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EDUCATIONAL AND METHODICAL COMPLEX
IN THE ACADEMIC DISCIPLINE

**PSYCHOLOGY OF COMMUNICATION
AND PROFESSIONAL DEVELOPMENT
OF THE PERSONALITY**

for the specialty of the second stage of higher education

1-23 80 03 Psychology

Compiled by: V.V. Bogatyreva, M.Yu. Bobrick, S.L. Bogomaz, V.A. Kosmach, T.E. Kosarevskaya, S.V. Lautkina, M.E. Shmurakova, V.G. Shpak, V.A. Karaterzi, M.M. Morozhanova, N.S. Semenova, J.L. Potasheva, E.I. Soveiko, J.S. Salakhova

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The educational and methodical complex is prepared in accordance with the educational standard for students of the 2nd stage of obtaining higher education in the specialty “Psychology”. The manual contains a brief synopsis of lectures, tasks for conducting seminars, practical classes, a list of basic and additional literature.

It is intended for students of the 2nd stage of obtaining higher education of students in the specialty “Psychology”.

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INTRODUCTION

1. Aims and objectives of the discipline:

The purpose of studying the discipline is to deepen knowledge in the field of psychology of communication and professional development of the individual, as well as the development of practical skills and abilities that contribute to the achievement of heights in professional, spiritual, moral and physical development.

Discipline objectives:

- study of general and particular laws of achieving professionalism;
- identification of conditions and factors that promote or hinder the professional development of the individual;
- mastering effective skills and modern technologies of business communication.

2. The place of the discipline in the specialist training system:

In the master's training system, the discipline "Psychology of Communication and Professional Development of the Personality" is included in the module "Psychology of Professional Interaction" (a component of a higher education institution). The discipline "Psychology of communication and professional development of personality" is based on the wide use of knowledge of the disciplines "General psychology", "Developmental psychology", "Psychology of work", "Social psychology", "Psychology of personality". The discipline "Psychology of communication and professional development of personality" is a brief systematic presentation of ideas about the knowledge accumulated by modern psychology and related sciences about the development of an adult, about various approaches and methods of psychological and acmeological support for diagnostics, correction, activation and counseling of those aspects of development, the consideration of which is important to optimize human life.

The program is designed to provide the basic psychological competence of future masters in theoretical and practical aspects. The program focuses the attention of undergraduates on psychological problems that are directly related to future professional activities. Within the framework of this discipline "Psychology of communication and professional development of personality", the following are discussed: categorical and conceptual apparatus, business communications, their types and features of manifestation; personality as a subject of professional communications, verbal and non-verbal means of business communication, effective technologies for the formation of business communications, conflicts in business communications and ways of resolving them, the concept of personal professional development.

3. Requirements for the development of an academic discipline

As a result of studying the academic discipline, the master student:

must know:

- the main results of the latest research on the problems of personal professional development, the achievement of the heights of professional excellence;

- modern methods and effective technologies for the formation of professionally important qualities and business communications.

be able to:

- to form forecasts for the development of specific socio-psychological processes of professional development.

to own:

- the categorical and conceptual apparatus of the professional development of the individual;

- skills of professional communications, their types and features of manifestation;

- skills of independent research work.

4. According to the curriculum, 126 hours are allocated for the study of the discipline “Psychology of Communication and Professional Development of Personality”, of which 52 hours are classroom hours (26 – lectures, 8 – practical, 18 – seminars). The form of obtaining higher education is daytime. The academic discipline is studied for 1 semester in full-time education. Forms of the current certification for the academic discipline: according to the curriculum for the discipline, an exam is provided: full-time education in 1 semester.

MODULE 1

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE COURSE

LECTURES

Lecture 1. Introduction to the course “Psychology of communication and professional development of the individual”

Lecture plan:

1. Communication theory: a short excursion into history
2. The theory of communication as a science and its subject
3. The concept of communication

Basic concepts: communication, theory of communication, types of communication.

1. Communication theory: a short excursion into history

Homo sapiens can also be called homo communicants (a person who communicates). The emergence of speech as a new means of communication led to the emergence of a modern human (Homo sapiens). Thanks to communication, man stood out from the animal world. Man can speak, animals do not.

Communication acts as a way of forming a person's personality. All spheres of human activity are possible through communication. According to the American psychologist Abraham Maslow, the communicative need is one of the basic human needs.

In the 20th century, communication became the subject of special scientific research, and the theory of communication began to develop.

In Ancient Greece, communicative disciplines were studied:

logic (from the Greek logos – word, concept, reasoning, reason) - the science of laws and forms of thinking,

rhetoric (Greek rhetorike) – the science of oratory. In ancient Greece, a need arose for the art of public speech, the ability to convince and win in a dispute. During the reign of Alexander the Great, they began to study the language. Scientists who have studied a language are called grammars, and the results of their research are called grammars. Linguistics also appeared (from Lat. Lingua - language) - a science that studies languages.

In the Middle Ages, **grammar, dialectics, hermeneutics** (the science of understanding and interpreting texts) appeared. Hermeneutics interpreted Homer's texts and then the Bible.

In modern times, disciplines have appeared: **linguistics, psychology and sociology**.

Linguistics has described various languages. Sociology considered communication in society. In psychology, self-observation, the body's reactions to environmental stimuli, the structure of consciousness were studied.

In the twentieth century, **semiotics** appeared (Greek semeion – sign) – it studies the production, structure and functioning of sign systems.

Yu. M. Lotman defined semiotics as the science of communicative systems and signs used in the process of communication. **Sections of semiotics are:** *communication and interaction of people; group psychology; psychology of Personality.*

In social psychology, three aspects of communication are investigated:

communicative interaction as a way of information exchange;

interactive communication as an organization of joint activities;

perceptual communication as mutual recognition of each other by people.

2. The theory of communication as a science and its subject

In the second half of the twentieth century, communication became an object of study both in social sciences (sociology, social psychology, social philosophy, cultural studies, political science) and in special and applied sciences (management, marketing, advertising theory, public relations, etc.).

Initially, *the science of communication* was called “**Theory of Communication**”, then – **communicology**.

F.I. Sharkov defines *communicology* as a science that studies:

- communication theory;
- theories of various communications (theory of mass communication, theory of intercultural communication, theory of sociolinguistic communication, etc.);
- directions studying various communications (sociology of communication, psychology of communication, etc.);
- theory and practice of communicative activity in various spheres of society using different means and with different subjects.

Communicology investigates: types of communication; communication models; the basics of the process of intercultural communication; methods of researching the communication process in various social spheres (in the field of management, business, education).

Within the framework of communicology, problems of ethnic, national, territorial, social belonging of communicants and their personal characteristics are also investigated.

International scientific journal “Communicology” is published. However, the term “**Communication Theory**” is more established.

3. The concept of communication

Communication is understood as a link during which there is an exchange of information between systems in animate and inanimate nature, as well as information messages between people.

In *the theory of communication*, there are the following meanings of this concept.

1. **Universal:** communication is a way of connecting any objects of the material and spiritual world.

2. **Technical:** communication - a way of communication, the connection of one place with another, means of transferring information and other objects from one place to another.

3. **Biological:** used in biology, especially in the section of ethology, in the study of signaling ways of communication in animals, birds, insects, etc.

4. **Social:** communication is a variety of connections and relationships that arise in human society.

Communication is a complex multidimensional process of establishing and developing contacts between people (*interpersonal communication*) and groups (*intergroup communication*). The establishment and development of contacts involves interaction between people, consisting in the exchange of information between them. As a result of this exchange, interpersonal relationships are formed.

According to the content and goals, *non-business and business communication* is distinguished.

Non-business communication is associated with solving internal psychological problems: resolving internal conflict, expressing one's attitude to events.

Business communication is included in the productive activity of people. Aimed at improving the quality of this activity.

Lecture 2. Categorical and conceptual apparatus of the discipline

Lecture plan:

1. Concepts, categories, terms. Key concepts of professional education psychology
2. Competence of a specialist
3. Communicative competence

Basic concepts: professional education, professional workmanship, acmeology, communicative competence, communication abilities, communicative knowledge, communication skills

1. Concepts, categories, terms. Key concepts of professional education psychology

The concept is a form of thought that generally reflects objects and phenomena by means of fixing their essential properties" (The Newest Philosophical Dictionary / Compiled by A. Gritsanov. – Minsk: Skakun, 1998. – 896 p.).

A category is a general concept that expresses the essential properties, connections, relationships of a particular phenomenon of reality.

To define a concept means to highlight its main general and specific essential features. Concepts (many) and categories (few) are expressed in terms.

A term is a word that precisely defines a concept.

Scientific terminology is distinguished by accuracy, unambiguity, brevity, definiteness, consistency.

Key concepts of professional education psychology

Qualification – the degree and type of professional training of an employee, whether he has knowledge, abilities and skills, as well as professionally important personality traits.

A profession is a certain type of professional activity that requires special knowledge, abilities, skills and personality traits for its performance.

Specialty – a specific area of work within a profession.

Professional education is a scientifically grounded organized process and the result of the professional formation and development of a person's personality and his mastery of certain types of professional activity.

Acmeology (from the Greek acme – top) is the science about the professional and personal self-improvement of a mature person, about the development and implementation of his creative potential as a subject of professional work, life and activity.

The peak of a person's maturity (acme) is a multidimensional state of a person, which covers a stage of life that is significant in terms of time, shows how much he has taken place as a citizen, as a professional, as a spouse, as a parent. Acme is not a static formation, it differs in variability and variability, it manifests itself in different ways in each person.

Personality maturity is the ability for self-improvement (physical, moral, mental, professional) by means of self-education, self-organization, self-control and self-correction of one's own activity.

Professional skill is the basis of a specialist's professionalism, which includes possession of theoretical knowledge and practical skills within the chosen specialty, as well as developed professional and personal qualities.

Professional workmanship – a complex of social and professional personality traits, ensuring a high level of the process of professional activity and the quality of its results; perfected professional skill

Professional creativity – a high level of quality of professional activity and its results; at the same time, the activity is characterized by novelty and originality, rationalization of technologies, methods and techniques of work

Professional innovation – the introduction and implementation of innovations (innovations): new progressive ideas, technologies, methods, techniques that increase the quality of professional activities, giving an innovative character.

2. Competence of a specialist

The competence of a specialist is the normatively specified components of the content of his professional training, experience of social and professional activity. Competencies provide a professional's awareness and credibility.

The specialist's competence includes:

- readiness to solve problems of social and professional activity;
- a system of professional and personal values and relationships;
- the ability to make independent decisions and resolve new situations;
- skill (what a person can be taught by transferring relevant knowledge and skills).

The qualities a person needs to achieve a professional acme (A.A. Bodalev):

- physical and mental maturity of a person (the formation of his mind, feelings, will);
- personal maturity (attitude towards others, towards the world and oneself);
- the ability to resist unfavorable circumstances, to carry out their plans;
- universal human values become the meaning of life;
- creativity;
- independence and independence;
- workaholism (a pronounced need for work and a stable ability to satisfy this need);
- perseverance (clear formulation of the implementation of ideas);
- self-confidence;
- the strength of the personality (the ability of a person to maintain self-esteem in the most unfavorable circumstances).

3. Communicative competence

Communicative competence is a complex personality characteristic that includes communicative abilities and skills, psychological knowledge in the field of communication, personality traits, psychological states that accompany the communication process.

Communicative competence includes:

- communication abilities,
- communicative knowledge;
- communication skills

All people have *communication abilities* but they are expressed to varying degrees.

Communicative knowledge is knowledge acquired in the process of communication. They should be supplemented with theoretical knowledge in the field of business communication theory, psychology, social psychology, linguistics, etc.

Communication skills are formed on the basis of communicative knowledge and in the course of communication practice.

People have different levels of communicative competence.

Communication competence can be high or low.

The main signs of *high communicative competence*:

- fast, timely and accurate orientation in the situation of interaction and in partners;
- striving to understand another person in a specific situation;
- setting in contact with a partner, a benevolent attitude towards him, taking into account his condition and capabilities;
- self-confidence, adequate involvement in the situation;
- control of the situation, flexibility, willingness to take the initiative in communication or transfer it to a partner;
- greater satisfaction with communication and a decrease in neuropsychic costs in the process of communication;
- the ability to communicate effectively in different positions;
- ability to interact in group work

PRACTICAL AND SEMINARS

Seminar 1. Introduction to the course “Psychology of communication and professional development of the individual»

I. Study theoretical material on the following questions:

1. Communication theory: a short excursion into history
2. The theory of communication as a science and its subject
3. The concept of communication

II. Answer advancement questions:

Answer the questions in writing.

- Communication is ...
- In social psychology, three aspects of communication are investigated (add):

communicative interaction as ...

interactive communication as ...

perceptual communication as

List the scientific disciplines that make up the theory of communication.

III. Practical task:

Write a small text message (1–2 pages) on the topic “The relationship of” Psychology of communication and professional development of the individual” with other sciences “(show which sciences of psychological, pedagogical,

sociological, linguistic areas are related to “Psychology of communication and professional development of the individual”, what is this connection).

Seminar 2. Categorical and conceptual apparatus of the discipline

I. Study theoretical material on the following questions:

1. Concepts, categories, terms. Key concepts of professional education psychology
2. Competence of a specialist
3. Communicative competence

II. Answer advancement questions:

1. Professional education is
2. Professional workmanship is.
3. Acmeology is ...
4. Communicative competence is.
5. Describe the components of communicative competence:
 - communication abilities – ..,
 - communicative knowledge – ..,
 - communication skills – ..,

III. Practical task:

Write a short text message (1–2 pages) on the topic “Research methods in the Psychology of communication and professional development of the individual” (to show what theoretical and empirical methods this science uses).

MODULE 2

SOCIO-PSYCHOLOGICAL ASPECTS OF BUSINESS COMMUNICATION AND PROFESSIONAL DEVELOPMENT OF THE INDIVIDUAL

LECTURES

Lecture 3. Personality as a subject of professional communications

Lecture plan:

- 1 The concept of personality and its structure
2. Temperament
3. Character
4. Professional development of personality

Basic concepts: the psychological structure of a personality, temperament, types of temperament, character, professional development

1. The concept of personality and its structure

In the theory of communication, a person is considered as a subject of communication.

In psychology, *a personality* is a set of stable psychological qualities of a person that make up his individuality.

The human personality is formed as a result of the interaction of biological, social, mental and spiritual factors.

The people involved in communication differ in *age, gender, and psychological characteristics*. In the mental structure of the personality, the following are distinguished: *temperament, character, abilities, motives and needs, emotions, etc.*

The psychological structure of a personality is an integral model in which the relationship and interaction of the stable components (sides) of the personality is expressed.

The psychological structure includes:

- focus (interests and inclinations in certain areas);
- temperament (dynamic characteristics of behavior);
- character (attitude to the world and people);
- volitional qualities (the ability to volitional regulation of behavior);
- ability (willingness to show success in one area or another);
- emotions (a tendency to certain emotions, general emotionality);
- motivation (the predominance of certain needs, motives

2. Temperament

In the process of communication, a person's temperament is manifested.

