A practical course in communicology: "what and how to study"

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Abstract. Communicology is the science of human communication. The purpose of this work is to share the experience of the Department of Ukrainian Kryvyi Rih State Pedagogical University in the field of communication studies, in particular, in organizing the practical work of students at bachelor's degree, master's Degree and PhD Degree. The activity of the teachers of our department is aimed at ensuring that students and postgraduate students acquire communicative competences, which allow the modern teacher to get to a high level of realization of professional functions based on national and world standards. The focus of this work is an analysis of compliance of the State standards in speciality "Philology" and the content of the programs of disciplines of the department, which ensure the quality of higher education. In this context, the author talks about the three stages of communicative education. We draw attention to our own practical experience in teaching the course in Ukrainian Communology for PhD students. The article also discusses the prospects for communication education in Ukraine, which today has not yet become a mandatory humanitarian component of vocational training.

Keywords: communicology, human communication, professional activity, humanitarian education, the art of communication, communicative competencies, communicative education.

Introduction

Today, the natural and technical sciences are of great importance, because, thanks to them, critical scientific problems are solved. Moreover, this fact is difficult to dispute because humanitarian knowledge does not play a significant role in the development of science and technology. However, the role of humanitarian knowledge is essential. With the development of information technology, a *new communication link* arises in the relationship between a person and a technical device. It is much like a person-to-person interaction, but doesn't this new link replace the usual contacts between people? *Vice-communication* is a product of the digital world, which has a great influence on the formation of the mental and sensual world of human. This is a valuable product, but we think that it should not be unconditional. *True verbal partnership* – the meaning, pattern and necessity for the development of society. Society is a persistent, communicative population of people, and a violation of communication entails its change or destruction, affects the consciousness and activity of each of us. Therefore, the question about human contacts has always been relevant, because if an individual is deprived of normalized personal connections, he encounters significant difficulties in his life. The world is reforming towards utilitarianism, a reduction in humanitarian knowledge, and we should say that such a process is the reason for the loss of a culture of communication.

Communication has constant properties, elements, connections, relationships, therefore, it is perceived as a unity with its theoretical basis, providing the mechanisms of its functioning, the results of the reception and transmission of information, the impact on the subject. We talk about this concept in a *broad sense* when it involves knowledge of the various mechanisms of its implementation, and we do not discard the *narrow meaning* when it coordinates the universal connections and patterns of contacts between people. Since this process is complex, there is a strong need for highly qualified specialists who can teach the rules of communication in achieving the goals. For example, you need to get to know the important people, maintain a conversation, correctly present yourself at an interview, find contact with an employer, discuss issues with a colleague or business partner, have a conversation with a child, neutralize a speech conflict, etc. Daily use of communication rules creates effective communication and allows you to achieve your life goals.

However, a person must understand that there are different strategies and tactics of communication. *Communication strategies* depend on the goal, objectives, audience, information transfer channels. It is crucial to realize what results of the communication process are expected, how it is tentatively assessed, is there a "plan B" if this process goes along an unplanned path. These are all components of a communication strategy. *Communicative tactics* are communicative steps that are focused on achieving a strategy. The problem is not how we exchange information, but how to make people *hear and understand each other*. This is *the meaning of the bilateral principle of communication*, which considers the stages of its construction: (1) the beginning of the contact, (2) the

speech presentation of oneself, (3) the completion of the contact.

Communicology, like any other scientific branch, should be based on standards, in our case, on the *standards of the communication process*. Every graduate student should know these standards, be able to work with them, including the adaptation to a specific situation. This is especially true for graduates specializing in humanitarian knowledge. Usually, this knowledge is acquired in the school course "Modern Ukrainian language", but is postponed until the high school, when all the primary language and speech skills have already been acquired.

