Journal of History Culture and Art Research (ISSN: 2147-0626)

Tarih Kültür ve Sanat Araştırmaları Dergisi

Vol. 8, No. 2, June 2019

DOI: 10.7596/taksad.v8i2.2072

Citation: Burnazova, V., Yunyk, D., Yunyk, I., Yunyk, T., & Kotova, L. (2019). Complex Abilities of Communicators and Specificity of Their Formation. Journal of History Culture and Art Research, 8(2), 136-145. doi:http://dx.doi.org/10.7596/taksad.v8i2.2072

Complex Abilities of Communicators and Specificity of Their Formation

Vera Burnazova[1], Dmytro Yunyk[2], Ivan Yunyk [3], Tetiana Yunyk [4], Lina Kotova[5]

Abstract

The complex abilities of communicators as non-innate, but the acquired universal system of psychophysical actions are regarded; they are aimed at creating a generalized image of the imaginary model of communicating information for recipients, not from relatively independent constructs, but from their united groups, as well as its implementation through the block utilization of communication skills. The psychological structure of these abilities, which consists of motivational-volitional, operational-procedural and content-reflexive components, is revealed. It is proved that the formation of complex communicator abilities requires the purposeful development of each of their components in the process of preparation for professional activities. Improvement of the motivational-volitional component of the indicated abilities is the activation of the desired types of motives, their awareness and regulation of the intensity of the existing emotions (preservation, amplification or relaxation). The prospect of improving the operational and procedural component of complex communicator abilities is traced by the achievement of the dominance of procedural motivation, which increases the efficiency of the implementation of not only thoughtful operations, but also the implementation of imaginary images through the block application of their constructs and communicative skills. The improvement of their content-reflexive component is carried out by the use of productive means of control of the process of preserving the expressiveness of differentiated constructs with the intermediate fixation of the imaginary created model of conveying information to recipients and the process of conscious and adequate assessment of the intermediate effectiveness of its communicative realization, which ensures that the right decisions are made.

Keywords: Comprehensive abilities, Communicators, Recipients, Imaginary images, Constructs, Information.

[1] Berdiansk State Pedagogical University, Schmidta St., 4, Berdiansk, 71118, Ukraine. E-mail: veronik3105@gmail.com

[2] P. I. Tchaikovsky National Music Academy of Ukraine, Arkhitektora Horodetskoho St. 1–3/11, Kyiv, 02000, Ukraine. E-mail: dyunyk@gmail.com

[3] Kyiv National University of Trade and Economics, Kioto St. 19, Kyiv, 02156, Ukraine. E-mail: idyunyk@gmail.com

[4] Kyiv National University of Culture and Arts, Ye. Konovaltsia St., 36, Kyiv, 01133, Ukraine. E-mail: tyunyk@gmail.com

[5] Bogdan Khmelnitsky Melitopol State Pedagogical University, Hetmanska St., 20, Melitopol, 72300, Ukraine. E-mail: kotova.lina70@ukr.net

Introduction

The accelerated increase in the volume of information in the conditions of the rapid development of civilization requires the reorientation of scientists towards the search for effective forms and methods of training communicators as initiators of communication. Communicators using verbal and non-verbal means act on the receptors of the sensory register of the recipients (visual, auditory, tactile, olfactory, gustatory) and "force" them to perceive the necessary information as quickly as possible. That is why the problem of purposeful formation in communicators of complex abilities acquires a special significance, which would provide not only quick and qualitative creation of the generalized image of the imaginary model of information transmission to the recipients, but also successful implementation of it in the conditions of professional activity.

Methodology

The purpose of this article is to highlight the content and structure of the complex abilities of communicators and the specifics of their purposeful formation in the process of professional training for the transfer of the necessary information to recipients. To achieve the goal, it was necessary to solve such *tasks* as:

1) to carry out an analysis of literary sources on the problem under investigation;

2) to highlight the content and structure of complex communicator skills taking into account modern psychological research;

3) to reveal the specifics of the purposeful perfection of each component of complex abilities of communicators;

4) to substantiate the conclusions and perspective directions of further consideration of the chosen problem.