The famous ancient Greek physician *Hippocrates* (V century BC) is considered the founder of the doctrine of types of temperament. He argued that people are distinguished by four main fluids: blood, mucus, yellow bile, and black bile. The name of the types of temperament comes from Hippocrates:

- *sanguine* (Latin sanguis – “blood”, “vitality”),
- *choleric* (Greek – chole, “bile”),
- *phlegmatic* (Greek phlegm, “phlegm”, mucus “)
- *melancholic* (Greek melena hole, “black bile”).

The four types of temperament identified by Hippocrates (sanguine, choleric, phlegmatic and melancholic) became the subject of research by the great philosopher Aristotle, the ancient Roman physician *Galen* (II century AD), and the German philosopher I. Kant.

In the twentieth century, the doctrine of temperament was developed by *I. Pavlov*, who linked temperament with the properties of the nervous system. The study of types of temperament I.P. Pavlov was led by dogs. Research findings have been carried over to humans.

In modern psychology, **temperament** is defined as “a complex of psychodynamic properties of an individual, manifested in the peculiarities of his mental activity – the intensity, speed and pace of mental reactions, emotional tone of life.”

The four basic types of temperament (sanguine, choleric, phlegmatic and melancholic) are based on such characteristics as *extraversion and introversion*, the rate of the course of nervous processes and their strength, plasticity and rigidity, reactivity and activity.

Extraversion is a personality trait that manifests itself in the direction of its perception, experiences, interests in the world around it.

Introversion is a personality trait manifested in absorption in one's own problems and experiences and a weakening of attention to the world around.

The rate of reactions is the rate at which various mental reactions and processes occur, which are expressed in the rate of speech, dynamics of gestures, and quickness of mind.

Strength – the ability of nerve cells to maintain normal performance under significant stress of excitatory and inhibitory processes.

Plasticity and rigidity are manifested in the ease of adaptation of a person to external influences (plasticity) or inertia and inertia of his behavior, habits, judgments (rigidity).

Reactivity – the degree of involuntary reactions to external or internal influences, manifests itself in the pace, strength and form of the response, emotional impressionability.

Activity – the intensity (vigor) of a person's impact on the outside world and overcoming obstacles in achieving goals.

Characteristics of the main types of temperament

Sanguine: extrovert, has a strong, balanced, agile nervous system. Emotionally stable, active, energetic. Easily adapts to new conditions, is productive in work, if it is interesting to him. Easily switches to new activities, sociable.

Weaknesses: inconsistency in actions and deeds. Does not bring the matter to the end, overestimates his capabilities, weak volitional qualities.

Choleric: extrovert, strong, unbalanced, with a mobile nervous system. Emotionally unstable, with a quick reaction, energetic, prone to dominance. Takes on complex tasks, leads people.

Weaknesses: excessive haste in actions, impulsiveness, excessive straightforwardness and harshness in communication, periodic aggressiveness, conflict.

Phlegmatic: Introvert, has a strong, balanced, but inert nervous system. Purposeful, able to work long and hard, patient. Has a strong will, emotionally stable, reliable.

Weaknesses: stinginess on emotions, slow involvement in work, difficult adaptation to new conditions, lack of initiative.

Melancholic: introvert, has a weak, unbalanced type of nervous system. He is not energetic, unstable, gets tired easily and has little capacity for work. Long goes through various events, kind, vulnerable, ready to help his neighbor.

Weaknesses: low efficiency, indecision, lack of self-confidence and self-confidence; a tendency to depression.

In all forms of communication, it is necessary not only to take into account the partner's temperament, but also to manage the manifestation of your temperament: to show restraint, endurance, tact.

Temperament also influences communication behavior.

The most pronounced communication skills are among *sanguine people*, who easily and quickly establish psychological contact with communication partners, maintain an active dialogue with them.

Phlegmatic people, in comparison with sanguine people, do not easily establish contacts with people, but they are able to maintain stable relationships with partners for a long time. Their social circle is less wide than that of sanguine people.

Melancholic people experience difficulties in communication, which are associated with an inner fear of new situations and new people. In the process of communication, melancholic people are often lost and embarrassed, support from colleagues is required.

A choleric person is psychologically difficult to communicate. It is difficult for him to communicate, it is difficult to communicate with him. The establishment of good and long-term psychological contact with partners of a choleric person is prevented by his hot temper and incontinence. Choleric constantly strives for leadership in interpersonal relationships, which causes opposition from partners.

In the process of communication, you need:

- study the characteristics of your temperament, its strengths and weaknesses;

- take into account the peculiarities of the partner's temperament and clearly not respond to those manifestations of his temperament that impede communication;

- learn to restrain the expression of your feelings;
- restrain involuntary reactions.

3. Character

The character of a person is formed in the process of his upbringing as a result of the interaction of biological and social factors. Character is associated with a person's personality.

A. Maslow introduced the concept of a psychologically mature and psychologically immature personality.

The ability to control one's character and control its manifestation is inherent in psychologically mature individuals.

All manifestations of character are divided into four groups:

- orientation of the individual, the system of his relations in society;
- features of volitional regulation;
- emotional characteristics;
- intellectual features.

Direction sets the main tendencies of personality behavior, which are manifested through its character. In character, *the following subsystems* can be distinguished, which manifest themselves:

- in relation to work;
- in relation to other people;
- in relation to oneself.

Volitional character traits are stable individual-typological features of behavior regulation. They are manifested in the ability to overcome difficulties in achieving the goal. *Strong-willed qualities* of a person are important for communication: purposefulness, determination, perseverance, endurance, self-control, etc.

The emotional characteristics of an individual's character are the most obvious indicator of his mental properties.

Emotions are the physiological states of the body that have a pronounced subjective color and cover all types of feelings and experiences of a person.

The emotional experiences of communication partners are varied. Includes positive emotions (interest, joy, satisfaction, delight, hope, pleasure), negative (fear, anxiety, disgust, irritation, anger, despondency) and mixed.

Intellectual character traits are stable individual-typological features of the intellect (productivity of the mind, originality of the mind, mastery of generalization, intellectual orientation of the individual (curiosity), prudence, thoughtfulness, etc.

4. Professional development of personality

The problem of the professional development of the personality is one of the actively developed psychological problems.

The professional formation of a person is a form of a person's personal formation, considered in the aspect of his professional activity.

An indicator of professional development is *formal criteria* (specialist diploma, qualification improvement certificates, position) and *informal* (professional thinking, the ability to use non-standard means to solve problems, demand for labor).

In the process of *the professional formation of a personality*, an attitude to the profession, the degree of emotional and personal involvement in it are formed. Practical experience is also accumulated, the professionalism and skill of the specialist is improved.

Throughout life, a person goes through several stages of professional development:

- *preliminary stage* - a person gets a general idea of the profession, realizes his own needs and abilities. Initially, it simulates professional interactions while playing. Then he receives information about the professions and their characteristics when entering classes at school, during observation, in communication, on temporary part-time jobs, etc. At the end of this stage, the young man proceeds to the direct choice of his future profession;

- *preparatory stage* – a person receives secondary and higher professional education, acquires the necessary knowledge, abilities, skills. During this stage, the young person tries himself as a trainee, or works and studies at the same time;

- *the stage of adaptation* – the beginning of professional activity, when a person learns practical skills and algorithms of actions, masters basic social roles, adapts to the rhythm, character, characteristics of work;

- *the stage of professionalization* – the stage of turning a specialist into a professional. The process of improving and self-disclosure of the subject of labor activity. In a strict sense, it is at this stage that the professional formation of the personality takes place, and all the previous stages are only preparation for it;

- *stage of decrease in activity* – decrease in professional activity associated with reaching the retirement age.

Professional education today is moving beyond the narrow framework of the “preparatory stage” and extends to the subsequent stages. The modern concept of lifelong education implies that a person should not stop developing; he should be aware of technological innovations and the latest ideas in the professional field.

Personal development of a professional is possible only if there is positive motivation for professional activity, and the work itself causes a feeling of satisfaction.

Lecture 4. Psychotypes of personality and their manifestations in the process of business communication

Lecture plan:

1. The concept of “psychological personality type”. Classification of personality psychotypes according to K.G. Jung
2. Psychotypes of personality according to K.G. Jung
3. Psychotypes of a person according to J. Holland
4. Psychotypes by Oldham-Maurice
5. Basic Principles of Business Ethics

Basic concepts: psychotype, business communication, principles

1. The concept of “psychological personality type”. Classification of personality psychotypes according to K.G. Jung

The first character classifications were based on *observations of human behavior*. They were presented in the form of a philosophical and literary description.

The foundations for the classification of characters were laid by Aristotle's student, philosopher and physician, *Theophrastus* (c. 370–285 BC), highlighting 30 types of people with a sharply predominant negative character trait. The description of the characters shows the connection between the inner essence of a person and his behavior. Later, various typologies of characters were developed, built on different criteria - biological, physiological, psychological.

Personality psychotype

The psychotype of the personality is the mental characteristics of the personality that determine the individual's reactions to external stimuli and the style of behavior. The presence of common features in the style of behavior gave psychologists a reason to identify several groups (types) of people – psychotypes.

Hippocrates identified **4 types of temperament** based on the influence of internal body fluids:

- *sanguine person*;
- *choleric person*;
- *phlegmatic person*;
- *melancholic person*.

The Russian **psychophysiologist I. Pavlov** agreed with the classification of temperaments by Hippocrates. He did not connect the peculiarities of temperament with the influence of fluids on the body. I. Pavlov linked the type of higher nervous activity with the characteristics of the reaction of inhibition and excitement. Classification of types of temperament according to I. Pavlov:

- *sanguine* – strong and fast;
- *phlegmatic* – strong, but inert;
- *choleric* – strong and uncontrollable;
- *melancholic* – weak.

I. Pavlov's research was appreciated by the entire scientific world, his classifications formed the basis of many scientific studies of nervous activity and behavioral reactions.

K.G. Jung originally identified *two main psychotypes* of personality based on the reaction to external stimuli:

- *introvert*;
- *extrovert*.

Extroverts are open to the world, actively interact with the external environment and draw energy from the outside.

Introverts are closed to the outside world, react poorly to external stimuli and draw strength from internal reserves.

Knowledge of a person's psychotype helps to build non-conflict relationships with him based on trust and disposition.

Knowledge of a person's psychotype helps to avoid many misunderstandings and mistakes when interacting with the world and society.

2. Psychotypes of personality according to K. G. Jung

Later **K.G. Jung** refined his classification. He talked about the fact that people differ from each other in their individual attitude towards society and identified 4 types:

- introvert and extrovert;
- intuitive and touch-sensitive;
- thought-logical and emotional-sensual;
- perceiving and decisive

Introvert and extrovert differ in the sources of energy. An **extrovert** draws it from communication with other people and nature, an **introvert** finds energy sources in the inner world.

The way of collecting and processing information distinguishes the sensory personality type from the intuitive one. The first type relies only on their own feelings, the second type trusts intuition more.

Decision making also divides people into two types - **emotional and logical**. **The emotional type** makes decisions under the influence of feelings and emotions, lives at the behest of the heart. **The logical type** analyzes everything, does not trust emotions.

Lifestyle also affects the personality type. The perceiving type lives spontaneously, perceives events as data from the outside. The decisive type plans his life, achieves the set goals, listens little to the opinions of others.

Modern psychologists use a *simplified classification of personality types according to C.G. Jung*:

- thinking;
- emotional;
- sensory;
- intuitive.

However, as in the classification of temperaments, these 4 types do not occur in “pure form”, but form an infinite number of combinations. For example, **an extrovert** in his perception of the world and information processing can be sensory and intuitive. **An introvert** may have a rational type of mental activity, or may be romantic and sensitive.

3. Psychotypes of a person according to J. Holland

J. Holland identifies 6 psychotypes:

- realistic;
- intellectual;
- social;
- conventional;
- enterprising;
- artistic.

The realistic psychotype shows itself well in the field of economics and natural sciences. For them, work with specific objects is suitable, which requires certain dexterity and skills.

The sphere of scientific discoveries and research is suitable for the **intellectual** psychotype. They have an analytical mind, their judgments are original and unpredictable.

Social psychotypes are extroverts, they like to be in the thick of things. The professions of psychologists, doctors, teachers are suitable for them.

The conventional psychotype is not afraid of monotonous routine work and feels good about writing reports, checking documents and other paperwork. These are accountants, commodity experts, auditors, financiers.

An enterprising psychotype always strives to be a leader and leader. They are natural-born managers, co-operators, diplomats and reporters.

The artistic psychotype is distinguished by imagination and intuition. These people can realize themselves in the humanitarian sphere: art, philosophy, linguistics, history.

4. Psychotypes by Oldham-Maurice

This psychologist proposed his own classification of psychotypes of people:

- conscientious;
- self-confident;
- devotee;
- dramatic;
- vigilant;
- sensitive;
- adventurous;
- hermit;
- altruistic;
- aggressive;
- serious.

A conscientious psychotype always strives to do the job perfectly, often suffers from perfectionism. He pays attention to small details, thinks over the solution of the issue several times, always achieves the set goals.

The self-confident type is an ambitious personality aimed at moving up the career ladder. They are competitive, active and efficient. But excessive self-confidence and a thirst for praise can play a cruel joke with them and turn colleagues and friends away from them.

A devotee type is a very sweet communicative person who does not have his own opinion and initiative. They are obedient performers who can always be entrusted with an important task. But without guidance and advice from “senior in rank” they are not capable of anything. This position greatly interferes in personal life.

The dramatic type has a mobile emotionality, is constantly in the center of events and is interested in the latest news. Negative character traits are: the desire to be irresistible and dramatize events.

The vigilant type sees a catch in everything. These people are self-reliant, independent, accurate and extremely careful.

The sensitive type does not like changes in surroundings and emotional outbursts. It is important for them to be in a familiar environment among trusted people. They find it difficult to make contact with new people, do not trust people.

The adventurous type is guided by its own profit, for the sake of which it can go to deception and forgery. Decisive people take any risks easily. Impulsiveness is their hallmark.

Hermits love solitude, silence, tranquility and contemplation. They are indifferent to the world around them and do not share its interests.

The altruistic type is capable of self-sacrifice for the sake of the interest of other people. They always show concern for their neighbors, are not conflicted and not spiteful.

The aggressive type justifies its name by being overly exacting towards others and outright cruelty. They are not afraid of difficulties, easily take responsibility and show persistence in achieving their goals.

A serious type always ponders any step, is in no hurry to make decisions on significant issues. Self-digging and low self-esteem are negative qualities.

Alternative options

You can learn about a person’s character and psychotype by their appearance. Researches in this field were of interest to ancient thinkers and sages. Consider the psychotypes of a person by:

- *appearance;*
- *handwriting;*
- *colour.*

A person’s eyes reflect the state of his soul. Wide-open eyes speak of a glib and dreamy person, deep-set ones speak of a greedy and selfish nature, small eyes speak of curiosity.

The shape of the lips also has a certain meaning. So, narrow lips speak of the secrecy of nature, a small mouth shows a weak nature, a wide lower lip will tell about determination, and a wide upper lip shows an inveterate egoist.

The shape of the nose is also of some interest. A long and pointed nose tells about the strict disposition of its owner, a wide nose reveals a rude nature, an upturned one speaks of a frivolous personality.

