness of the laws of this activity (Alekseenko I., 2012).

The poster technology is featured by the implementation of the idea of dialogue in all its aspects. There is an exchange of opinions, knowledge, creative findings between the participants of the creative group. This is facilitated by alternate individual, group activities and activities in pairs.

The result of the work is not only the poster itself, real knowledge or skill, but also the formation of a communicative culture in the process of building a creative product.

Today, portfolio is one of the effective technologies for organizing communicative activity, evaluation and reflection, which contributes to the development of professional mobility of the student, his/her career in the future. The portfolio technology came to the higher school of Ukraine as a result of the change in the basic paradigm of education from «knowledge» to «competence», which radically changed the system for assessing the student's achievements. Thanks to the portfolio, you can get a qualitative assessment of the students' authentic and meta-subject competencies.

Case study is an educational technology based on the analysis, solution and discussion of simulated and

real situations. The case study method is often called a business game in miniature, because the method combines professional activity and play. The essence of this technology lies in the fact that the educational material is submitted in the form of micro-problems, and knowledge is acquired by students as a result of their active research and creative activity in developing solutions. Advantages of the case study method is the practical orientation and variability of training, the adaptation of the case to the real organizational situation. The case method allows to form the ability to structure time, delegate authority, defend one's own opinion, listen and be heard, and develop presentation skills (Gurevich A., 2006).

Results. Discussion. Let's consider the practical aspect of the use of interactive technologies in the process of professional training of future public management specialists on the example of the disciplines of the psychological cycle.

It should be noted that the main educational tasks of discipline are to disclose and study the psychology of managerial activities, psychological foundations of professionalism, moral, psychological and sociocultural foundations of management, psychological functions of management in the education system: adoption of managerial decisions, communication, impact on the personnel of educational institutions, motivation as factors increasing the effectiveness of management education; psychology of the organization: phenomena of responsibility and power in the organization, psychological features of command formation, management of the organization in the situation of introducing innovations; social and psychological aspects of management: psychology of business communication, psychology of conflict and the formation of a favorable social and psychological environment in an educational institution; formation of practical skills of business communication, adequate perception and implementation of effective psychological influence on the members of the group, overcoming difficulties in the field of joint activities, conflict resolution; use of methods to increase the activity of the personnel of the educational institution; realization of educational and expert work on problems of management activity.

Solving these problems requires the formation of not only professional knowledge, but also professional ethics, tolerance, culture of professional communication, flexibility of professional conduct, etc., i.e. the communicative culture.

So, for practical classes built on the basis of poster technology: «Effective communication and interaction in the professional activities of the public management specialist», «Psychology of conflict management», in the process of solving learning tasks conditions were created for the students to implement their communicative activities: express their thoughts, maintain dialogue, take the initiative, cooperate in the search for information; as well as actions to develop the personality of the student, in particular: the formation of leadership qualities of the organizer of the work in the group; assess the studied material based on public and personal values. Regulatory actions of students were formed: forecasting the possibility of using acquired knowledge, skills in future professional activity; formation of an adequate self-assessment of the volume of the acquired material, awareness of the quality

and level of its assimilation; awareness of the students of the missing volume, level of knowledge and skills that still need to be mastered.

A significant number of practical exercises was built using the case-study method. The content of cases provided for educational and professional situational problems comprises three types: reproductive, productive and search. For example, students performed reproductive tasks in the process of analyzing specific situations: make up a social and psychological portrait of the leader; characterize the structure of interpersonal conflict and the like. The fulfillment of productive tasks is provided for the systematization of the studied material. So, analyzing the cases, students identified the basic patterns of behavior in the negotiations; character of interpersonal relations of employees; psychological aspects of meetings of various kinds (brainstorming, authoritarian meeting, consistent coordination of the solution), etc. Creative tasks required almost complete independence of students, their ability to operate with professional knowledge and skills in solving complex management situations: draw conclusions, assess, choose the best way to solve a management problem. So, in carrying out this type of search assignments, students looked for errors in the actions of the leader during a conversation with a subordinate / student; analyzed the causes of conflict situations; correct / incorrect behavior of the head of an educational institution; solved prognostic problems. For example, students determined the appropriate application of strategies for managerial behavior in managerial situations such as: the expected consequences for non-compliance with moral and ethical standards in monitoring the quality of the educational process; organization of control over the performance of official duties, taking into account / without taking into account the emotional, psychological state of the teachers of the educational institution.

The development of interest in professional activities, formation of communicative tolerance, flexibility of professional conduct, responsibility were facilitated by conducting business games that imitate management activities. For example, during the business game called «Interview», the choice of the appropriate style of behavior, the algorithm of coming into contact with the applicant for the position, which is in various physical and mental states (excitement, embarrassment, limited physical possibilities) was worked out. In the course of the business game «Conversation with the Discipline Violator» students practiced verbal and nonverbal influence in explaining the consequences of the violation of discipline. During the business game «The Word Brings Peace», the ability to establish confidential relations with representatives of the conflicting parties, their supporters was formed.

During the practical classes called «Leadership and leadership styles», «Creating a favorable psychological climate in the team», «Effective communication and interaction in the professional activities of public management specialists», «The strategy of behavior in conflict situations», the students wrote essays on the results of business games and assignments. Students wrote essays individually and in co-authorship (up to 3 participants). It should be noted that joint activities made it possible to improve the skills of academic writing, to improve communication skills, since students had to work

in a small team, which also made it possible to realize the socializing control function. It is worth noting that the joint essays were more argumentative, they gave more specific recommendations for improving self-preparation for future professional activities. Students working in mini-groups more clearly stated different points of view and expressed their own vision of the problem. In addition, in the subgroup the functions for which the students were responsible changed (literacy, structure, design, reasoning, recommendations), thus allowing to engage students in the monitoring process. It should be noted that the use of essays in teaching the disciplines of the psychological and pedagogical cycle contributes to the formation of the communicative culture of students, and the development of their reflection.

Висновки

Upon completion of the academic discipline, a comparative final survey was conducted of the effectiveness of the interactive methods involved, which showed positive changes in the dynamics of the levels of communication culture of future public management specialists.

So, moderation technology, poster technology, case study, portfolio ensured the formation of a communicative culture in general and communicative skills, in particular (to establish contact, to inspire trust, to manage oneself and the process of communication, to understand thoughts and influence the behavior of the interlocutor, to understand the needs of the interlocutor, to adequately perceive his/her mental state and use a style of behavior corresponding to the situation), which proves the need for their widespread use in the process of professional training of future public management specialists.

The conducted research does not exhaust all aspects of the issue of forming the communicative culture of future public management specialists. The prospect of further research is seen in the complex study of individual psychological factors, patterns and features of the formation of the communicative culture of future public management specialists, both in the process of professional training and in the system of continuous education.

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