Achieving the goal required the use of *research methods* that were consistent with the nature of the phenomenon studied and were adequate to the mentioned tasks, namely:

- Analysis of scientific literature within the studied problem;

- Modeling the content of the initial provisions of psychological research into the theory and methodology of professional activity of communicators;

- Generalization of the results obtained in the process of diagnosing the success of the professional activities of communicators.

The theoretical basis of the research are ideas on: communication technologies (S. Arkhypova, A. Danko, O. Nemesh and others); consideration of the complex abilities of communicators as part of the triune structure "knowledge-abilities-skills" (I. Ziaziun, B. Yevtukh, O. Otych and others); cognitive role of communicators in the process of creating a generalized image of imaginary model of providing information to the recipient (O. Kaminska, Ye. Krylov, N. Tokareva and others.); physiological characteristics of communicative abilities and communication skills (N. A. Bernshteyn, Yu. Zabrodin, O. Zaporozhets and others); the influence of the emotional situation on the success of the implementation of the created generalized image of the imaginary model of providing information from communicators to recipients (L. Kytaiev-Smyk, Ya. Reikovskyi, H. Selie and others).

Results and Discussion

The process of conveying information to recipients was the classic subject of research by scientists in the field of psychology and pedagogy. The analysis of their activities makes it possible to consider the specifics of the formation of complex abilities of communicators as part of the "knowledge-abilities-skills" complex.

At the present stage of the development of civilization, there are many interpretations of the definition of

the concept of “knowledge”. However, they are all reduced to the fact that the basis of the phenomenon is a collection of assimilated information about the properties of objects or phenomena, as well as the algorithms of its use for decision making. There is no doubt about the expediency of classifying knowledge on empirical (formed on the basis of own experience or observation) and theoretical (obtained on the basis of the analysis of abstract models). On the other hand, the availability of only knowledge in communicators cannot ensure the successful transfer of the necessary information to recipients. Common communication abilities are needed for that. If “knowledge” as a phenomenon of civilization is deeply disclosed in modern science, then the definition of “abilities” is still not sustainable. That is why the need for careful consideration of the main methodological approaches to the interpretation of its content is traced.

According to the first methodological approach of interpreting the content of the concept “abilities”, this phenomenon is interpreted as innate, and the acquired ability of an individual quickly and easily find ways to solve problems arising during the assimilation of new knowledge and skills. Representatives of the second methodological approach to understanding the meaning of the concept of “abilities”, associate this phenomenon with a complex mental structure, which is based on intelligence, will and emotions, which provide conscious and purposeful achievement of the goal in the changing conditions of activity. At the end of the twentieth and the beginning of the twenty-first centuries, various methodological approaches to the classification of abilities are also traced. Depending on the type, conditions, and purpose of the activity, scientists differentiate them into:

1) Educational abilities (Yu. Babanskyi, E. Dehirmendzhi, O. Kurashkin, I. Lerner, T. Malone, M. Lepper and others);

2) Labor abilities (O. Bykovska, M. Dmytriieva, M. Korets, Ye. Milerian and others);

3) Cultural abilities (N. Bevz, H. Padalka, O. Cherednychenko, O. Shevniuk, M. Ginsberg, R. Wlodkovski and others);

4) Designing abilities (M. Bershadskyi, V. Hushchenko, V. Kuz, K. Skyba, C. Roda and others);

5) Organizational abilities (A. Bogoyavlenska, P. Galperin, E. Ilyin, A. Kordonova, K. Wentzel, A. Wigfield and others) and so on.

Quite original is the methodological approach to the classification of abilities, in which they are differentiated into different types in accordance with the degree of their involvement in the process of activity, namely:

1) Simple (elementary) abilities that are characterized by a certain automatism of action;

2) Operational abilities designed to solve specific problems in a limited time and space, since the operation is only a fragment of the overall activity;

3) Action abilities aimed towards specific actions;

4) Activity abilities that are global in nature and are related to the personal structures of the individual (O. Bobrov, A. Bohoiavlenska, M. Hromov, Ye. Ihnatiev, Ye. Ilin, V. Kulko, T. Tsekhmistrova, H. Shchukina, M. Ginsberg, P. Tittle and others).