Unfortunately, all textbooks on the university's curriculum contain only the main topics for discussion and study of the rules of communication but do not give hints on how to organize a practice with visible results of turning students into specialists who are ready to teach schoolchildren the process of communication. The university must decide how to develop such competence among graduates. In conditions of modernization of the education system of Ukraine, focused on entering the world educational space, a modern teacher needs to be competent not only in his narrow scientific field but also to be competitive in the labour market. Communicative competence is the main condition that allows the teacher to reach a high level of professional functions, an important indicator of his socio-professional status. Our Ukrainian language department has developed its approach to the formation of the necessary communicative competence, as one of the important *soft skills* of a university graduate. Therefore, the purpose of this article is to share our views and experience with other universities, as well as get feedback on the advantages and disadvantages of our approach.

1 Organization of communicative education in Ukraine and the world

Communicology is a synthetic science that originated at the intersection of philosophy, sociology, psychology, political science, and other sciences, therefore, has a long interdisciplinary tradition. There are several definitions of communicology. Let us take this: *communicology* studies: types of communication; functions of communication systems and models of communication; basics of intercultural communication; methods of researches in different spheres of life [1]. Another definition says that *communicology* is a scientific system that synthesizes into one union a knowledge about communication theory, theories of different communications; directions studying different communications (sociology of communication, the psychology of communication, etc.); the practice of communication in various spheres of society [2]. Communicology is called "human science" [3] and insists that communicology should be considered a human science and should be clearly distinguished from the social sciences, which are founded on information theory [4]. On a public access Internet site International Communicology

Institute we see such a definition: "Communicology is the study of human discourse in all of its semiotic and phenomenological manifestations of embodied consciousness and practice in the world of other people and their environment" [5].

At foreign universities (University of Hawaii at Manoa; Skandinavisk Institutt for Kommunikologi (Norway); University of Niš (Serbia), Faculty of Philosophy; University of Novi Sad (Serbia), Faculty of Technical Sciences; The University of Applied Sciences Velika Gorica (Croatia); National Institute of Technology (Japan), Fukushima College; Bosnia and Herzegovina University of Sarajevo; Universidad de los Hemisferios (Ecuador); The Scandinavian Institute of Communicology (Denmark); University of Pittsburgh (USA); International Communicology Institute (Washington, USA), etc) are taught courses on Communicology. Magazines are published (Communication Theory, Journal of Communication, Language and Communication, Communication Reports, Communication Education, Speech Communication, Western Journal of Communication, Psychology of Language and Communication, etc); dictionaries are published (Communications Standard Dictionary, 1996 [6]; The International Encyclopaedia of Communication Research Methods, 2017 [7] etc). The United States operates the National Communications Association and the International Communicology Institute. International conferences are held by the European Communication Congress.

Using this background, we will try to outline the prospects of communicative education in Ukraine. Once again, we should say that communicative education, as an important component of vocational training in Europe and America, has not yet become so in Ukrainian universities. Officially, we have only one branch of knowledge (Social and Behavioural Sciences, speciality "International Relations, Public Communications and Regional Studios"), focusing only on communicative education. It is understandable that teaching students the rules of communication are still aloof from social, economic and, especially important – pedagogical, training of a competitive specialist. Although we must add that in recent years the theory of communication and communicology have been successfully studied in our universities. For example, communicology is in the bachelor's curriculum at Vinnitsa National Technical University, National University "Chernihiv Collegium" named after T. G. Shevchenko (Master's Degree), Ukrainian Academy of Printing (Master's Degree), Kremenchug Mykhailo Ostrohradsky National University (Bachelor's Degree), Kryvyi Rih State Pedagogical University (PhD Degree). In Ukraine, curricula provide communicative competence in interdisciplinary materials in the range of particular subjects and areas (pedagogy, journalism, psychology, sociology, conflictology, the psychology of management, etc.). For example, the monographs "Marketing

Communicology as a Mechanism of Public Policy Implementation*" [8], "State-Public Communication as an Object of Scientific Research in Ukraine" [9]; textbooks for students "Communicology" [1], "Communications in Public Administration" [10], "Communication Policy in the Activity of a Civil Official" [11], "Communications in Management" [12]. We think this is just the beginning. The importance of teaching communicology, its need for many, mainly humanitarian, specialities will gradually come to the fore, forming the cultural level and social position of a 21st-century specialist.