We determine the psychotype by *handwriting*:

- a kind and open person writes in large letters;
- small handwriting is inherent in secretive natures;
- tilting letters to the left will tell about the selfish nature;
- the chaotic arrangement of letters shows the emotional instability of the personality.

We determine the psychotype *by colour*:

- white people prefer decent and organized individuals;
- black colour is loved by rebels who are ready to go ahead;
- passionate, hot-tempered, active and courageous people love red;
- green colour characterizes generous and kind people, hardworking and responsible;
- yellow tone shows a harmonious nature, not devoid of a creative streak;
- blue colour speaks of a modest benevolent person, he is distinguished by calmness and responsibility.

5. Basic Principles of Business Ethics

The Principles of Business Ethics are a generalized expression of the moral and moral requirements of society. These principles are the basis for business relationships and the conduct of its participants.

The work of the American sociologist **L. Hosmer** formulates modern ethical principles of business behavior.

1. *Never do anything* that is not in your long-term interests or the interests of your company (based on Protagoras's views on personal interests, combined with the interests of other people and differences in these interests).

2. *Never do something* that could not be said to be really honest, open and true. This can be said openly and proudly in the press and on television (based on the views of Aristotle and Plato about personal virtues - honesty, openness, moderation, etc.).

3. *Never do what is not good*, achieving a common goal, forming a team of like-minded people (based on the commandments of world religions about good and compassion).

4. *Never do what violates the law* (based on the teachings of T. Hobbes and J. Locke on the role of the state as an arbiter in the competition between people for the good).

5. *Never do anything* that does not lead to greater good or harm to society (based on the ethics of utilitarianism (the practical benefits of moral behavior), developed by I. Bentan).

6. *Never do what* you would not recommend doing to others in a similar situation (based on the teachings of I. Kant about the universal norm).

7. *Never do anything* that infringes upon the rights of other people (based on the views of J.J. Rousseau on the rights of individuals).

8. *Never do anything* that can hurt the weakest in society (based on Rawls' rule of distributive justice).

9. *Never do anything* that would interfere with the right of another person to self-development and self-realization (based on Nozick's theory of expanding the degree of personal freedom).

Lecture 5. Business communications, their types and features of manifestation

Lecture plan:

1. Types of business communications.
2. Formal and informal communication. Rumors as an informal form of communication
3. Communication barriers and its overcoming
4. Types of communications by focus
5. Types of communications for the purpose of the message
6. Types of communications in the form of a communicative event

Basic concepts: business communication, types of business communication, rumors, communication barrier.

1. Types of business communications

Business communications are diverse. It is impossible to develop its uniform classification of species.

Information exchange with the external environment or within the system allows to represent business communications, both external and internal.

If the system is represented by a single element (for example, an individual entrepreneur), then his business contacts will be external.

External communications are communications between the organization and the environment. They are carried out with government and financial authorities, other organizations, suppliers, customers, partners, competitors, law enforcement agencies, etc.

Internal communications are communications within an organization carried out between different levels and departments.

Business communications in an organization are classified according to *their direction and way of origin*.

In terms of focus, *vertical* and *horizontal* types of communications are distinguished. Depending on the level from which the information is transmitted, the information flow can move either in *vertical or horizontal directions*.

The vertical direction includes *downward and upward communications*.

Downward communications are messages directed by top management to lower-level leaders. The lower levels convey information to subordinates. Such communications include orders, instructions, information on activities, performance criteria, performance evaluation. This type of information exchange is the main part of the communication process with the head. All official information for downward communication is in writing. Along with the written form, downward communication is carried out orally.

Also, any organization needs upward communications through which information flows from subordinates to management.

Upward communications are messages sent from the lowest level of the organization to the highest. The information transmitted through the upstream communication channels includes:

- reports on the work of individual employees or department;
- suggestions for improving the work;
- employee complaints against colleagues or direct supervisors;
- complaints about working conditions;
- signals of conflict situations, etc.

2. Formal and informal communication. Rumors as an informal form of communication

According to the way of *origin of communication*, there are two types: *formal and informal*.

Formal communications are communications that are established using the rules enshrined in job descriptions and internal regulatory documents. In the process of formal communication, employees must follow *the rules of communication*.

1. All instructions and orders coming through downward communication channels must be followed, even if they seem inappropriate.

2. It is impossible to turn to the higher authorities with a request, complaint, proposal, bypassing the immediate superior.

Informal communication is defined as “a type of intra-organizational communication in which information exchange takes place between employees of an organization.”

Rumors as an informal form of communication. There is another type of informal communication that occurs spontaneously in any organization. This type of informal communication in the form of rumors is called *grapevine*. The term originated during the Civil War in the United States, when signalmen, due to the absence of poles on the battlefields, threw wires from tree to tree. Information

transmitted over such time lines was often distorted. The military figuratively called the source of the rumors a *grapevine*. In Russian, there is an exact expression to denote the spread of rumors: “*rumors spread*.”

From a socio-psychological point of view, the reasons for the spread of rumors are as follows:

- the desire of a person to demonstrate his significance as the owner of exclusive information, close to the management;
- a sense of belonging to a group - by spreading rumors, a person feels included in the group;
- a sense of solidarity with colleagues, a desire to warn them about possible future troubles;
- conformism (“everyone speaks”), agreement with the group;
- anxiety and self-doubt;
- suggestibility and uncritical perception of information.

3. Communication barriers and its overcoming

The following psychological communicational barriers are encountered.

1. *Moral barrier*. If your interlocutor is not honest, tries to deceive you, has evil intentions, hides his thoughts, it is difficult to communicate with such a person.

2. *Emotional barrier*. If there are negative emotions during communication, then productive communication will not work.

3. *Motivational barrier*. The subject of the conversation should be of interest to all participants in the communication.

Another group of obstacles of effective communication are collectively called barriers of misunderstanding, which include: *phonetic, stylistic, semantic and logical barriers*.

1. **Phonetic** (from ancient Greek. Φώνημα – “sound”) barrier is associated with the peculiarities of the speaker’s speech.

Consider the features of sounding speech that hinder understanding of the following.

The first feature is related to *the loudness of speech*. If the interlocutor speaks too quietly, then even with a great interest in the message, some of the information will be lost. If the interlocutor is not very interested in this information, then he simply will not listen. Speaking too loud and speaking too fast are the same obstacles.

The next phonetic barrier of communication is *the rate of speech*: some people have a fast rate of speech, others - a slow one.

The *speed of speech* depends on the characteristics of the nervous system: for sanguine and choleric people, a fast pace of speech, for phlegmatic and melancholic people, a slower one. Slow speech is irritating. Too fast speech also interferes with the correct perception of information.

2. **The semantic (from the Greek. Semantikos – denoting) barrier** of misunderstanding is associated with differences in the systems of meaning

of concepts and vocabulary of the recipient and sender of information. Information exchange is possible only when partners speak the same “language”. Age, social, cultural and other differences affect the degree of understanding of communication partners of the transmitted information. Natural language words are polysemantic, the same word can have several meanings, and by using seemingly the same words, communication partners can put different meanings into them.

The vocabulary of the communication participants is also different, therefore, misunderstanding may arise when professional terms are used, and the partner does not understand their meaning.

3. **The stylistic barrier of misunderstanding** arises when the style of speech of the sender of information and the communicative situation, the style of speech and the actual psychological state of the recipient of information does not match.

Communication barriers arise because the style may be inappropriate, too difficult, not consistent with the communicative situation and the partner’s intentions.

4. **The logical barrier of misunderstanding** arises when you are unable to formulate your thoughts and express them clearly and understandably. If in the speech of the sender of information there is simply no causal connection, then the interlocutor becomes completely incomprehensible what and why he is talking.

A logical barrier also arises in cases where the logic of reasoning proposed by the communicator seems to be incorrect to his communication partner, contradicts his inherent manner of proof, or is too complicated for him.

Differences between participants in the communication process with male and female types of thinking become a communication barrier.

5. **Sociocultural barriers of communication** are associated with the fact that people as elements of the communication process are not abstract, but social individuals who are representatives of various ethnic groups, social and demographic groups, religious confessions, professional community and other groups.

We can give a number of recommendations that will help organize productive business communication and avoid possible difficulties:

- *Call the interlocutor by name*

In this way, you show respect and consideration. Anyone is pleased to hear their own name. He perceives better everything that the interlocutor says.

- *Smile affably*

A smiling person always disposes to himself, causes more confidence.

- *Say compliments out loud*

This is always pleasant to the interlocutor and encourages a more open dialogue.

- *Show attention to the interlocutor as to a person*

People are always pleased with sincere attention, respect and support.

- *Be honest and decent in your intentions*

It is very easy to spoil your reputation, it is enough to hide important information only once or present it in a distorted form. It is difficult to regain the trust of the interlocutor if he was once deceived.

4. Types of communications by focus

In terms of direction, communication can be *direct and indirect*.

Direct communication is called communication in which partners direct their actions specifically at each other. **Direct** communication can be *immediate or mediated*.

Direct immediate communication is a natural face-to-face contact using verbal (speech) and non-verbal (non-speech) means. *Direct immediate* communication is characteristic of interpersonal communication and has various spheres of actualization, from the exchange of business information to purely personal.

Direct mediated communication is an “incomplete” contact that is carried out using written or technical devices (telephone, telegraph, Internet, etc.). This communication makes it difficult or time-separated to receive feedback between the participants in the communication.

Indirect communication - the partner receives information not directly, but through actions directed at objects of the environment or other people. For example, an opinion about a company is formed not only through direct communication between clients and the company’s management (this does not happen often). The impression of the organization is formed on the basis of information obtained indirectly (stories of other people, the appearance of the product and its packaging, the content and effectiveness of advertising, etc.).

5. Types of communications for the purpose of the message

Depending on the purpose of the message in the scientific literature, there are five communication models: *cognitive, persuasive, expressive, suggestive, ritual*. Each of these models has its own goals and expected results, organizational conditions, communication forms and means.

Cognitive communication

Purpose: to expand the partner’s information fund, convey the necessary information, comment on innovative information.

Conditions for organizing communication: taking into account the cognitive capabilities of specific business partners, their individual attitudes to receive new information and intellectual capabilities for its processing, understanding and perception.

Communicative forms: lectures and seminars, conversations and consultations, reports, etc.

Communication means and technologies: commentary, argumentation and proof; characteristics of cause and effect relationships, comparative analysis; interpretation of new vocabulary, summarizing, the use of verbal and non-verbal keys of access to the auditory, visual and kinesthetic channels, speech culture and oratory.

Expected result: assimilation of new information and its application in practice, introduction of innovations and self-development.

Expressive communication

Purpose: to form a psycho-emotional mood in a partner, convey feelings, experiences, induce the necessary action.

Conditions for organizing communication: reliance on the partner's emotional sphere, the use of artistic and aesthetic means of influencing all the partner's sensory channels.

Communicative forms: speeches on a special occasion, presentations; conversations and meetings; rallies; brainstorming, etc.

Communication means and technologies: audio, video and art means; expressiveness of speech structures; emotionally colored, figurative vocabulary; skillful use of non-verbal means: smile, voice, look, gestures, etc.

Expected result: change in the partner's mood, provoking the necessary feelings (compassion, empathy), involvement in specific actions and actions.

Suggestive (suggestive) communication

Purpose: to have an inspiring effect on a business partner to change motivation, value orientations and attitudes, behavior and attitudes.

The conditions for organizing communication: the suggestibility of the partner, his lack of awareness, insufficient criticality of the mind, high authority of the partner carrying out the suggestion, creation of an atmosphere of trust.

Communicative forms: conversations, meetings, press conferences, briefings, debates, advertisements, meetings, consultations, trainings.

Communication means and technologies: explanation of suggested attitudes; emotional stress management; threat, blackmail and other manipulation techniques.

Expected result: change in the behavior of the partner, change in attitudes, value orientations.

Ritual communication

Purpose: to preserve the traditions of any communicative group: families, firms, enterprises – to create new ones.

Conditions for organizing communication: ritual (ceremonial) nature of the actions, artistically designed spatial environment; reliance on national, professional traditions and norms of communication.

Communicative forms: solemn, funeral speeches, ritual acts, ceremonies, rituals; holidays, dedications, celebrations; presentations and ceremonial meetings.

Communication means and technologies: the use of verbal and non-verbal means in the process of the ritual; inclusion of participants in active mass activity; originality of plots while maintaining traditions.

Expected result: formation of a sense of patriotism and national pride; corporate affiliation; preservation of traditions, consolidation of new rituals.

Knowledge of these types of communication allows you to correctly choose one or another communicative form, competently use communicative means and technologies, prepare more effectively for one or another communicative activity, develop a scenario of verbal and non-verbal behavior in a specific communication situation in order to get the planned result.

6. Types of communications in the form of a communicative event

According to the form of the communicative event, the following types are distinguished:

- business conversations, meetings, negotiations;
- public speeches (reports, messages, greetings);
- press conferences;
- discussions, debates;
- presentations;
- business breakfasts, lunches, dinners, buffets.

Features of these types of communications are associated with their goals and methods of organization. The process and results of business communications are documented in the form of business letters, protocols, orders, contracts, resolutions, etc.

Lecture 6. Verbal and non-verbal means of business communication

Lecture plan:

1. Communication: essence and content. Animal communication
2. Communication among people. Communication structure
3. Speech activity. Types of speech activity
4. The types of communication by means
5. Types of non-verbal communication according to the degree of readiness for communication and the degree of sincerity of the interlocutor
6. Alternative means of communication

Basic concepts: communication, oral speech, written speech, speaking, listening, reading, writing.

1. Communication: essence and content. Animal communication

The word communication comes from lat. *communicatio* – to share, communicate. *Communication* is a polysemantic concept and currently has three meanings:

- 1) means of communication of any objects of the material and spiritual world;
- 2) communication, transfer of information from person to person (exchange of ideas, ideas, attitudes, moods, feelings and others in human communication);
- 3) communication and exchange of information in society in order to influence social processes.

As follows from the definition, **communication** is carried out not only in human social systems. A certain kind of communication is also typical for animals (mating dances of birds, grousing a capercaillie, the language of bees, etc.), and for mechanisms, i.e. objects created by man (pipelines, sewers, transport, telegraph and telephone signals, the interconnection of computers on the Internet, etc.).

Communication of animals has always attracted increased interest of researchers. Communication systems in the animal world are more primary and primitive than human ones and are defined as “biologically expedient joint behavior aimed at adaptation to the environment and regulated by signaling” (I. Gorelov). Instinctive mechanisms in animals develop *in three directions*:

- preservation of the species (sexual behavior, taking care of offspring, etc.),
- preserving the individual (satisfying hunger and thirst, searching for food, stockpiling, etc.) and
- ensuring more or less permanent security (protection from bad weather conditions, enemies, separation from fellows, etc.).

One example of communication is **birdsong**. Birds learn to sing through the process of ‘nurturing’. Each bird has its own way of performing the song, which is common for the whole species. Even more interesting is the way in which hazard information is disseminated. There are two kinds of danger: predators and nest destroyers. If a bird sees a predator, then it emits a specific sound, similar to a whistle, indicating the need to hide. If a nest destroyer appears, the bird emits an intermittent staccato sound, which serves as a call to battle, gathering neighboring birds in order to drive the attacker away from the nests. Birds learn to distinguish between predators during development and pass them on to the next generation.