It deserves appreciation and allocation in a separate group of intellectual abilities that provide not only the perception, processing and preservation of information, but also its operation in all conditions of activity. They are distinguished by:

- Mnemonic abilities;

- Thinking abilities;

- Imaginative abilities;

- Cognitive abilities (Yu. Babanskyi, T. Bakharieva, M. Korets, I. Lerner, Yu. Sharun, C. Roda, K. Wentzel and others).

Mnemonic abilities in psycho-pedagogical science are associated with the functioning of the three components of memory: the sensory register, short-term and long-term memory. Mental abilities provide processing of information contained in the memory. On the basis of such processing individuals decide on the necessary actions regarding the objects that they control. The functioning of imaginative abilities provides a process for the mental construction of images of such objects or phenomena that are not directly perceived by the receptors of the sensory register of the personality. At the same time, imaginative abilities are based on the concept and representation of related objects, phenomena, and the like. Imaginative abilities in the nature of manifestation are divided into two types, where the first provide the creation of an image of an unfamiliar phenomenon or mechanism, based on its outline, and the second on the extrapolation of its indicators. The acquisition of new knowledge is ensured by the cognitive abilities of the individual. The term "cognitive abilities" is rarely found in psycho-pedagogical and arts literature, although a number of authors express the opinion that it is they who ensure the development of the professionalism of specialists (K. Bardin, O. Hanaieva, N. Sholokhova and others).

Relying on the etymological content of the concept of "cognition" (the theory of knowledge), scientists in the field of psychology prove that cognitive abilities are directly related to the processes of knowledge – the acquisition, assimilation, processing and preservation of information, as well as its rethinking, drawing conclusions and making decisions. According to research by D. Bernstein, L. Penner, A. Clarke-Stewart, & E. Roy (2012, pp.400-423) and S. Payne & M. Beatty (1982, p.86) cognitive abilities are designed to perform higher mental processes such as:

- Awareness;
- Reasoning;
- Problem-solving;
- Decision-making.

The presence of various methodological approaches to the comprehensive study of abilities of the personality made it possible to clarify the content of the concept of "communicator abilities". It is advisable to treat this phenomenon, not as an innate, but an acquired universal system of psychophysical actions aimed at differentiating information features and their rapid and qualitative conversion into constructs of a supposedly created model for conveying information to recipients, as well as aimed at its implementation in the context of communicative activities.

Instead, the communicative abilities of communicators supported by theoretical knowledge cannot ensure the successful transmission of the necessary information to recipients. To do this one need to learn also communicative skills. Communicative skills as a psychological and physiological phenomenon require the presence in the cerebral cortex of communicators dynamic stereotypes, that is, stable, coherent cognitive processes. In the context of behavioristic psychological theory, skills are reduced to fixed accidentally found right movements, and in Gestalt psychology, they are considered as worked out "insight" (insight – the decision arises suddenly and not subject to doubt) in the initial acts (Zaharko, 2008, pp.145-146; Zinchenko, 2002, pp.6-25; Leontev, 1987, pp.5-12; etc.). According to N. A. Bernshteyn's beliefs, skills have a reflex nature, although they are not a stable formula of distinct sequences of nerve impulses, but act as a complex multilevel structure (1990, p.166).

It is common knowledge that the communicative skills of communicators are characterized by unconscious reproduction. Inclusion of their consciousness is carried out only in the process of searching for motor acts. In psychological and physiological scientific literature, movements are considered as structural components of skills. The rationale for this idea can be seen in the works of N. A. Bernshteyn. According to his beliefs, skills have a multi-level structure. Their content consists of the main and background levels, the main and auxiliary links (movements), various automatisms, re-encryption, corrections, etc. The author outlines the external and internal structure of skills (1991, pp.213; 1990, pp.165-169). However, according to

O. Zaporozhets, with the same external structure of skills, their internal structure can be quite different. This is explained by the fact that the level of the structure of skills depends, first of all, on the orientation basis on which they are formed (Zaporozhets, 1986, p.121).