2 Communicology in the system of university education

In any case, in our educational institution, the teaching of disciplines is regulated by normative documents and standards. These standards cover all parts of the disciplines, so it is natural to build our curricula, plans and topics based on regulatory documents. First of all, we based our practice on the Higher Education Standards of Ukraine [13, 14], as they include all information about professional activities and competencies of students. In accordance with these standards, we at our department divide the process of communicative education into three stages. The first and second is the formation of students' communicative literacy within other humanitarian disciplines; the third is the study of communicology in a practical course for PhD applicants. We are designing the training process so that students can successfully complete each of its stages, complete program tasks, and prepare final works under state requirements. Understanding of the standards, the possibility to use theoretical and practical knowledge will allow students and graduate students to adapt depending on the conditions of their professional duties and the type of communication. The whole learning process is as follows. According to State standards, there is a set of requirements for the content and results of the educational activities of universities within each speciality. This is a program product that should ensure the quality of higher education. In these documents, we see that the characteristics of the speciality "Philology", the list of competencies of graduates, the normative content of their training comprise (among others) and the requirement for the formation of communicative competence. In the professional activity of a teacher, the role of communicative competence is special. It will ensure the effectiveness of his training and educational activities.

In fact, according to the Standard of Higher Education of Ukraine of the First Level [13] among the objects of study and professional activity of the bachelor is also called *interpersonal, intercultural and mass communication in oral and written form*. The purpose component defines the *organization of successful communication in different languages.* The standard sets individual (professional) competencies, including (1) *the ability to use the language freely, flexibly and effectively, verbally and in writing form, in a different genres, styles and registers (formal, informal, neutral) for resolving of diverse communicative tasks in various spheres of life* and (2) *ability to organize business communication.* Therefore, we see that the normative content of the bachelor's training implies free communication on professional matters with specialists and non-specialists in state and foreign language, both verbally and in writing form, and also the organization of effective intercultural communication. Also, an important result of education is the use of language in different genres, styles and registers of communication (formal, informal, neutral), for solving communicative tasks in the social, educational, professional, scientific, and everyday spheres.

As we have already mentioned, the activities of teaching communication science take place within different professional disciplines. Their programs, teaching materials are available to our students in the university's learning management system Moodle. Here are some examples.

2.1 Bachelor's Degree

The course "Modern Ukrainian Literary Language" [15] is designed so that students not only know the structure of the language but also use it effectively in verbal and written form. We study specific topics that allow you to form your bachelor's communication skills. For example, *Characteristics of Ukrainian language vocabulary by areas of communicative functioning. Communicative organization of the sentence. Formal-grammatical, semantic-syntactical and communicative organization of a complex sentence. The concept of text. Text and discourse. Text and context. Functions of the text. Text in the process of communication. Functional and communicative versions of texts. Construction of texts of different types. Text as an object of syntactic and communicational unity.* For foreigner students, the discipline "Ukrainian as a Foreign Language" is taught. According to the state standard curriculum [16], a communicative principle of material presentation and a communicative approach is provided. Knowledge of types, kinds, forms, models of intercultural communication allows reaching an understanding and a positive result in intercultural contacts. International students learn to apply their knowledge in concrete situations of intercultural interaction, to be tolerant to speakers of other languages and representatives of other cultures. The curriculum of our department [17] aims to comprehensively formulate communicative, linguistic, discursive, socio-cultural competences in foreign students. The latter contributes to their ability to use individual communication tactics in situations of varying degrees of difficulty and in free conversation, to implement speech in spontaneous communication, to use verbal and non-verbal means according to the task. Example. Teachers offer various types of communication for discussion: *Travel. Government of Ukraine. Student's home country (state and economic system). The education system in Ukraine. The education system in the student's country. Ukrainian*

traditions and customs. The traditions and customs of the student's country. We pay attention to the linguistic means of texts of different styles. Students discuss topics: *Development of science. The world today. World economic system. Integration of Ukraine into the European educational environment. Ukraine through the eyes of foreigners. Global problems of humanity. The youth of the world.* A separate block of topics on scientific communication: *Scientists of Ukraine. World-famous scientists. The moral responsibility of a the scientist of the 21st century.* The communicative goal of teaching foreigners is achieved through the formation of students' necessary skills in all types of speech activities, providing the opportunity to communicate in the Ukrainian language environment.