Primates have a complex system of communication: to a certain, very limited extent, they are able to assimilate human language. South African monkeys have a set of gestures and sounds to indicate predators. It has four alarm signs to denote 1) flying predators, 2) four-legged predators (such as leopards), 3) snakes, and 4) other primates. Each of the alarm signs causes a different behavior. The leopard sign forces monkeys to climb the treetops, while the air raid sign causes them to fall like a stone into the depths of the tree foliage. The signals themselves are innate, but young individuals learn them from their elders and sometimes get confused.

Chimpanzees have cries of joy when food is found (loud screams with squeals, while they first hug and pat each other, only then turn to food), invocative sounds that inspire other members of the group when fighting an enemy, means of sound communication between mother and child and etc.

In addition to sounds, animals use other communication channels. Smell, so important for bees, and ants, and for lower apes, are less important for higher apes. In primates, silent communication is predominantly visual (gestures) and tactile (touch). In the campaign, the male walking in front raises his paw (hand?) - a stop signal for the herd (group?); a chimpanzee mother, by touching the shoulder of a cub (child), does not allow him, for example, to run somewhere; combing a fellow’s coat is a sign of submission and lack of aggressive intentions.

An example of a demonstration of a dominant position: monkeys drum on the ground and their own chest, rearing their fur, making aggressive sounds, swinging specially broken off branches, twisting young trees into a ram’s horn, pulling out tree roots, throwing themselves with sand or earth. A branch specially broken off to demonstrate its strength, and not for any physiological needs, is a sign, a means of

communication. The desire for social domination has such a strong motivational basis that even nutritional and sexual needs can recede into the background.

Thus, the first means of communication arise from instinctive behavior, which can vary under the influence of conditions and behavior correction in the process of mutual learning. The memory of an animal stores not only behavior patterns, but also the reaction of the environment, that is, fellows. In the future, ineffective moments of the behavioral act are reduced, and those that are essential for changing the behavior of other communicants are emphasized. The behavioral act becomes a communicative act. Communication is a separate part of joint activity aimed at regulating this very activity.

2. Communication among people. Communication structure

Communication in human society means communication, exchange of thoughts, knowledge, feelings, etc. It is more correct to say that we want to share our thoughts, share our feelings with someone, etc. Unlike animal communication (biologically expedient joint behavior aimed at adaptation to the environment and regulated, in particular, by signaling), human forms of communication are characterized mainly by the functioning of language - the most important means of human communication.

Thus, being a social process, communication contributes not only to the development of a person as a social being, but also to the development of society as a whole. That is why the level of communicative competence correlates with the level of socialization of the individual, with the level of manifestation of intelligence and other human qualities.

Communication is related to the processes of exchange and transmission of information and is associated with language as a means of transferring information.

Communication is a socially conditioned process of transmitting and perceiving information both in interpersonal and mass communication through different channels using various verbal and non-verbal communication means.

The essence of communication is that it is purposeful communication, realized in specific situations, according to the norms of speech activity.

It follows from the definition of communication that this is a complex process, which includes *three components, called the parts of communication*:

- *communicative aspect* of communication (exchange of information between people);
- *interactive aspect* (organization of interaction between individuals);
- *perceptual aspect* (the process of perception of each other by communication partners and the establishment of mutual understanding).

The communicative side (exchange of information) is characterized by:

- the ability to establish psychological contact;
- taking into account the peculiarities of the communicative influence;
- argumentation, consistency and adequacy of the communication situation;

- effective use of verbal and non-verbal means of communication.

The interactive side (interaction) is characterized by:

- the appropriateness of the adopted management decisions;
- a clear distribution of responsibilities among employees;
- skillful resolution of conflicts.

The perceptual side of communication. Interaction is impossible without mutual understanding. Perception (from the Latin “perceptio” – perception) is a process of perception that promotes mutual understanding between the participants in communication. A person is aware of himself through another person through certain mechanisms of interpersonal perception. It includes:

- people’s cognition and understanding of each other (identification, empathy, attraction); knowledge of oneself in the process of communication (reflection);
- predicting the behavior of a communication partner (causal attribution).

Identification is a way of knowing another person, in which the assumption about his inner state is based on attempts to put himself in the place of a communication partner.

Empathy is emotional empathy for another.

Attraction is a form of knowing another person, based on the formation of a stable positive feeling towards him.

Reflection is a mechanism of self-knowledge in the process of communication, which is based on a person’s ability to imagine how he is perceived by a communication partner.

Causal attribution is a mechanism for interpreting the actions and feelings of another person (finding out the reasons for the behavior of an object). When studying the process of causal attribution, various patterns have been identified. For example, people attribute the cause of success to themselves, and failure to circumstances.

Successful communication presupposes feedback - the subject receives information about the results of interaction. The perceptual side of communication in joint activities is aimed at solving the following tasks:

- formation of the content of interpersonal perception;
- promoting mutual understanding;
- ensuring the influence of the participants in joint activities on each other.

Thus, considered in the unity of these three sides, communication acts as a way of organizing joint activities and relationships of people included in it.

In accordance with these aspects of communication, the main functions of communication are distinguished: information and communication (exchange of information between two individuals), regulation and communication (regulation of behavior and direct organization of joint activities of people in the process of their interaction) and affective and communicative (perception and understanding of another person).

3. Speech activity. Types of speech activity

Organization of speech behavior

If a person does not calculate his speech behavior, it leads to failure. Any speech act represents an activity, because it has its own program, structural components are distinguished in it, the same as in any other activity.

It includes the following structural components of speech:

- 1) motivational and incentive component;
- 2) indicative component;
- 3) performing component - requires a person to perform actions;
- 4) control component (control level).

Speech is divided into *external and internal*.

External speech has four types, grouped in pairs:

speaking – listening (speaking);

writing – reading (written speech).

Oral speech. Oral (acoustic) speech is historically much older than written. Speaking includes *speaking and listening*.

Speaking is vocalization of thoughts, a code transition from internal speech to a sound (acoustic) code.

Listening is a code transition from an acoustic code to a code of inner speech, to a thinking code. This is the understanding of the perceived speech. A person's mental code is individual. Memory stores a fund of images, schemes, ideas, concepts and phonemic standards of words.

Written speech. Letter writing is used in all European languages, although it is not the most economical. The European alphabets have 26 to 33 letters.

Writing is the process of transcoding the content of thought from a mental code to a sound code, and then a graphic code.

The concept of "letter" includes:

- a) preparation and formation of statements at the internal level with the anticipation of its synthesis;
- b) code transitions;
- c) writing technique - drawing the necessary graphic characters according to the rules of calligraphy, compliance with the requirements of graphic rules and spelling norms.

Reading - aloud and to yourself.

The reading process is a code transition from a graphic code - printed or written text - to an acoustic one.

Reading process steps:

- a) the perception of graphic signs (reading technique);
- b) code transitions;
- c) comprehension of what has been read through the mental code, through its standard signs stored in memory.

4. The types of communication by means

There are distinguished *verbal and non-verbal means* of communication.

Verbal means (from Latin *verbalis* – verbal) are verbal means of communication. Verbal means of communication include speech (oral and written).

Non-verbal means of communication include:

- *handwriting*;
- *paralinguistic* (from gr. Para - near, at, outside and lat. Lingua – language) means – near-speech: intonation, voice volume, speech rate, speech rhythm, voice timbre, diction, sounds, accompanying speech – “e-e-e “,” hmm-m “, coughing, etc;
- *motor means*: facial expressions, gestures, body postures, gait, touching a partner, etc. The science that studies postures and body movements is called pantomime.

In his book about life among the Papuans, N.N. Miklouha-Maclay describes the first appearance on the shores of New Guinea. He communicated with the local population using expressive pantomime. It once saved his life.

The set of significant gestures, mimic and pantomimic movements, in other words, kinem is called kinesics (from the Greek κίνησις ‘movement’). The term “kinema” is used by the famous Italian *director P. Pazolini when analyzing the language of cinema.*

- *organization of the spatial environment* (distance between partners and the location of partners relative to each other). A science that studies the norms of the spatial organization of communication (proximity to each other, etc.) is called proxemics (from the Greek πρόξιμος ‘close’).

- *place of communication* (territory where communication takes place);
- *communication time*;
- *smells* (perfumes used by partners; individual smells captured at the unconscious level; smells of the environment that affect human emotions);
- *appearance of partners* (clothes, hairstyle, accessories, etc.).

For the most part, non-verbal means are universal, do not depend on any language, age, gender, nationality. In natural language communication, the non-verbal components of communication are secondary, since the main means of transmitting information is natural language. Non-verbal means, as a sign system secondary in terms of information content and significance, perform the following functions:

- *Contact-setting* – the function of anticipating verbal communication (knocking on the door, coughing, hail, turning the face).
- *Voluntative* – the function of expression of will (slam the door, turn away sharply).
- *Communicative* – the function of maintaining communication (nodding your head in agreement, display of disagreement “no, no”).
- *Representative* – a function-call to the subject of thought (“Running through the letter, her eyes sparkled”).

- Syntactic function - the substitution of non-verbal components of the components of the sentence (“Who is your head of the group?”, – everyone looked at Olga. – Turning the head replaces the subject “she”)).

The famous psychologist M. Koltsova called the younger preschooler a “non-verbal creature”, since it was found that small normally developing children are especially sensitive to non-verbal means of communication - gestures, facial expressions, certain phonations of speech (affectionate voice), posture, etc. This indicates their special importance when communicating with a child. It has been experimentally proven that young children cannot immediately conduct telephone conversations, even when they recognize the voice of their mother (or another speaker): they need information from the speaker’s face and posture to communicate. Non-verbal means of communication are ontogenetically older than speech in natural language.

5. Types of non-verbal communication according to the degree of readiness for communication and the degree of sincerity of the interlocutor

Open and closed non-verbal means testify to the degree of readiness for communication.

Such communicative manifestations are called open, which indicate that the interlocutor is sincere, good-natured, seeks to speak frankly. Open communicative manifestations create neither a physical nor a psychological barrier between partners. Sincere smile, eye contact are examples of open facial expressions; open hands, palms up - an example of an open gesture; a raised head and lowered shoulders also mean openness.

Closed manifestations are those that create a physical and psychological *barrier* between partners. For example, crossed arms or legs, furrowed eyebrows, narrowed eyes, or looking away.

The barrier can also be created with the help of objects: glasses, clothes buttoned up with all the buttons, a tie, a high-necked sweater, as well as using a table, chair, bags that are between partners. Closed gestures indicate that contact is broken. This can happen because one of the interlocutors is bored, in a hurry, or does not agree with the other. There may be other reasons: dislike for a partner, distrust of him, fear, self-doubt, fatigue, pain, feeling of coldness or other discomfort, as well as a desire to “withdraw into oneself,” that is, reflect on the topic of conversation or immerse yourself in memories. temporarily fenced off from everyone. That is, the reasons can be exactly the opposite, and outwardly the behavior can be similar. Therefore, in order not to be mistaken in explaining someone else’s behavior, it is necessary to take into account the whole complex of non-verbal means and how they replace each other.

Including and excluding non-verbal means testify to the degree of the interlocutor’s sincerity, frankness, inner harmony.

Including are non-verbal manifestations that carry the same information; exclusive – those that contradict each other and verbal means. For example, smiling,

open gestures, slightly dilated pupils and relaxed posture are consistent with each other and signify pleasure, a sense of comfort (including). And constricted pupils, narrowed eyes, interlocking fingers in combination with a smile (*excluding* manifestation) indicate a person's insincerity.

The partner's status is emphasized by authoritarian and democratic communicative manifestations. Authoritarian ones are aimed at lowering the partner's status (these are various top-down movements), while democratic ones emphasize the equality of partners (mainly horizontally). Both the look and the pose in general can be authoritarian. For example, "lion pose", when an authoritarian person stands leaning on the table with both hands, as if hanging over him and over the interlocutor. An authoritarian handshake is one in which one partner covers the palm of the other with his palm. Democratic handshake - when the palms of the partner are in equal position.

6. Alternative means of communication

To include people with speech, hearing, vision, intelligence problems in interaction with other people, other means of communication are needed.

As such, objects of the immediate environment, their images, gestures, pictograms, conventional signs, etc. can act. These means complement (auxiliary or complementary) or replace (alternative) verbal communication. Such means are called supportive communication means.

Auxiliary (complementary) and alternative communication (AAC (Augmentative and Alternative Communication)) is any non-verbal form of language that facilitates social communication.

Complementary (auxiliary – augmentative communication) communication is used in relation to persons with problems of oral speech, and alternative (alternative communication) – when oral speech for some reason is absent at all.

There are different types of AAC funds:

1. Communication with the help of objects involves the use of real objects from everyday life ("eat – a plate", "play – a pyramid", etc.). It is used in the early stages of the formation of communication, as well as in work with children with visual impairments. Real objects can be replaced by their models or mock-ups (toy dishes, cars, etc.).

2. Communication by means of gestures is very convenient because gestures are "always at hand". There are several sign language systems (American Sign Language, British Sign Language, Macaton Sign System, Paget Gorman Sign Language, Exact Sign English).

Hearing impaired persons use the dactyl alphabet and sign speech to organize communication. Tactile alphabet represents the movements of the fingers (gestures), which denote the letters of the alphabets of national languages. Sign speech is a special kinetic system for compensating for impressive and expressive speech.

3. Communication with the help of graphic symbols (pictograms) that give an unambiguous indication of objects, actions and general statements. The detail

or, conversely, the abstractness of the symbols used depends on the level of development of the child. Standardized systems include:

- *the Lob system* (developed in Germany by R. Loeb) includes 60 symbols (pictograms with the meaning of words printed under the picture) from areas of everyday use. The symbols are very unambiguous and correspond to a certain situation, however 60 symbols are very few for a differentiated form of communication;

- *Bliss system* (Bliss) or blissymbols (a hundred pictorial ideographs and randomly selected symbols that can be used both independently and in certain combinations) – a graphic system developed by Ch. Bliss in 1965.

4. Communication through photographs and images involves the use of photographs (or a set of pictures) of real objects. The system of exchange of pictures (pictures) is becoming more and more popular in the practice of special education (PECS - Picture Exchange System; Frostand Bondy, 1994). This type of AAC is widely used in organizing communication with a child with autism.

5. A means of complementary communication for persons with visual impairments is the Braille system – a relief-point typeface for writing and reading by the blind in the form of combinations of six points, developed in 1829 by the French blind typhlopedagogue Louis Braille. There are different language versions of L. Braille.

Lecture 7. Effective technologies for the formation of business communications

Lecture plan:

1. Business communication: content, purpose, functions
2. Types of business communication
3. Rules of effective business communication
4. Techniques for effective communication
5. Communication qualities of speech, affecting the effectiveness of business communications
6. Listening in business communication
7. Recommendations for the ideal listener
8. Compliments in business communication

Basic concepts: business communication, types of business communications, rules of business communication, techniques for communication.