Relying on the theory of the multi-level structure of the skills of N. A. Bernshteyn, one can distinguish five levels of constructing communicative movements of communicators from lower to a higher level, namely:

- First (lowest) level – regulation of muscle tone of communicators (extrapyramidal system of the brain);

- Second level – synergy management of muscles of communicators (extrapyramidal system of the brain);

- Third level – movement of muscles in space and the organization of communicative movements in time (extrapyramidal, pyramidal system of the brain);

- Fourth level – correlation of communicative movements and their integration into groups with further formation of chains (pyramidal system of the brain);

- Fifth (highest) level – management of the highest symbolic constructs of the new imaginary generalized image of the process of reproduction of communicative movements (pyramidal system of the brain).

It should be noted that all communicative movements of communicators should be considered in the context of transversely skeletal muscles characterized by “rudeness” of contractions. Plasticity, moderation of power, and the economy of communicative movements are achieved by communicators due to tonic contractions of these muscles as a result of nerve impulses of the brain centers of the lowest level (the first level). However, impulses of motor centers of the level of tone in the construction of communicative movements provide background tension, that is, not only tonic contractions and muscle tone, but also control the excitation of spinal cord cells. It is precisely impulses of the motor centers of the tone level “block” background tension during the work of the muscles-antagonists. The mechanism of “blocking” contributes to the smoothness and economy of the flow of communicative movements. The strength of the contractions of transverse muscles in response to the impulses of higher levels depends on the change in this excitation. If the brain centers of the tone level are responsible for the excitation and elasticity of the muscles, then the level of synergies (second level) is responsible for the implementation of the very communicative movements. The motor centers of this level, due to close communication with receptor communicators (visual, auditory, touch, olfactory, and taste), can provide control of the rhythm of communicative movements, the alternation of the work of muscles-antagonists of their whole physiological apparatus at the same time. The third level is characterized by cycles of communicative movements (identity repetitions) and their organization in time, which plays an important role in the process of forming communicative skills. In the context of this level, the focus and accuracy of the communicative movements of the communicators are considered. Compared to the previous level, afferentation here is not only proprio- and tangoreceptor, but also telereceptor. The latter is added due to the visual and auditory impulses of communicators. The synthesis of these processed types of sensory signaling constitutes a synthetic spatial field (perception of external space, complete mastery of it). However, some communicative movements of communicators cannot provide the needs of communicative tasks. This requires the use of more complex actions – chains of movements. They relate to a higher level of communicative action (fourth level). Violation of the algorithm for reproduction of communicative actions (omission or change in the order of the implementation of chain links) can contribute to failure of the solution of the set motor tasks. Characteristic features for this level of building communicative movements of communicators are:

1) Chain structure of communicative movements;

2) Adaptive variability in the construction and structure of chains;

3) The asymmetry of communicative movements, the essence of which lies in the predominance of one hemisphere of the brain over the other (this applies only to the cortical divisions of motion control, and as

for the lower levels, the absolute symmetry of both hemispheres of communicators is traced among themselves);

4) Purposefulness of communicative movements.

The function of the highest cortical level of building communicative movements of communicators (fifth level) is to provide the management of the highest symbolic constructs of the new imaginary generalized image by the process of their reproduction. It is precisely this level of building communicative movements of communicators that are responsible for filling them not only with semantic content, but also with emotional accompaniment.

Consequently, the communicative action of communicators is a chain of successive communicative movements, which are interconnected with one sense with a common emotional support and aimed at solving the problem. It is expedient to regard to the properties of motor communicative actions not only their chain structure, but also adaptive variability in the construction of chains (when working out communicative actions, the sequence and number of links never exactly repeat) and objectivity. The structure of communicative actions of communicators also often includes intermediate links (communicative motions) that direct them to solving an imaginary task not in the direction that is required for its solution. Thus, the communicative action of communicators includes not only the main ones, but also the background (auxiliary) links.

Instead, the communicative action of communicators should not be equated with their communicative skills. Communicative skills should be considered as a set of automated motor actions aimed at implementing the generalized image of a mental model of conveying information created from relatively independent constructs. Their structure is made up of communicative motions, merged in content into corresponding chains (actions) with a clear sequence of individual units. The development of communicative skills provides for the creation in the cortex of the communicators of a dynamic stereotype of cognitive processes, a feature of which is the perfection of the reproduction of motor acts.