Another discipline ("Stylistics and Rhetoric of Ukrainian" [18]) has the task of developing the ability to assess the stylistic capabilities of different language levels in creating the necessary communicative effect. Bachelors need to learn how to motivate themselves to choose speech methods, depending on the communicative purpose, field and conditions of communication. In the module "Functional styles of Ukrainian language and rhetoric", we pay attention to the topics: *Intellectual-communicative function of the language. Psycholinguistic features of mass communication. Non-verbal communication with the audience. The value of language communication for the teacher. Communicative qualities of speech. Psychological and pedagogical features of rhetorical communication. Secrets of public communication.* That is discipline I am teaching to students, so in my classes, I pay attention to intercultural communication and the peculiarities of interethnic linguistic contacts between people living in different regions of our country. Another critical question for me is communication with regard to professional, religious, age, gender and other differences between people. Because communicative competence can have many components, these three courses focus on its various details. However, their primary purpose is to systematize the knowledge and skills acquired by students earlier (back in school) through a series of conceptual lectures, presentations and practical work.

Nevertheless, the most meaningful is the discipline "Communication Theory" [19]. Unfortunately, it belongs to the variant part of the syllabus and is only studied for one semester. The curriculum implies that, after completing theoretical and practical training, the bachelor (1) must be able to interact constructively with other people which is necessary for successful professional activity, (2) to understand the non-verbal language of communication, (3) to know the norms and rules of communication, observe etiquette in communication, to be tolerant, (4) to interact with people based on their age, status, socio-cultural characteristics, (5) to take into account the features of intercultural communication, in particular, the national and cultural specificity of the maximum of communication, (6) to perform an adequate

behave in a given situation, (7) correctly to evaluate the interlocutor as a person, as a potential competitor or partner and to choose the right communication strategy, (8) to be able to neutralize conflict communication, (9) to cause the interlocutor a positive perception of his or her persons. Training consists of different pedagogical activities, such as lectures, demonstrations, project preparation, practical tasks, business games.

2.2 Master's Degree

According to the Standard of Higher Education of Ukraine of the Second Level [14] *interpersonal, intercultural and mass communication in verbal and written form*s named among the objects of study and professional activity of the master. The standard specifies that they must be professionally able to *organize successful communication in their native and foreign languages.* The system of competences defines that students can *communicate with representatives of other professional groups of different levels* (with experts in other fields of knowledge/types of economic activity), *effectively participate in various forms of scientific communication in the field of philology* (conferences, round tables, discussions, scientific publications). The normative content of the training implies the ability *to speak fluently in the state and foreign languages for the implementation of written and verbal communication* (in situations of professional and scientific communication), *the use of knowledge of expressive, emotional, logical means of language to achieve the intended pragmatic result and the organization of successful communication.*

Masters can summarize their knowledge of communication across three disciplines. The first is "Fundamentals of Mass Communication" [20]. Its purpose is to study the basic *categorical concepts of mass communication, sociological and psychological aspects of mass communication, public policy in mass communication, the development of mass communication systems in the international context and structure of human civilization.* Masters learn to create outreach texts, to navigate in the information space of the state, to use methods of information protection; to understand the economic, political, scientific, spiritual importance of communication for human and state life. In fact, they are trained to be experts in the effective implementation of social communication rules.

The second discipline is "Scientific Style of the Ukrainian Language" [21]. It has a slightly different object of study, but its content is important for teaching communication science. For example, *Communicative features of a scientific text. Fundamentals of scientific communication culture. Culture of written and verbal scientific language.* These topics help masters to broaden their understanding of scientific texts as communicative units of a particular kind, to form language culture and linguistic and professional competence as indispensable

signs of the young researcher's education and professionalism.