1. Business communication: content, purpose, functions

Business communication occupies a significant place in the life of many people, since it is constantly necessary to discuss issues related to the organization of production, with the life of the work collective, the performance of official duties, the conclusion of various kinds of transactions, contracts. Research in the field of

management shows that 80% of the working time of managers at all levels is spent on communication.

Business communication is a process of interconnection and interaction, in which the exchange of activities, information and experience takes place, assuming the achievement of a certain result, the solution of a specific problem or the implementation of a specific goal.

Business communication is compulsory and differs from ordinary (unconstrained) communication in that in its process a goal and specific tasks are set that require their solution. Business communication involves achieving a specific result: a product of joint activities, information, career growth, power, etc.

The subject of business communication is a common cause.

The content of business communication is socially significant joint activities of people. The purpose of business communication is to organize and optimize a certain type of joint substantive activity.

- business communication performs the following functions:
- instrumental (social mechanism of management);
- integrative (association of business partners);
- self-presentation function (allows you to demonstrate personal potential);
- broadcast (transmission of specific methods of activity);
- social control (regulation of behavior and activities);
- socialization (development of business communication culture skills);
- expressive (emotional experiences).

2. Types of business communication

The organization of business communication implies the well-coordinated work of the entire team, the achievement of the set goals due to quick and high-quality mutual understanding between its members. There are several main methods of business communication.

1. Conversation. It refers to conversations, the topics and results of which are important for improving the efficiency of the company. Such interaction is very useful for both the management team and ordinary employees. In the process, a number of important issues are resolved, goals and timing of their achievement are outlined, and the results already obtained are discussed.

2. Correspondence. Correspondence, however, is an equally important form of interaction. Here the participants exchange information through letters. To conduct business correspondence, you also need to have certain knowledge and skills. E-mails should be designed correctly and concisely, indicating the timing of the expected response (during which time its relevance will not be lost). By the way the correspondence is conducted, the partners form an idea of each other.

3. Speaking to an audience. It is used when there is a need to acquaint the audience with important information, to make a presentation. It helps to strengthen productive interaction between team members. The speaker should not only have a good command of the covered issue, but have certain personal qualities that will allow him

to convey important information to the audience as accurately as possible. Among such qualities are confident presentation, literate speech skills. Also important are clear wording and an understandable sequence of presentation.

4. Meeting. General conversations with the team are not always enough. To make the work of the company more efficient and the interaction between employees more productive, it is often necessary to hold a business meeting. They resort to this if issues that require urgent discussion are ripe. The meetings are held either only with the management team, or as part of the interaction of the management with subordinates.

5. Business discussion. It may be the result of the birth of two opposing views on the same issue. According to the rules of business communication, it is unacceptable to voice opinions that go against the accepted moral foundations. However, a constructive dispute within the framework of accepted social norms is quite acceptable. In the course of discussions, new interesting views on the issues discussed are often revealed, which can be useful for making decisions.

3. Rules of effective business communication

Effective communication is an essential component of personal and professional success. We use communication skills every day, and it is not only the ability to speak, but also the ability to listen, to feel the mood of others. To develop communication, you need to *use the following rules*.

1. Confidential communication

Effective communication is mutually beneficial communication, as a result of which both parties gain something. Communication will never be effective without trust. There should be no reticence, deception and lies in the conversation. Everything should be simple and honest.

2. Don't avoid personal topics

People appreciate it when in conversation with them they discuss not only general topics, such as work, but also when they are sincerely interested in other things. You can ask about your employee's academic performance, children's interests, or hobbies. This will help build trust. Such topics should not be brought up in general meetings, but during personal meetings they are desirable.

3. Clarity and concreteness

Effective communication is impossible without mutual understanding. Mutual understanding is impossible without clarity and concreteness. Don't be afraid to talk directly about what you expect from the communication. When communicating with colleagues, you should always strive to build communication that is understandable not only for you, but also for them. Always set clear goals, speak directly about what you expect from the work, describing the end result clearly. Demand the same from others.

4. Focus on the expectations of the other person

Remember that communication is a two-way process. Focusing only on what is important to you in communication, and ignoring the expectations of the other

person, will be very difficult to achieve efficiency. Each of us pursues his own goals, but the ability to coordinate them with the desires of others, to take into account their interests is an indicator of mastery in communication.

5. Be open

Always try to understand the position of the interlocutor, especially if it does not coincide with yours. Don't block your mind by stepping back from information that goes against the way you are used to thinking.

6. Learn to listen

We must learn the skill of dialogue.

7. Show concern

Show concern for the other communicator

8. Talk only about what you understand

Don't try to impress people by talking about topics that you don't understand. Therefore, take care in advance to collect at least minimal information about the topic that the upcoming conversation will be devoted to.

9. Change

There are no universal rules in dealing with people. Every person is unique. What "works" for one does not necessarily work for the other. So be prepared for things to go wrong. Stubs based on books and articles are good help, but real experience is gained in daily communication.

4. Techniques for effective communication

Here are a few tips to help you in your business meeting:

1. Create a pleasant and calm environment.

2. Give the first word to your interlocutor.

3. If you disagree with him, in no case interrupt him. Let him fully express himself.

4. Repeat his phrases, paraphrasing them slightly. This will demonstrate that you are listening to it carefully and will also help you make sure you understand it correctly.

5. If you disagree with the interlocutor's proposal, offer an alternative solution, supporting your speech with clear and weighty arguments. Please provide examples of an approach similar to yours that support its effectiveness.

6. Before ending the meeting, summarize it. Highlight the most important thing.

7. Regardless of the outcome of the meeting, express your intention to continue cooperation and thank the interlocutor for participating in the discussion.

To achieve maximum results, you should pay attention *to the means of non-verbal communication*.

- Pose: Take an open pose. An open pose, when arms and legs are not crossed, speaks of openness and benevolence. Listening to the interlocutor, you should slightly tilt your head in his direction. You can occasionally nod, which means not only agreement, but attention and acceptance.

- Speech tempo and volume, diction: Do not forget to pause. Pay attention to whether the other person hears you well. The optimal speech rate is about 120 words per minute.

- Appearance (sloppy, or, conversely, inadequately formal appearance can be perceived as a manifestation of disrespect for the interlocutor)

- Gestures and facial expressions: copying the gestures and facial expressions of the interlocutor contributes to the establishment of trusting relationships. Such copying creates the feeling of a mirror, and your interlocutor will feel as comfortable as possible. But copying should be done carefully so that the interlocutor does not feel that he is being parodied.

Using the techniques described above, you can gradually learn to communicate effectively, which will have a beneficial effect on your personal and professional growth.

5. Communication qualities of speech, affecting the effectiveness of business communications

The communicative qualities of speech are understood as such its features, objective properties that optimally meet the needs of communication and testify to a high speech culture, its perfection.

In the classification of B. Golovin, the communicative qualities of speech that have the best effect on people are: *correctness, relevance, accuracy, consistency, purity, expressiveness, richness of speech*.

The correctness of speech is the observance of the norms of the literary language, which are perceived by its speakers as an “ideal”, a model. Linguistic norm is the central concept of speech culture. Allocate spelling, punctuation, orthoepic, accentological, grammatical, lexical norms. Language norms are registered with dictionaries, grammars, stylistics, rhetoric. Such registration, fixation of linguistic norms is usually called codification.

Relevance is the correspondence of speech to the environment in which communication takes place. The situation is understood not only the sphere of communication (everyday communication; the sphere of science, education; the sphere of official business relations; the sphere of socio-political relations), but also taking into account such factors as age, intellectual level, social status of the interlocutor (interlocutors); the degree of formality of communication (unofficial, semi-official, official).

Accuracy – the communicative quality of speech, which involves the use of words in strict accordance with the designated objects, phenomena of reality and manifests itself in the ability to find an adequate verbal expression of the concept. Accuracy, therefore, includes the ability to: 1) correctly reflect reality and 2) correctly express thoughts and form them using words. There are two types of accuracy: objective (factual) and conceptual (speech, communicative).

Consistency – a communicative quality, which consists in the ability to consistently, consistently and reasonably form the expressed content. Speech can

be called logical if it corresponds to the laws of logic. Consistency presupposes rationality, correctness of inferences, structural correctness and harmony, as well as the coherence of the statement, i.e. such an organization of the utterance that makes it easier for the listener or reader to understand each sentence and the text as a whole.

Purity is a communicative quality, which consists in the absence of unnecessary words, parasitic words and non-literary words in literary speech: jargon, argotism, dialectism, colloquial words.

Expressiveness is the use of figurative and expressive means of the language in speech, the use of proverbs, sayings, phraseological units.

The richness of speech is the variety of words, phrases, sentences used in it. The richness of speech testifies to the erudition of the speaker, a high level of his intellect; good command of the language, the ability to control your speech.

6. Listening in business communication

The ability to listen is a prerequisite for a correct understanding of a partner's position, a correct assessment of existing disagreements with him, a guarantee of successful business communication.

Listening is an active process. Special studies have shown that modern administrators spend 40% of their work time on hearing every day, and the efficiency of listening is not very high for the majority – about 25%.

The ability to listen as a method of perceiving information is used in business communication much more often than the ability to read and write combined: listening - 40% of working time, speaking – 35%, reading – 16%, writing – 9%.

A person's listening style depends on many factors: *on the personality, character, interests, gender, age, status of the participants in communication, on a specific situation.*

There are **internal and external** hindrances to listening. **Internal hindrances** to listening include the habit of “thinking about something else”. There is much more **external interference**:

- the interlocutor does not speak loudly enough or in a whisper;
- distracting manner of the interlocutor, his manner;
- interference (traffic noise, repairs, peeping into the office, etc.);
- too high or too low room temperature;
- poor acoustics;
- environment or landscape;
- glancing at the clock;
- phone calls;
- speaker's accent, monotony, too fast or too slow pace of speech;
- limited time, feeling that the regulations have been exhausted;
- excessive workload;
- bad weather;
- the color of the walls in the room (red – irritating, dark gray – depressing, yellow – relaxing);

- unpleasant odors in the room;
- the habit of holding foreign objects in your hands;
- restlessness, fussiness of the listener, as well as the habit of chewing gum, tapping a pen, drawing).

7. Recommendations for the ideal listener

1) *Do not interrupt or interrupt the interlocutor.* Let the person finish their thought. In addition, silence encourages people to keep talking.

2) *Don't look at your watch.* If you really need to look at your watch, do it discreetly. Otherwise, the client interprets this gesture as a lack of interest in him and as a desire to get rid of it as soon as possible.

3) *Do not finish the sentence for the interlocutor.* Interrupting the person with the words "I've already heard this," you discourage him from continuing to communicate with you)

4) *After asking a question, wait for an answer.* Many people ask a question and answer it themselves, saying that this is due to a pause that occurs. But a pause is good, it means that the client is considering your question, he should not give an answer instantly. The pause is unnerving, but if you asked a question, wait for an answer.

5) *Take the appropriate posture.* Do not lie back in your chair, thus telling the client: "Well, tell me, I am listening to you." Sit up straight, lean forward slightly. Leaning forward indicates a person's interest. Imitate the posture and gestures of your partner – this creates a comfortable atmosphere for the conversation, helps the interlocutor to open up.

6) *Do not engage in business contact if you are not feeling well.*

Show the other person that you are listening:

- *Maintain eye contact.* Even if you listen carefully to the interlocutor, and at the same time looks anywhere, he will draw the only conclusion - you are not interested and you are not listening to him.
- *Turn to face the other person.* Talking to a client, turning your side or back to him, and facing a computer or whatever, is simply ugly. When talking with a client, turn your body towards him, one turn of the head is not enough.
- *Nod.* This is a very effective way to show the interlocutor that you are listening and understanding. Agreeing or understanding what our interlocutor is talking about, we nod arbitrarily. But by nodding too often, you inform the interlocutor that your patience is over and it is time for him to wrap up.
- *Establish verbal feedback.* "Yes, of course, this is interesting ..." etc. – all this is a verbal reaction confirming that we are listening to our interlocutor. We all need confirmation that we are being listened to.
- *Ask clarifying questions.* If something is not clear to you or you are not sure that you have understood the client correctly, do not hesitate – ask clarifying questions. You will come across as someone who is trying not to miss important points of the conversation. There are many clarifying questions: "Do you mean that ...", "Did I understand you correctly ...", "Explain, please ...", "Do you want to say ...", etc.

- *Do not be tempted to refute information that is new to you.* People prefer to argue. If you hear from the interlocutor something that does not correspond to your beliefs or is different from your ideas, do not pounce on him and do not defend yourself, defending your point of view. Better just ask: “Where did you get this information?”, “Why do you think so?”, “What explains your position?”

- *Avoid the “And at me” syndrome.* The client can talk about anything, there is no need to try to impress him with his “even cooler” personal experience, snatching the initiative from him. You always have time to boast of yourself, but the client, after being interrupted, may completely shut up and shut down.

- *Take notes for yourself.* This has the following advantages: You suppress the impulse to interrupt the speaker; On paper, you can react to a possible beginning anger on your part and calm down for your answer in the future; already at the hearing you will be able to separate the important from the secondary; You can be sure that you have really gone into all the material issues in detail when it is your turn to speak; your negotiating partner sees that they are being taken seriously if you feel compelled to take notes to yourself as you speak.

8. Compliments in business communication

To show business partners that you are interested in them, allow compliments, that is, pleasant words containing a slight exaggeration of the positive qualities of a person.

Why Compliment?

The person has heard a compliment in his address about a certain quality of his personality. Due to the functioning of the attitude towards the desirability of this quality, it is taken as reality at the subconscious level ® a feeling of satisfaction arises ® a feeling of satisfaction is always accompanied by the emergence of positive emotions (a feeling of pleasure). The arisen positive emotions are associated according to the law of association with their source and are transferred to the one who caused them ® there is an attraction to this person.

Praising business partners, we help them feel significant in the eyes of others, create a friendly atmosphere of business contact. By causing our partner to smile or pleasantly surprise in our own words, we are distracted from our own problems and raise our spirits. Finally, the more compliments we give people, the more nice words come back to us.

How to compliment?

- 1) embed compliment words into the general phrase;
- 2) do not pause;
- 3) construct the phrase so that a meaningful text follows the compliment; the longer the general phrase after words-compliments, the better;
- 4) structure the statement so that part of the general phrase after the words-compliments contains something that would grab the listener’s attention.

Each person seeks to hear something specific about himself, because it is the concreteness of the compliment that allows a person to feel its truthfulness and

sincerity. In addition, most people think that the person who noticed some nuances of our personality and noted them with the help of a compliment is actually showing a sincere interest in us.

If somebody tell compliments you ...

Each person should not only be able to say compliments, but also learn to accept them correctly. As the practice of business interaction shows, it is very difficult for people to accept praise in their address. Most will automatically reject compliments, which should not be done under any circumstances. Firstly, you offend the one who said nice words to you, and secondly, you should be grateful to this person: you accept a positive assessment and begin to believe it.

Follow a simple rule, just say "Thank you."