Our studies have shown that communicators with communicative abilities and communication skills, supported by theoretical knowledge can ensure the transfer of necessary information to recipients. But the effectiveness of this process is low, since many energy resources and time is spent on:

- Generating a generalized image of an imaginary model for conveying information to recipients from relatively independent constructs;

- The application of relatively independent communicative skills for the implementation of a generalized image of an imaginary model for communicating information to recipients.

The effectiveness of conveying the necessary information to recipients increases with the use of the first (complex) abilities. This phenomenon ensures the creation of a generalized image of an imaginary model for communicating information to recipients, not from relatively independent constructs, but from their united groupings. In addition, the complex abilities of communicators provide them with the opportunity to apply pre-formed blocks of communication skills in the implementation of the created generalized image of a mental model of conveying information to recipients from groups of constructs.

Comprehensive abilities of communicators are formed only on the basis of the acquired knowledge and developed communicative skills. The ratio of “knowledge – communicative abilities – communication skills – Complex communicative abilities” requires careful consideration of three positions, where:

the first – is marked by the delineation of communicative abilities and communication skills into two different systems, which are formed and developed under different psychological laws;

the second – is characterized by the successive transfer of knowledge first to the communicative abilities and communication skills, and only then into the complex communicative abilities (knowledge → communicative abilities → communication skills → complex communicative abilities);

the third – is marked by the interpretation of complex communicative abilities as a sum of accumulated knowledge, system of communicative abilities and communication skills (complex communicative abilities = knowledge + communicative abilities + communication skills).

In accordance with the above-mentioned first position, the ratio of communicative abilities and communication skills is marked by their delineation into two systems, which are formed and developed in accordance with distinct psychological laws, and these concepts are completely different. This position is based on the fact that communicative skills are an action that has been automated, and communication abilities are activities of the cognitive sphere, which generates the generalized images of the imaginary model of reporting information to the recipients by constantly updating their components (constructs). According to this position communicative abilities of communicators are not automated, but only perfected. Each new communicative ability is a product of analysis and synthesis, meaningful adherence to the previously known. They are formed by exercises of psychic actions with constantly updated (changing) constructs of generalized images of an imaginary model of reporting information to recipients. That is why it is appropriate to speak about the automation of only certain parts of communicative abilities of communicators. Instead, their communicative skills are acquired through automation, that is, the repetition of physical actions, which affects the speed of problem-solving and the increasing collapse of all operations necessary to select and apply the necessary motions in each particular case. Communication skills are acquired more difficult and they are more “embedded in the consciousness” of communicators. Also, communication skills are much more difficult to correct. Even in the presence of communicative abilities, communicators are still forced to continue operational control over the course of reproduction of communicative actions, whereas with the qualitative formation of communicative skills, they do not deliberately consider every element of verbal and nonverbal effects on recipients, although they can, if necessary, perform such operations.

According to the second position of consideration of the ratio of components of complex communication abilities (knowledge → communicative abilities → communication skills → complex communicative abilities), communicative abilities of communicators “grow” into communicative skills, provided a well-structured system of representation of knowledge. They are automated in the process of their formation. However, not all of their communicative abilities are subjected to this process. That is why communicative abilities of communicators should be distinguished into two groups: primary and secondary.

Initial communicative abilities of communicators arise in the first successful attempts to perform the action with the desired results. In the process of reproduction, such actions are gradually automated and transformed into communicative skills. Thus, the initial communicative abilities of communicators are close to their communicative skills and are automated. It should be noted that there is no such communicative skill, based on which there would be no initial communicative ability, which gradually improves during the repetition. During its transition to the communicative skill, the process of reproducing actions is accelerated due to the maximum creation of a combination of elements of each action (movements) into one whole and adds coherence of verbal and non-verbal influence on the reporting of information to recipients.