The third discipline is "The Librarian's Communicative Culture" [22] is taught in a course with additional specialization "School Library Studies". Its purpose is studying *library communication as a phenomenon, the culture of communication of the librarian, types of communication, psychology of behavior in certain problematic situations.* Students learn how to properly navigate the process of library communication from the standpoint of psychology and pedagogy, to resolve conflicts in the system *librarian – reader* and *librarian – librarian*. Also, students work on thematic projects that are required by the university library in the context of teaching practice. They create methodological materials that can be used by younger students (fourth and third year of study) to study other disciplines of this specialization. Some materials can be evaluated as a semester report. This increases the responsibility of the students not only for their own tasks in this discipline. Work in groups or during practice teaches them to see clearly their communicative mistakes and the facts of a successful communication organization. This all gives a complete picture of the progress and results of students.

2.3 PhD Degree

At our university, this program is based on international and national levels: FQ-EHEA (The framework of qualifications for the European Higher Education Area) – level 3, QF-LLL (The European Qualifications Framework for lifelong learning) – level 8, NQF (National Qualifications Framework) – level 3. This framework of preparation allows postgraduate students not only employment in educational institutions or scientific organizations, but also scientific positions in the field of communication and management. The program [23], among other things, defines general scientific competencies: *the ability to use different ways of linguistic behaviour in different areas of communication, in situations of conflict prevention and resolution; the ability to apply a set of sociolinguistic, national and intercultural knowledge to achieve a communicative purpose; the ability to use communicative strategies when solving professional tasks.* Among the instrumental competencies, we see *the use of theoretical and empirical knowledge in the field of intercultural communication.*

A set of disciplines are taught at the Department of Ukrainian language to fulfil the requirements of the program and further communicative preparation of postgraduate students. For example. The course "Language and Intercultural Communication" [24] helps postgraduate students *to predict the results of communication in different situations; break down information into components, to understand connections between those components; to notice mistakes and errors in the logic of presentation of the material, the difference between facts and results; properly integrate information in speech to*

obtain a single communicative space with a new system value. Teachers draw attention to the problems in communication between people belonging to different national and linguistic and cultural communities. They teach to speak and hear the interlocutor correctly, to understand the specific meanings that are expressed and interpreted by the participants in intercultural communication. Upon completion of this course, postgraduate students should be able to: (1) distinguish aspects of intercultural communication; (2) understand the essence of verbal communication and to notice the national features of verbal expression; (3) identify the meaning and sense of words in intercultural communication, semantical difference of words in different languages. Another example. It is the discipline "Spiritual Synergetic of the Mother Tongue" [25], which *summarizes the processes involved in communicating with people within the same ethnic group, as well as in inter-ethnic and inter-state relations.* We draw attention to the fact that language is not only a way of communication but also a socio-cultural phenomenon that promotes the cognition and transformation of a person's social reality. Postgraduate students are trained in the philosophical analysis of the functioning of linguistic means in a particular social environment. In practical training, we also rely on the experience of our colleagues in the departments of English and German. In their studies, they teach postgraduate students to use communication strategies *adequately when solving professional tasks; to differentiate conceptual and linguistic pictures of the native speakers' language and other languages; to use different means of speech behaviour in different spheres of foreign language communication.* Therefore, the organization of educational material, distinct ordering and distribution of pedagogical frameworks of activity is for the teachers of our department the basic requirements of a high level of formation of communicative competences. The syllabus is also designed to create a continuous process of self-development, training, cooperation.
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3 Course in Ukrainian Communology: main results

3.1 The subject, purpose, organization of the course

"Course in Ukrainian Communicology" [26] is compiled in accordance with the PhD Degree Program [23]. The subject of the study is the communication rule that ensures the success of postgraduate students' professional activity, the ability to cooperatively communicate and interact with people, effectively exchange information, model communication in different situations. The course helps postgraduate students find out precisely *what communication abilities are needed and what kind of skills each of them needs for successful scientific and professional activity.* So, I offer the information that is a high priority to him or her. After training, applicants must

understand the basic principles of communication science represented by different linguistic trends; have an understanding of communication mechanisms in different spheres of life; correctly accept the rules of harmonious and conflict communication taking into account social, psychological, ethnic and other factors; be aware of society's request for effective communication that affects the culture, outlook, and moral principles of people. They should also be able to use this knowledge in scientific and teaching activity; diagnose the linguistic and extralinguistic system of harmonious or conflict communication; think critically about barriers of communication; effectively use methods of conflict resolution; implement the standards of conflict-free communication.