Lecture 8. Conflicts in business communications and their overcoming

Lecture plan:

1. The concept of conflict, its structure and types
2. Reasons of conflicts
3. Types of conflicts
4. Methods of conflict resolution
5. The concept of social conflict. Classes of social conflicts.
6. Types of social conflicts
7. Modern approaches to the settlement of social conflicts
8. Strategy and tactics of behavior in the conflict
9. Conflict behavior and ways to overcome it

Basic concepts: conflict, reasons, types, methods of resolution, social conflict, conflict behavior.

1. The concept of conflict, its structure and types

The word conflict entered the Russian language in the middle of the 19th century. In translation it means "joint strike", "collision", "struggle".

Conflict (from Lat. Conflictus – collision) is an acute way of resolving contradictions in interests, goals, views arising in the process of social interaction. The conflict consists in the counteraction of the participants in the interaction, usually accompanied by negative emotions.

Each of the parties to the conflict fights to achieve their goals, interests, acceptance of their point of view, opposes the other side to do the same.

Within the framework of conflictology – the science of the laws of origin, occurrence, development, resolution and completion of conflicts, the structure of the conflict is distinguished.

The structure of the conflict is a set of stable connections of the components of the conflict, ensuring its integrity.

The subjects of the conflict are: conflicting parties, competitors, opponents, conflicting parties, opponents, etc. The most optimal use of neutral terms: subjects of the conflict, participants in the conflict or opponents. The subjects are individuals, groups within an organization, social groups, organizations.

The object of the conflict is the value over which there is a clash of interests of the opposing sides. Values can be material (property, finances, resources), social (power), spiritual (status, idea, prestige).

The object of the conflict is an objectively existing or conceivable (imaginary) problem.

2. Reasons of conflicts

Each conflict has its own cause (source) of occurrence.

Reasons giving rise to conflicts:

1. Lack of consistency and inconsistency of goals of individual groups and employees. To avoid conflict, it is necessary to clarify the goals and objectives of each department and employee. Convey the relevant instructions orally or in writing.

2. Obsolete organizational structure, unclear delineation of rights and responsibilities. The consequence of this is the double or triple subordination of the performers.

3. Limited resources. Even in the largest organizations, resources are always limited. Management decides how to properly allocate materials, human resources, finances, etc. between different groups to achieve the goals of the organization. Allocating a large share of resources to some will mean that other team members are not getting enough of them, which will cause discontent and lead to various types of conflict.

4. Insufficient level of professional training. The possibility of conflict exists due to the unpreparedness of the subordinate. As a result, he is not trusted to perform certain types of work performed by another employee. As a result, some workers are underworked while others are overworked.

5. Unjustified public censure of some and undeserved (advanced) praise from other employees. As a result, “confidants” and “favorites” appear. This situation always provokes conflict.

6. Contradictions between the functions that are part of the employee’s job responsibilities and what he is forced to do at the request of the manager. This contradiction is especially acute if the manager is inclined to bureaucratic procedures.

7. Differences in demeanor and life experience. There are people who are constantly aggressive and hostile towards others and who are willing to challenge every word. Such people create a conflict situation around themselves. Differences in life experience, values, education, seniority, age and social characteristics reduce the degree of mutual understanding and cooperation between members of the work collective.

8. Uncertainty in growth prospects. If an employee does not have a growth perspective or doubts its existence, then he works without enthusiasm, and the

work process becomes painful and endless for him. In such conditions, the likelihood of conflict is most obvious.

9. Unfavorable physical conditions. Extraneous noise, heat or cold, poor layout of the workplace can cause conflict.

10. Lack of benevolent attention from the manager. The reason for the conflict can be the manager's intolerance to fair criticism, inattention to the needs and concerns of subordinates, public "harassment", etc.

11. Psychological phenomenon. Feelings of resentment and envy (others are getting better, others are luckier, happier, etc.).

3. Types of conflicts

Conflicts are very diverse and manifest in all spheres of life. There are social, socio-economic, ethnic, interethnic, political, ideological, religious, military, legal, family and other conflicts. There are four main types of conflicts:

1. **Intrapersonal conflict.** It arises when conflicting demands are made on one person. For example, the section manager may require the seller to be in the workplace at all times and "work" with the buyer. Later, the manager expresses dissatisfaction with the fact that the seller spends too much time with buyers and does not sort the goods.

Intrapersonal conflict can also arise from the fact that production requirements are not aligned with personal needs or values. For example, a subordinate was planning some family events on Saturday, on his day off, and the boss announced on Friday evening that he had to work on Saturday due to production needs. Intrapersonal conflict manifests itself as a response to work overload or underload.

2. **Interpersonal conflict.** This type of conflict is the most common. Most often it is the leader's struggle for limited resources, labor force, finances, etc. Everyone believes that if resources are limited, then he should convince the higher authorities to allocate them to him, and not to another leader.

3. **Conflict between the individual and the group.** Due to the fact that production groups set norms for behavior and performance, it happens that the expectations of the group are in conflict with the expectations of the individual. In this case, a conflict arises. In other words, a conflict arises between a person and a group if this person takes a position that differs from that of the group.

4. **Intergroup conflict.** As you know, organizations are made up of many, both formal and informal groups. Even in the best organizations, conflicts can arise between them.

In addition, conflicts are classified according to **the degree of manifestation**: hidden and open.

Latent conflicts usually involve two people who, for the time being, try not to show that they are in conflict. But as soon as one of them has "lost" nerves, the latent conflict turns into an open one.

4. Methods of conflict resolution

A manager's behavior in a conflict environment has essentially two independent dimensions:

- 1) assertiveness, perseverance – characterizes the behavior of a person, aimed at realizing his own interests, achieving his own, often mercantile goals;
- 2) cooperativity – characterizes behavior aimed at taking into account the interests of other persons (persons) in order to meet his needs halfway.

The combination of these parameters defines five main ways of resolving interpersonal conflicts.

1. **Avoidance, evasion** (weak assertiveness is combined with low cooperativity). When choosing this strategy, actions are aimed at getting out of the situation, not giving in, not insisting on your own, refraining from arguments and discussion.

2. **Coercion (confrontation)** – high assertiveness is combined with low cooperation. With this strategy, actions are aimed at insisting on their path of an open struggle for their interests, the use of power.

3. **Smoothing (compliance)** – weak assertiveness is combined with high cooperation. Actions are aimed at maintaining or restoring a favorable relationship. Willingness to give in, neglecting their own interests.

4. **Compromise, cooperation** (high assertiveness is combined with high cooperation). Here actions are aimed at finding a solution that fully satisfies both one's own interests and the wishes of another in the course of an exchange of views on the problem.

5. **Solving the problem.** It involves recognizing differences of opinion and a willingness to become familiar with other points of view. The causes of the conflict are studied, the problems of all parties are being solved.

5. The concept of social conflict. Classes of social conflicts

Conflicts in the field of business relations and business communications are classified as *social conflicts*.

Social conflicts are the relations between people leading to threats to the functioning and reproduction of social systems (family, social groups, labor collective, society as a whole).

Conflict is a failure in the reproduction of the system of human relations. The theory of conflict is associated with a person's tendency to conflict interactions. Social conflicts arise on the basis of social and social relations of people.

Social conflicts arise from:

- contradictions with yourself - with your conscience, common sense, reason, taste;
- contradictions with other people;
- contradictions with social institutions, "system", "order of things", etc.

Classes of social conflict

1. *Conflicts are contradictions with oneself.* Conflicts are based on the contradictions of self-awareness. The most important property of a person is that he can be painfully ashamed, embarrassed, hurt not only for himself, but also for other people, the country, the society in which he lives.

2. *Conflicts contradictions with other people.* They are also called conflicts of coexistence and interaction.

3. *Conflicts of delegitimation.* The term “legitimacy” comes from the Latin word *legitimus* (“lawful, legitimate”). The source of delegitimization is a motivational crisis that arises due to a systematic shortage of such a resource as “meaning”. A person feels that in the circumstances proposed to him by society, he cannot be himself, fully realize himself.

The most important characteristic of social conflicts is **their fractal nature**. **Fractal** (Latin *fractus* – crushed, broken, broken) is a set that has the property of self-similarity. A fractal is an object that exactly or approximately coincides with a part of itself, that is, the whole has the same shape as its parts.

The fractal nature of social conflicts is expressed in the fact that they are reproduced on an ever smaller scale. Social and social relations that generate conflicts are reproduced on the scale of countries, regions, cities, settlements, labor and educational collectives, up to families.

6. Types of social conflicts

The key concept for the classification of social conflicts is social tension - the state of the social system, containing a contradiction in the relationships, interests, actions of people, social groups. That is, a necessary condition for tension is social contradiction.

Social contradictions are relations between opposites in any social phenomenon, education or society as a whole.

Sources of social conflict include:

1. *Conflicts based on the delineation of the sphere of presence.* People tend to delineate the boundaries dividing the world into their / others / strangers, mine / our / someone else's, we / they, permitted / unlawful, private / public, etc. In business and industrial relations, the boundaries outline spheres of influence, interests, control, competence, responsibility, authority. In industrial relations, these areas are standardized, described by job descriptions. In business relations, they are the object of competition and negotiations.

2. *Conflicts based on violations or mismatches of frames.* Social actions are always enclosed in forms, frames, rules that allow them to be recognized, interpreted and established their relevance. I. Hoffman calls these forms frames (English frame – frame; derivative framing - framing). An action that fits into a frame is perceived by us as “normal” and meaningful. An action that goes beyond the limits set by the frame is perceived as meaningless, inappropriate, provocative, annoying, etc. Differences in frames can adversely affect business understanding. In negotiations involving representatives of different ethnic groups, a situation is possible when

the behavior of the other side may be perceived as unacceptable, etc. In general, “frame conflicts” are not specific to business communications, but can lead to problems within teams, mutual misunderstandings, misunderstandings, etc.

3. *Gender conflicts.* At the moment, there are institutions and practices of relationships, frames, etc., which exclude the possibility of a global conflict on a gender basis. It seems natural to a modern business woman to support herself, to have economic independence. Men had to get used to business negotiations with women, and back in the 90s in Russia, for example, such negotiations caused smiles in relation to women in traditionally male professions.

4. *Conflicts – battles for “a place in the sun”.* Conflicts - battles unfold for places, statuses in social hierarchies. N. Smelzer believes that these are conflicts “over rewards”, access to which gives the power. This is not entirely true. Conflicts over hierarchy are often power struggles, not just a means of gaining access to rewards. The one who is at the top of the “power pyramid” is always “more human” than the rest.

5. *Conflicts of interest.* The subject of interests are: directly the conditions for the existence of people (goods); conditions that mediate access to goods (property, capital, power, control over the situation, “good profession”, education, etc.).

6. *Conflicts with the system and institutions.* This conflict is related to the delegitimation of systems.

7. *Conflicts of verification of humanity.* The most important function of social relations and social systems as a whole is confirmation, recognition (verification) of the humanity of the individuals participating in them. To accept into the circle of friends means to recognize as a person. Statuses, reputation, etc. - all these are markers of the quality of humanity, “measures of humanity”. Accordingly, rejecting friendship, love, claims of a person for status, etc., we deny him humanity. For example, we say that he is not a person of our circle. If an individual does not systematically receive recognition of his humanity, he feels like an outcast.

8. *Role conflicts.* Social role is a form of human participation in social relations. When a person plays a role, “he becomes a character in a drama that society has written”; a role is a kind of entrance on the stage of life in one form or another. A feature of social roles is the individuality of a person.

9. *Claims to the world of life as a subject of conflict.* Conflicts are based on people’s claims to the world of life - a structure that allows different people to be “themselves” in the world, i.e. fully self-actualize. Ultimately, the world must be brought into line with the meanings of life that are meaningful to people. The world should “shine with meaning.”

7. Modern approaches to the settlement of social conflicts

Approaches to Conflict Resolution:

- negotiations;
- organizational changes;
- the practice of “humanizing relationships”;

- advisory practices;
- practices of a manipulative nature and “buying loyalty

The most common practice. **Negotiations** as a way of resolving conflicts are a search for a compromise. Many negotiation strategies have been developed. Typically, they include the following.

It is necessary to accurately determine the content (subject) of the conflict; it is important that the conflicting parties have the same understanding of what is the subject of the conflict and what the disagreements are. It is important to understand what, specifically, prevents the resolution of the conflict; in fact, this means that it is necessary to conduct a thorough “socioanalysis” of the conflict situation, to understand the social basis of the conflict. At the same time, it is necessary to understand what opportunities the parties have to get out of the conflict, and what outcome of the negotiations will suit them. Many experts recommend formulating a satisfying result in the form of a mini-max: i.e. areas between the minimum acceptable result and the maximum achievable; such a prediction of the result will leave the parties to the conflict room for maneuver.

8. Strategy and tactics of behavior in the conflict

The term “strategy” (from “stratós” – an army and “ágo” – I lead) literally translates as “I lead an army”, or the art of a commander. Initially, this concept denoted the general plan of military activity. Later, the concept of strategy began to be used in all spheres of activity, meaning the art of planning any activity for the future. Management specialist G. Mintzberg said: “A strategy is a model (pattern of behavior) in the flow of future actions or decisions.” The strategy of behavior in a conflict is considered as an orientation of an individual (group) in relation to the conflict, an orientation towards certain forms of behavior in a conflict situation.

Behavior strategies in a conflict situation

Rivalry (competition) consists in imposing the preferred solution to the other side.

Cooperation allows us to search for a solution that would satisfy both parties. A cooperation strategy is a way of resolving conflicts when the needs and issues of each party are taken into account and the partners come to a mutually satisfying solution. In the process of cooperation, people discuss topics and their attitude to them, highlight what is most important to them, and find a solution that suits both parties.

With this approach, each side wins. Here, a huge role is played by the mutual attitudes of the parties to the conflict to constructive solutions to problems. In this regard, the readiness of people is important:

- to view the conflict as a normal event, conducive to and even leading to a more creative solution;
- show trust and openness towards others;
- recognize and be sure to follow the obligations assumed within the framework of a common solution; consider that each participant in the conflict has equal rights in its resolution; everyone’s point of view has a right to exist. So,

cooperation involves defending one's own interests, taking into account the wishes of the other side.

Compromise presupposes mutual concessions in something important and fundamental for each of the parties. The compromise strategy is used when both partners are ready to sacrifice something in order to find common ground in their positions, trying to resolve the conflict by satisfying both parties.

Compromise is widely used in resolving business conflicts. Those who use it are rated favorably by others. However, in a compromise, there is no mutual satisfaction, just as there is no dissatisfaction on either side.

Adaptation (concession) is based on ignoring one's interests and accepting the opponent's position. The adaptation strategy in a conflict situation is associated with an attempt to satisfy the interests of partners at the expense of their own interests. That is, adaptation is actions together with the other side, without defending one's own interests in order to smooth out the conflict situation. This strategy is considered effective when the outcome of the case is extremely important for one side and not very significant for the other.

Evasion (inaction) means being in a conflict situation, but without any active actions to resolve it. The use of a conflict avoidance strategy often leads to the development of conflict instead of reducing tensions, since ignoring disagreement can lead to even more resentment.