Regarding the transformation of the initial communicative abilities of communicators in their communicative skills, it is necessary to emphasize that this is not a simple straightforward process. It is characterized by a constant improvement of the initial communicative abilities, their elevation to a higher level. Their consolidation in communicative skills implies both improvement and immutability, which leads to lack of creativity. Instead, the improvement of communicative abilities takes place, above all, during their transition to communicative skills, where all verbal and non-verbal actions not only accelerate but also become more precise and error-free. In addition, the acquisition of communicative skills leads to a sense of confidence in the faithful reproduction of verbal and non-verbal actions. In the formation of communicative skills, the structure of the activity of communicators is reorganized: the elements of action are increasingly

being combined into a single whole. If, when creating an initial communicative ability, each of its elements becomes the object of attention of communicators, then at the end of its "transition" into the communicative skill all the objects of attention are generalized. They focus not on the individual elements of the action, but on their system as a whole. The restructuring of the communicative activity of communicators is also a more economical reproduction of communicative movements, that is, the elimination of unnecessary communicative movements and auxiliary techniques.

Instead, the process of automating the communication abilities of communicators to the level of communicative skills is selective. As already noted, there are secondary communicative abilities, which are called imaginative in psychological science. It is they who provide an endless change of the constructs of a generalized image of an imaginary model for conveying information to recipients, and for this reason cannot be automated. Imaginative communicative abilities are not fixed and do not convert into communicative skills with each repetition. In accordance with the concept of B. Lomov, according to which any ability is a complex psychic creation, which includes the system of skills of a certain type of activity and the system of knowledge available in the individual (1984, pp.229-230); for the communicative skills of communicators as an automated action, stereotyping should be characteristic, whereas for communicative abilities it is variability (pronounced dynamism) without which it is impossible to solve new problems.

Thus, communicative abilities of communicators can lead to qualitative new results in every repetition of a communicative situation, while the reliable use of the formed communicative skills ensures the stability of error-free reproduction of the acquired information, which allows us to state: communicative skills of communicators are characterized by conservatism and they are difficult to change.

Consequently, according to the consideration of the ratio of the components of the complex communicative abilities of communicators (knowledge → communicative abilities → communication skills → complex communicative abilities), the regarded phenomenon is a mental entity that combines knowledge, communicative abilities and communication skills with actions, that is, is manifested in the correct use of the acquired knowledge, skills and abilities in solving practical tasks of communicative activity.

However, the analysis of the activities of communicators provides an opportunity to consider one more (third) position of the ratio of the components of their complex communicative abilities. It is based on the action of the algorithm "integrated communicative abilities = knowledge + communicative abilities + communication skills". This position is marked by the interpretation of complex communicative abilities as a sum of accumulated knowledge and a system of communicative abilities and communication skills. Comprehensive communicative abilities of communicators provide block utilization of communicative skills in the process of creative realization of the created generalized image of the imaginary model of communicating information to recipients from united groupings of their constructs, that is: implementation of the created generalized image of the imaginary model of reporting information to recipients with the constant appearance of elements of novelty (with change of constructs of this image, or with partial updating of their indicators).

In the algorithm under consideration, the "superstructure" of outgoing (initial + secondary) communicative abilities over communication skills acquire excessive complexity. Although the latter has a higher degree of readiness to act according to the goal than the first of which they are formed, the outgoing communicative abilities are "build on" communicative skills, since reality requires from the communicator not automaticity, but flexibility, maximum creative attitude to the activity process. Thus happens the transformation of communicative skills, as a system of automated actions, into complex communicative abilities. Although, at first, the outgoing communicative abilities are formed as a way to reproduce actions with the active regulation of the process by consciousness, but only then they are brought to the level of automation by means of imaginary or real repetitions of algorithmic actions.

Conclusions

Summarizing the above material regarding the consideration of complex communicative abilities of communicators and the specifics of their formation, the following *conclusions* can be made.

1. Comprehensive communicative abilities of communicators is not innate, but acquired universal system of psychophysical actions aimed at creating a generalized image of an imaginary model for communicating information to recipients, not from relatively independent constructs, but from their united groups, as well as it is aimed at its implementation through the block utilization of communication skills.