Coercion in a conflict involves its resolution through force, verbal attacks or manipulation; at the same time, the person demands that his needs are satisfied, and the ideas are approved. The essence of this strategy is described by the saying "who is strong is right." Power is required to apply this approach. Those who coerce demand that everything be the way they want it, with little regard for others. Coercion rarely makes relationships more harmonious and ruins them. Therefore, coercion is acceptable only when the issue is very important and the relationship is not. Also in an emergency when swift and decisive action is taken to ensure safety and minimize potential harm.

9. Conflict behavior and ways to overcome it

Knowledge of the features of communicative behavior will help to avoid unnecessary conflicts in business communication. Consider the types of communicative behavior of people in relation to conflict and conflict actions.

Conflict behavior is behavior that generates conflict.

Syntonic, or "consonant" behavior – behavior in accordance with the needs of the communication partner, with the principles of nobility and justice.

Neutral behavior is a behavior in which conflictogens are removed, but synthons are not supplied.

Analyzing business communication A.P. Egides makes the following conclusions:

1. The condition for the prevention of conflicts is optimal communicative behavior (with the removal of conflict-generating factors and saturation with syntonic factors).

2. A condition for overcoming a conflict is the elimination of non-optimal forms of response to conflict genes and their replacement with optimal ones.

Most conflict-generating actions are characterized by a desire to demonstrate superiority by humiliating a communication partner.

There are the main types of conflict genes (A.P. Egides)

Negative assessments of communication partners, which can be made in a rude form, or can be presented outwardly correctly. A negative appraisal inflames the atmosphere, provokes an aggressive response and creates conflict. By giving a negative assessment, a person humiliates another. It is impossible to negatively assess the personality of another as a whole, his aesthetic and ethical traits, intelligence, erudition, skills, taste, sense of humor.

Syntonic behavior is manifested in a positive assessment. You need to look for the good in a person and tell him about it. Topics of positive ratings are the same as negative ones. You should not note the positives of your partner before turning to him for help, it is better to just turn to.

The accusations are close to negative assessments, they include negative assessments. Accusations are more conflict-prone than negative assessments, since they are more aggressive. False accusations are especially controversial. The syntonic will be the removal of guilt from the partner, self-accusation, which generates a reciprocal self-accusation from the partner. The paradox of self-accusation is explained by the fact that if a person takes the blame upon himself, having freed another from the painful feeling of real guilt, then he acts nobly. Syntonic behavior works for conflict-free communication.

Humor and irony towards a partner. You can find funny features in every person, but no one likes it when they laugh at him. Z. Freud assessed humor as a symbolic destruction of the enemy. A negative assessment is unpleasant, but it is not destruction yet. A distinction is sometimes made between satire and humor. Humor is a kind, warm mockery that makes life easier. Satire is “hard humor”, which implies accusation, but just humor implies only a negative assessment, not accusation. Both humor and satire are conflicting.

F. Nietzsche compared an ironic person with a dog that bites and smiles at the same time. The peculiarity of humor and irony aimed at a partner is that it is more difficult to defend against them than from a negative assessment. It is not customary to take offense at jokes even when it is offensive. An ironic person does not receive feedback from a communication partner and anger builds up towards him. In difficult times, he receives a blow from someone whom he once offended. If you really want to be ironic and humorously express yourself, then it is better to direct humor to yourself, to be ironic over yourself.

In contrast to the categorical conflict, one should use the synthon of uncertainty. “It seems to me so, but let’s discuss ...”

Imposing your advice is like imposing your opinion. When the interlocutor imposes his opinion in the form of advice, others have a desire to do the opposite. The counselor achieves the opposite effect - distrust and desire to do otherwise. Advice given in the presence of others is taken as a rebuke. It should also be remembered that giving advice is making an enemy. The one who advises is a helpless person who wants to relieve himself of responsibility. If then it does not work out very well, then there is someone to blame. The wise Socrates, when someone consulted with him whether to marry him or not, remarked: "Do as you know, anyway you will repent later."

Interrupting the interlocutor, as well as raising your voice or trying to direct another, is not polite and conflict-prone. The one who does this, by all means, shows that you need to listen only to him, his thoughts are more valuable than the thoughts of others.

Listening carefully to the interlocutor, we seem to give priority to the thoughts of the speaker over our own (hidden compliment). Interrupting the interlocutor, we seem to say: "Listen better than me, my thoughts are more valuable than yours. And whatever you want to say, I already know. "

Strong resistance to interruption should also be viewed negatively. Interrupting a partner, rigid resistance to interrupting, a long monologue are conflicting. The best form of communication is dialogue.

Any signs of rejection of another person, ignoring him, are a conflictogenic way of self-affirmation. Signs of rejection include a frowning face, ignoring another, silence as a withdrawal from communication, increasing psychological distance, forgetting a name. In contrast, signs of sincere acceptance of the other person – positive attention, a smile, address by name, a decrease in psychological distance, relieve tension and facilitate business communication.

Lecture 9. Development of personal professionalism

Lecture plan:

1. Professionalization. Phases and stages of professional development.
2. Barriers of professional development
3. The structure of professional competence
4. Characteristics of methods for studying the professional development of personality. Professiogram and acmeogram as methods for researching professional development.

Basic concepts: professionalization, professional development, barriers, professional competence, professiogram

1. Professionalization. Phases and stages of professional development

Professionalization is understood as the process of an employee becoming a professional, that is, a person who perfectly owns the skills, knowledge, and

skills necessary for a certain type of activity. Professionalism is reflected in the authority of a person, the quality and efficiency of his work, the ability to pass on his experience to other people, the ability to cope with non-standard situations. The process of becoming an employee as a professional depends on the employee's personal abilities, working conditions, labor motivation and the interests of the employee himself. Professionalism depends on the experience in the industry, on the education of the person and the quality output of the employee.

The concept of development of professionalism by A. Markova. Phases and stages of professional development.

A. Markova identifies the following levels of professionalism:

- pre-professionalism (a person is already working, but does not have the full range of qualities of a real professional);
- professionalism (a person is a professional, that is, he works stably and does everything that is required of him);
- superprofessionalism (creativity, personal development, what is called “acme” – the pinnacle of professional achievements);
- non-professionalism, pseudo-professionalism (outwardly quite vigorous activity, but at the same time either he makes a lot of “marriage” in his work, or he himself degrades as a person);
- post-professionalism (a person may turn out to be a “professional in the past”, “ex-professional”, or may turn out to be an advisor, teacher, mentor for other specialists).

A. Markova also identifies more specific stages of mastering the profession:

- 1) adaptation of a person to a profession;
- 2) self-actualization of a person in a profession (adaptation of a person to a profession – “developing an individual professional norm”, a “bar” for self-realization, which the employee tries to raise in the future);
- 3) harmonization of a person with a profession (close to the level of “skill”). A person works as if “playfully”, easily performing tasks according to mastered technologies;
- 4) transformation, enrichment by a person of his profession. This is the level of creativity. Real creativity involves the search for new, more perfect ways to achieve the desired result; associated with the problem of forming an individual style of activity;
- 5) the stage of fluency in several professions. The specialist goes beyond the framework of his formal activity and becomes more and more a cultural being (E. Klimov calls this stage a “mentor”).
- 6) the stage of creative self-determination of oneself as a Person. In his work, a professional strives to realize his main life idea and even finds opportunities and strengths for this.

At the same time A. Markova believes that stages four, five and six are stages of “super professionalism.” Within each stage, A.K. Markova identifies even more specific substages.

2. Barriers of professional development

Professional aging – immunity to innovations, difficulty in adapting to changing conditions, slowing down the pace of work.

Professional personality deformation is a change in personality traits (stereotypes of perception, value orientations, character, methods of communication and behavior) that occur under the influence of long-term professional activity. Professional deformation has the greatest impact on the personal characteristics of representatives of those professions whose work is related to people (officials, managers, personnel workers, teachers, psychologists). A high level of professional deformation is also observed among medical workers, military personnel and special services personnel.

Occupational diseases are diseases that arise when the body is exposed to unfavorable occupational factors. They are nonspecific, but characteristic clinical syndromes and forms of diseases, the occurrence and development of which is etiologically associated with the impact of only certain working conditions, or diseases that occur when working with these factors naturally more often than under other conditions.

3. The structure of professional competence

L. Mitina represents professional competence through *three substructures*: *activity-based* (knowledge, abilities, skills and individual ways of independent and responsible implementation of activities); *communicative* (knowledge, abilities, skills and methods of creative implementation of communication); *personal* (the need for self-development, as well as knowledge, skills, skills of self-improvement).

The structure of professional competence is determined through a set of competencies. Highlight general and specific / core competencies.

In most works, **general competencies** are presented as basic, universal competencies, common to all professions and specialties. The structure is characterized by the presence of three mandatory components:

- **a content component** that assumes orientation in the goals and objectives of professional activity;

- **resource-time component**, containing information about the complexity and complexity of tasks and activities to solve them, about the necessary and available levels of professional training of team members, technical, personnel and time resources;

- **the socio-economic component** due to the development of communication, the adequacy of interpersonal perception and interaction, the ability to prevent and resolve conflicts.

Special / key professional competencies determine the mastery of the actual professional activity at a sufficiently high level.

Professional competence is understood as a set of professional knowledge and skills, as well as ways of performing professional activities. **Professional competence** according to A. Markova represents:

- special professional competence;
- social professional competence;
- personal professional competence;
- individual professional competence.

Special competence – manifests itself in the possession of activities at a high professional level and highlighting not only the presence of special knowledge, but also the ability to apply them in practice.

Social competence – manifests itself in the possession of methods of professional activity and cooperation, methods of professional communication adopted in the professional community.

Personal competence is manifested in the possession of methods of self-expression and self-development, means of confronting professional changes.

Individual professional competence is characterized by possession of self-regulation techniques, readiness for professional growth, non-commitment to professional aging, and the presence of stable professional motivation.

4. Characteristics of methods for studying the professional development of personality. Professiogram and acmeogram as methods for researching professional development

Acmeology (from ancient Greek ακμή, akme - top, ancient Greek λόγος, logos – teaching) is a branch of psychology that studies the patterns and mechanisms that provide the possibility of reaching the highest stage (acme) of individual development.

Acmeological research methods: empirical and developmental methods:

- longitudinal method combined with biographical;
- drawing up an acmeological description;
- comparative analysis of highly productive and unproductive professional activities;
- comparison of professiogram, psychogram and acmeogram,
- acmeological trainings.

The same method can perform different functions:

- **diagnostic** (diagnostics of professionally important qualities; diagnostics for selection purposes, professional-target diagnostics; diagnostics of the success of education, training, professional tests; diagnostics of competence and expertise; certification of personnel, etc.);

- **developing** (methods of spiritual and personal-professional development, personal growth; reflexive methods; methods of self-regulation; game techniques and various kinds of group trainings, etc.).

- **subject-activity** (collection of characteristics and requirements of professional activity, its means, objects, conditions, situations, types, compilation of

professiograms using information, modeling, controlling, certification, training, algorithmic and other methods).

Professiography is a technology for studying the requirements of a profession for personal qualities, psychophysiological characteristics, socio-psychological indicators, natural inclinations and abilities, business qualities, professional knowledge and skills, the state of human health.

A **professiogram** is a document that fixes the requirements for professional activity and for the personality of a specialist, necessary for a person to achieve a socially specified result.

The structure of the professiogram includes a psychogram. The professiogram allows you to reveal the necessary professional tasks, means, techniques and technologies, the result of labor and not only give a qualitative description of professional activity, but also formulate the regulatory requirements for specialists, and the psychogram – to their mental processes, functions and psychological qualities that affect the effectiveness of professional activities.

Acmeography is a technology for studying ways to achieve a high level of professionalism, identifying acmeological conditions and factors that contribute to the development of professionalism.

Acmeogram is a document that reflects the system of requirements, conditions and factors that contribute to the progressive development of professional skills and the personality of a specialist.

Monitoring is used to designate a set of scientific tools for operational observation, analysis and control of changes in the state of complex objects, which must change both within certain limits and in accordance with programs.

Acmeological training. It has a program-targeted orientation and acts as a means of optimizing the training and retraining of specialists and increasing the level of their professional competence. The orientation of acmeological training is understood as the orientation of training as a system of education and training of professional personnel to recreate the integral phenomenon of professional skill.

Methodical complex of the game. The role-playing aspect of the game is aimed at the formation of the interpersonal component of professionalism, the didactic aspect of the game is aimed at the formation of the instrumental component, and the situational aspect is the gnostic one. *The use of game techniques allows:*

- create the necessary context that simulates the situation of professional activity, which requires the use of the proposed and described psychotechnologies;
- create a more comfortable environment conducive to the efficiency of assimilation of the introduced technologies;
- organize classes in such a way as to activate the training participants to search for and master new effective psychotechnologies.

The methodological complex of psychotherapy is closely related to the complexes of education, training procedures and games and is, along with them, one of the main components of training. In addition to the training participants gaining the necessary knowledge and mastering psychic technologies in their

subject matter, they are provided with psychotherapeutic assistance aimed at revealing and solving problems and facilitating intrapersonal changes.

Psychological and acmeological counseling is a way of supporting self-determination of a person as a subject of personal and professional achievements.

The counseling process includes three aspects of the acmeologist – consultant's work:

- 1) individual psychological counseling,
- 2) psychological counseling work with a group;
- 3) psychodiagnostic support of the entire consultative process.

PRACTICAL AND SEMINARS

Seminar 1. Personality as a subject of professional communications

I. Study theoretical material on the following questions:

- 1 The concept of personality and its structure
2. Temperament
3. Character
4. Professional development of personality

II. Answer advancement questions:

1. In the psychological structure of the personality there are (write in)
2. Describe the main types of temperament.

III. Practical task:

Find and describe different types of temperament and character in literature

Seminar 2. Psychotypes of personality and their manifestations in the process of business communication

I. Study theoretical material on the following questions:

1. The concept of “psychological personality type”. Classification of personality psychotypes according to K.G. Jung
2. Psychotypes of personality according to K. G. Jung
3. Psychotypes of a person according to J. Holland
4. Psychotypes by Oldham-Maurice
5. Basic Principles of Business Ethics

II. Answer advancement questions:

1. List the psychotypes of personality according to C.G. Jung (in writing).
2. List psychotypes of personality according to J. Holland and give them a short description (in writing)

III. Practical task:

Find the psychological test for definition of your psychotype. Write and describe your results.

**Seminar 3. Business communications,
their types and features of manifestation**

I. Study theoretical material on the following questions:

1. Types of business communications.
2. Formal and informal communication. Rumors as an informal form of communication
3. Communication barriers and its overcoming
4. Types of communications by focus
5. Types of communications for the purpose of the message
6. Types of communications in the form of a communicative event

II. Answer advancement questions:

1. Describe in writing the types of business communications (add)
External communications are.
Internal communications are
Downward communications are
Upward communications are
Formal communication is
Informal communication is
Rumors are
2. The following psychological barriers to communication are encountered (write in).

III. Practical task:

1. Give examples of different types of communication

Seminar 4. Verbal and non-verbal means of business communication

I. Study theoretical material on the following questions:

1. Communication: essence and content. Animal communication
2. Communication among people. Communication structure
3. Speech activity. Types of speech activity
4. The types of communication by means
5. Types of non-verbal communication according to the degree of readiness for communication and the degree of sincerity of the interlocutor
6. Alternative means of communication

II. Answer advancement questions:

Define the following terms in writing (add):

Communication is ...