2. The structure of complex communicative abilities of communicators is made up of motivational-volitional, operational-procedural and substantive-reflexive components. Formation of complex communicator abilities requires the purposeful development of each of their components in the process of preparation for professional activities. Improvement of the motivational-volitional component of the indicated abilities is the activation of the desired types of motives, their awareness and regulation of the intensity of the existing emotions (preservation, amplification or relaxation). The prospect of improving the operational and procedural component of complex communicator abilities is traced by the achievement of the dominance of procedural motivation, which increases the efficiency of the implementation of not only thoughtful operations, but also the implementation of imaginary images through the block application of their constructs and communicative skills. Improving their content-reflexive component is carried out by using productive means of managing the process of expressiveness of differentiated constructs at intermediate fixation of a mentally created model of conveying information to recipients and the process of conscious and adequate assessment of the intermediate effectiveness of its communicative realization, ensures the adoption of correct decisions.

3. The process of improving complex communicative abilities of communicators proceeds only if they enrich the acquired knowledge with new information. It is enriched knowledge that causes contradictions between the already existing communicative abilities, communication skills and the goal of communicative activity that results from the acquisition of new knowledge. Enrichment of knowledge with new information serves as a source of flexibility for all components of the complex communicative abilities of communicators. In the absence of such a stimulating factor, the process of qualitative improvement of this phenomenon is suspended and communicators demonstrate template reporting to recipients.

4. The endless improvement of communicative abilities of communicators requires constant consolidation, not only of knowledge, enriched with new information, but also newly created outgoing communicative abilities and communication skills. An important role in this process is played by the presentation of the whole updated system of complex communicative abilities, and is delimited by a number of individual constructs of each of its links. The essential conditions for their successful improvement in communicators are:

- Cognitive installation on a clear view of both the entire updated system of integrated communication abilities and each construct of any of its links;

- A clear idea of the ascending indices of each construct of any level of complex communicative abilities for the gradual achievement of a positive result;

- Previous experience of using the necessary operations to improve each construct of any level of complex communication abilities.

5. The more precisely the communicators imagine the constructs of each level of complex communicative abilities, the faster the effective methods for their improvement are sought. It also has a positive effect on the identified process and the quality of the structural organization of updated constructs into the cognitive domain of communicators. Only a well-structured, updated system of constructs of knowledge, communicative abilities and communication skills generates flexibility and mobility in their thinking. The

systematic error-free reproduction of complex communicative abilities is one of the main conditions for the rapid and qualitative improvement of this phenomenon.

Prospects for further research. Of course, the information given above does not pretend to exhaustively disclose this problem. It can serve as the basis for further coverage of a set of general theoretical provisions regarding the microcomponents of each component of the complex communicative abilities of communicators and the specifics of their formation. The consideration of the stages of the communicative act and the influence of emotionogenic conditions on the success of its course, and so on are the interesting prospects of further research.

References

Bernshteyn, N. A. (1990). Fiziologiya dvizheniy i aktivnost. Pod red. O. G. Gazenko. Moskva: Nauka. (in Russian).

Bernshteyn, N. A. (1991). O lovkosti i eyo razvitii. Moskva: Fizkultura i sport. (in Russian).

Bernstein, D.; Penner, L.; Clarke-Stewart, A. & Roy, E. (2012). Psychology (9th ed.). Wadsworth: Cengage Learning.

Leontev, V. G. (1987). Psihologicheskie mehanizmyi motivatsii uchebnoy deyatelnosti. Novosibirsk: NGPI. (in Russian).

Lomov, B. F. (1984). Metodologicheskie i teoreticheskie problemyi psihologii. Moskva: Nauka. (in Russian).

Payne, S. K. & Beatty, M. J. (1982). Innovativeness and cognitive complexity. Psychological Reports, 51(1), 85-86. DOI: 10.2466/pr0.1982.51.1.85

Zaharko, O. (2008). Vnutrishnya motivatsiya yak psihologichniy fenomen. Sotsiogumanitarni problemi lyudini, 3, 143-149. (in Ukrainian).

Zaporozhets, A. V. (1986). Izbrannyie psihologicheskie trudyi. Volume 2. Moskva: Pedagogika. (in Russian).

Zinchenko, T. P. (2002). Pamyat v eksperimentalnoy i kognitivnoy psihologii. Sankt-Peterburg: Piter. (in Russian).