Oral speech is

Written speech is.

Speaking is.

Listening is.

Reading is

Writing is.

III. Practical task:

Give the examples of different types of business communication

Seminar 5. Development of personal professionalism

I. Study theoretical material on the following questions:

1. Professionalization. Phases and stages of professional development.
2. Barriers of professional development
3. The structure of professional competence
4. Characteristics of methods for studying the professional development of personality. Professiogram and acmeogram as methods for researching professional development.

II. Answer advancement questions:

Give a definition to the concepts:

Acmeology is

Acmeogram is

Professiogram is

Psychological and acmeological counseling is/

III. Practical task:

Write essay “My professional development”

Practical 1. Business communications, their types and features of manifestation

In the process of business communication, it is very important for a person to be listened to, heard and understood. Therefore, in order for communication to be effective, we need to be able to listen.

1. Take the test. The test “Do you know how to listen” allows you to diagnose this communication ability.

Instructions: “This test allows you to determine the quality of the interlocutor as the ability to listen. Evaluate the degree of your agreement with the statements in accordance with the proposed options.”

Content of the test

1. Do you try to “collapse” the conversation if the topic (or the interlocutor) is not interesting to you?
2. Can you annoy mannerisms interlocutor?
3. Can the unfortunate expression to provoke you to the harshness or rudeness?
4. Do you avoid to enter into a conversation with an unknown or unfamiliar person?
5. If you have a habit of interrupting the other person?
6. Whether you’re doing the kind that are listening, but do think about each other?
7. Do your tone, voice, facial expression, and vocabulary change depending on who you are talking to?
8. Do you change the topic of conversation if the other person touches on a sensitive topic for you?
9. Do you correct the interlocutor if he mispronounces words, names, terms, uses vulgarisms?
10. Do you have a condescending, mentoring tone, with a hint of disdain and irony towards the person you are talking to?

The answers are evaluated as follows:

“almost always” – 2 points;

“in most cases” – 4 points;

“sometimes” – 6 points;

“rarely” – 8 points;

“almost never” – 10 points.

Interpretation of results

If the result is more than 62 points, then the ability to listen is rated above the average level, the interlocutor is comfortable to communicate with such a person. The average level of listening skills is estimated at 55 points.

How many points did you score?

Your level of communication?

2. Write a text message (1–2 pages) on the topic “My personal experience of business communication: strengths and weaknesses”.

Practical 2. Verbal and non-verbal means of business communication

Find the pictures of people (7–10) and try to analyze their communication with the help of the table

Understanding the language of facial expressions and gestures will allow you to more accurately understand what position your business partner takes in the conversation. How he perceives what you say.

Gesturing in a business conversation

There are the following groups of gestures that provide business partners with a wide variety of information:

Confidence gestures	<ul style="list-style-type: none"> • the hands are connected by the tips of the fingers, the palms are not in contact; • hands clasped behind, chin raised high; • during the transfer of information, the elbows are not pressed to the body; • hands in pockets, thumbs outside; one hand wraps around the other in the palm area
Gestures of anxiety, annoyance and lies	<ul style="list-style-type: none"> • elbows pressed close to the sides; fidgeting in a chair; • with one hand, a person straightens a button or cufflink on the sleeve with the other, a watch bracelet or a cuff; • a man holds a bouquet of flowers, a cup of tea, a hand-bag (women) with both hands; • rubbing your earlobe or the side of your neck
Aggressive gestures	<ul style="list-style-type: none"> • tightly intertwined fingers, especially if the hands are on the knees; fingers clenched into fists; • posture on a chair “on top”; • hands in pockets, thumbs outside: for men - ambition, for women - aggressive
Disagreement gestures	<ul style="list-style-type: none"> • lateral gaze - a gesture of distrust (when? When the gaze is averted and returned again, such a movement is perceived by the partner as a gesture of disagreement); • touching the nose or lightly rubbing it - more often manifests itself when there are counterarguments in negotiations or discussions; • the legs of the seated person are directed towards the exit - the desire to leave; the same desire manifests itself when the interlocutor takes off his glasses and defiantly puts them aside
Gestures related to the assessment of information received	<ul style="list-style-type: none"> • hand on the cheek; • one finger is set aside, the rest are under the chin (with a critical assessment of what was said or a negative attitude towards the partner at the moment); • scratching the chin (in conflict discussions, combined with a sidelong glance, is associated with thinking about the next move in the dialogue); • scratching the back of the nose with a finger (concern, doubt); • manipulations with glasses; • hand stroking the neck - discontent, denial, anger

Gestures that show some character traits and attitude to the situation	
<p>Gestures:</p> <ul style="list-style-type: none"> • the partner, during a conversation, seeks to lean or lean against something • a person is standing with his hands on a table, chair, etc. • hands in pockets, behind the back or crossed over the chest • palms of the hands in the field of view of the communication partner • the face is slightly tilted to the side and rests on the palm or fist • the index finger touches the nose, the rest cover the mouth • crossed arms with fingers tightly squeezing the forearms (hand wrapping) • crossed arms and legs from a seated person • palm turned down (looks at the floor) • placing hands behind the head 	<ul style="list-style-type: none"> • Possible interpretation: • needs support, the situation is not clear to him, cannot find the right answer • feels incomplete contact • man is closed • person is open to communication • internal monologue, boredom • suspicion, secrecy, distrust • negatively suppressed attitude towards the situation • unwillingness to make contact, demonstrativeness • authority, psychological pressure on a partner • self-confidence, superiority over others, dominance

Practical 3. Effective technology of formation of business communication

1. Read conflict-oriented and consensus-oriented business engagement strategies.

Interaction strategies

conflict-oriented	consensus-oriented
1. Object “I haven’t heard that yet”, “You see it in a distorted light”, “ You misunderstood me here»	1. Ask questions “What do you think about this?”, “ What topic do you want to address?»
2. Teach “You should look at the documents carefully again”, “You should listen to me better”, “ So now you listen to me carefully»	2. State “This is a new aspect of the question for me»
3. Justify “It apparently was so”, “No one told me that»	3. “ I “ - appeal “I would like us to move on to the next question»
4. Convince “You are of the same opinion with me that...»	4. Listen carefully to “I understand you correctly,...”, “ As for me, I agree with you, but ...»

5. Assert, insist “There is no other way to do it”, “I look at it this way...»	5. Argumentation for profit “This means for you...”, “ Thus you get a guarantee...”, “ This will allow you to...»
6. Provoke, ignore, irony “Your suggestion shows that you are a theorist. Unfortunately, in practice, it all looks different»	

What strategy of interaction in business negotiations (domestic disputes) do you use more often?

2. Write (1–2 pages) recommendations for resolving a conflict situation in business negotiations or in a domestic situation.

Practical 4. Conflicts in business communications and how to overcome them

By changing the emotional coloring of words, you can control your emotions in business interactions. In addition, you will help your partner to be more stress-resistant and emotionally restrained. Learn to replace, destructive, words with calmer” expressions:

In the second column of the table, write how you can replace destructive words with calmer expressions.

“Destructive words”	Calmer expressions
Must	
It is necessary	
Fearfully	
Confused	
Failure	
Need to	
Awful	

BASIC AND ADDITIONAL LITERATURE

Basic literature

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2. Verderber, R. Psihologiya obshcheniya / R. Verderber, K. Verderber. – SPb.: PRAJM-EVROZNAK, 2003. – 320 p.
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1. Bolotova, A. K. Psihologiya kommunikacij / A. K. Bolotova, YU.M. ZHukov. – «Vysshaya SHkola Ekonomiki (VSHE)», 2015. – 105 p.
2. Bol'shakov, A. S. Menedzhment: strategiya uspekha: filosofiya i teoriya nauki upravleniya / A.S. Bol'shakov. – Sankt-Peterburg: Litera, 2002. – 224 p.
3. Kak chitat' cheloveka. ZHesty, pozy, mimika / sost. A. A. Mel'nik. – Moskva : RIPOL klassik, 2005. – 640 s.
4. Krys'ko, V.G. Social'naya psihologiya: Skhemy i kommentarii / V.G. Krys'ko. – M.: VLADOS-PRESS, 2001. – 368 p.

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6. Pashkova, A.V. Praktikum po psihologii obshcheniya: Uprazhneniya i zadachi / A.V. Pashkova. – M., 2008. – 20 p.
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KNOWLEDGE CONTROL SECTION

1. Objectives, scientific and practical tasks, object and subject of the course.
2. Research methods used in the discipline.
3. The categorical and conceptual apparatus of the discipline.
4. Personality as a subject of professional communications.
5. Temperament and character of business partners, its influence on the communication process.
6. Psychotypes of personality and their manifestations in the process of business communication.
7. Business communications, their types and features of manifestation.
8. The difference between business and personal communication. Features of individual and group communication.
9. Communication models. Communication barriers and its overcoming.
10. The communicative process, features of passing information on the elements of the communicative system in business communication.
11. Types of communication: cognitive, persuasive, expressive, suggestive, ritual.
12. Speech as a means of communication. Forms of language existence and types of speech.
13. Public speech in business communications. Documented support for business communications. Documentation systems and document culture.
14. Systems of non-verbal communication. Goals of non-verbal communication.
15. Mechanism and accuracy of decoding non-verbal messages. Methods for studying non-verbal communication.
16. Principles and rules of business communication.
17. Criticism and compliments in business communication.
18. Techniques and skills of successful communication. Technologies of rational behavior.
19. The concept of conflict in business communications, its structure and types.
20. Social conflicts, their nature and essence. Modern approaches to the settlement of social conflicts.
21. Strategy and tactics of behavior in conflict. Conflict behavior and ways to overcome it.
22. Professional deformation as a manifestation of intrapersonal conflict. Chronic fatigue syndrome and burnout syndrome as the main components of occupational deformation.
23. Prevention and correction of professional deformities.
24. The concept of professionalism. Principles of the theory of professionalism. Acmeological concept of professional development.
25. The structure and content of professional competence.
26. Characteristics of methods for studying the professional development of the individual. Professiogram and acmeogram as methods for researching professional development.

CRITERIA FOR ASSESSMENT STUDENTS’ KNOWLEDGE ON THE EXAM

The exam is conducted within the scope of the curriculum. The assessment is carried out on a 10-point scale in accordance with the criteria for assessing students’ knowledge and competencies developed by the Ministry of Education of the Republic of Belarus.

Criteria for assessing knowledge and competencies on a 10-point scale.

1 point – one. NOT CREDITED:

- * Absence of knowledge and competencies within the curriculum or refusal to respond.

2 points – two. NOT CREDITED:

- * Fragmentary knowledge within the curriculum of the discipline;
- * Knowledge of certain literary sources recommended by the curriculum of the discipline;
 - * Inability to use the scientific terminology of the discipline;
- The presence of gross stylistic or logical errors in the response;
- * Passivity in practical classes.

3 points – three. NOT CREDITED:

- * Insufficient knowledge in the curriculum of the discipline;
- * Knowledge of some of the main literature recommended by the curriculum of the discipline;
- * Use of scientific terminology;
- * Presentation of the answer to questions with significant linguistic and logical errors;
- * Poor knowledge of the tools of the academic discipline, incompetence in solving standard tasks;
- * Inability to navigate the main concepts and directions of the discipline being studied;
- * Passivity in practical classes.

4 points – four. CREDITED:

- A sufficient amount of knowledge in the curriculum of the discipline;
- * Assimilation of the main literature recommended by the curriculum of the discipline;
- * Use of scientific terminology;
- * Stylistically and logically correct presentation of the answer to questions, the ability to use it in solving standard problems;
- * Knowledge of the instruments of the academic discipline, the ability to use it in solving standard tasks;
- * Ability to solve standard tasks under the guidance of a teacher;
- * The ability to navigate and evaluate the main concepts and directions of the discipline being studied;
- * Work under the guidance of a teacher in practical classes.

5 points – five. CREDITED:

- * Sufficient knowledge in the scope of the discipline’s curriculum;

- * Use of scientific terminology;
- * Stylistically competent and logically correct presentation of the answer to questions, the ability to draw conclusions;
- * Knowledge of the tools of the discipline, the ability to use it in solving educational and professional tasks;
- * The ability to independently apply standard solutions within the curriculum of the discipline.
- * Assimilation of the main literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a comparative assessment;
- * Independent work in practical classes, individual participation in group discussions.

6 points – six. CREDITED:

- * Sufficiently complete and systematized knowledge in the scope of the discipline's curriculum;
- * Use of the necessary scientific terminology;
- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;
- * Knowledge of the instruments of the academic discipline, the ability to use it in solving educational and professional tasks;
- * The ability to independently apply standard solutions within the framework of the training program;
- * Assimilation of the main literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a comparative assessment;
- * Independent work in practical classes, periodic participation in group discussions.

7 points – seven. CREDITED:

- * Systematic, deep and complete knowledge of all sections of the curriculum of the discipline;
- * Use of scientific terminology, including in a foreign language;
- * Linguistically and logically correct presentation of the answer to the questions;
- * Knowledge of the toolkit of the academic discipline, the ability to use it in solving scientific and professional problems;
- * Assimilation of the main and additional literature recommended by the curriculum of the discipline;
- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;
- * Independent work in practical classes, periodic participation in group discussions.

8 points – eight. CREDITED:

- * Systematic, deep and complete knowledge of all the issues raised in the scope of the discipline's curriculum;
- * Use of scientific terminology, including in a foreign language;

- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;

- * Knowledge of the instruments of the academic discipline, the ability to use it in the formulation and solution of scientific and professional tasks;

- * Assimilation of the main and additional literature recommended by the curriculum of the discipline;

- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;

- * Active and independent work in practical classes, systematic participation in group discussions.

9 points – nine. CREDITED:

- * Systematized, deep and complete knowledge of all the discipline's curriculum;

- * Accurate use of scientific terminology, including in a foreign language;

- * Stylistically competent and logically correct presentation of the answer to questions, the ability to make informed conclusions;

- * Knowledge of the instruments of the academic discipline, the ability to use it effectively in the formulation and solution of scientific and professional tasks;

- * The ability to independently solve complex problems in a non-standard situation within the framework of the training program;

- * Complete assimilation of the main and additional literature recommended by the curriculum of the discipline;

- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment;

- * Active independent work in practical classes, systematic participation in group discussions.

10 points – ten. CREDITED:

- * Systematic, deep and complete knowledge of all sections of the curriculum of the discipline, as well as all the main issues that go beyond it;

- * Accurate use of scientific terminology, including in a foreign language;

- * Stylistically competent and logically correct presentation of the answer to the questions;

- * Perfect knowledge of the instruments of the academic discipline, the ability to use them effectively in the formulation and solution of scientific and professional tasks;

- * Expressed ability to solve complex problems independently in a non-standard situation;

- * Complete and deep assimilation of the main and additional literature recommended by the curriculum of the discipline;

- * The ability to navigate the concepts and directions of the studied discipline and give them a critical assessment, use the scientific achievements of other disciplines;

- * Active independent work in practical classes, active participation in group discussions.

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