The whole learning process looks something like this. The discipline consists of two big blocks – the *theory of communicology and the rules and mechanisms of cooperative and conflict communication*. In fact, we have these parts that go hand in hand with real-world tasks we can work on. The primary purpose of both is to systematize and summarize the knowledge gained by the postgraduate students before, through a series of conceptual lectures made by the students themselves in the form of a presentation, as well as through practical work. For example, we organize paired or group business games that reproduce professional communication conditions that are similar to real ones. Postgraduate students play different roles in these games. They can be team leaders, experts, analysts, technical executors and more. They work on projects; organizing material is a specific way. Case-study is used when postgraduate students analyze specific communication situations, model their development, and find ways to solve problems optimally. In any case, we must pay attention to the self-examination of the work. Postgraduate students should see their own mistakes, analyze them and correct them. These and other teaching methods create a work atmosphere that stimulates mental, communicative and creative activity.

3.2 The topics of conceptual lectures

The topic of conceptual lectures is quite broad. In fact, all the key theoretical fields and units of communication science are well represented in the scientific works we have named above. Therefore, we have only included these topics in our syllabus. However, these topics became the basis of only the first block of "Theory of Communicology". Additionally, we use a lot of other information and literature. In particular, we refer to our monograph [27], for which a special section "Conceptual apparatus of the communication process" is written. It will take several pages to introduce all the Course in Ukrainian Communicology topics, so, in the list of topics below, we will only include those that have direct relevance to this article.

Block 1. The theory of communicology

Topic 1. Communicology as a science and discipline. History of its development. Main issues: The structure of communicology, its concepts, methodology, methods of research. History of the Formation of Communicology [28]: Theoretical and Methodological Aspects of the first (beginning. of the 20th cent. – middle 60th of the 20th cent.), second (60th – 80th of the 20th cent.), and third (80th of the 20th – beginning of the 21st cent.) stages in the study of communicology. Postmodern Theory of Communicology Studies [29, 30]. *Topic 2. Scientific approaches to the study of communicology. Cultural and psychological factors of communicative interaction.* Main issues: Traditional, Applied, Philological, Psychological and Sociological directions for the study of Communication Theory. Traditional scientific approaches: hermeneutics, homiletics, rhetoric, philosophy, logic. Applied results of communication processes in semiotics, mass communication theory and psychoanalysis. The problem of interpersonal communication. Microcommunication. Midicommunication. Macrocommunication.

Topic 3. Communication channels and barriers. Main issues: Types of communication channels. Selection and effective use of various communication channels for the implementation of their own communication action. Natural, technical, artistic communication channels. Language barriers of communication. Psychological barriers of communication.

Topic 4. Mass and business communication. Main issues: Organization of mass communication. Functions, types and channels of mass communication. Auto-communication, interpersonal, group and mass forms of business communication. Rules of preparation and organisation of business communication. Types of business communication. Communication management.

Topic 5. Political, intercultural and international communication. Main issues: Subjects and Objects of Political Communication. The role and place of mass media in political communication. The specificity of Internet usage in the political sphere. Culture as a form of communication. Areas of intercultural communication. Problems of intercultural communication. Elitist and mass culture. The place and role of international communication in the global information space.

Block 2. Mechanisms of cooperative and conflict communication.

Topic 1. Cooperative communication. Tolerance. Main issues: The pragmatic boundaries of cooperative communication. Conflict denial. Tolerance and communication. Scientific polemic as a standard of tolerant communication. Rituals of politeness and tolerance. *Topic 2. Communicative conflictology.* Main issues: The subject and tasks of communicative conflictology. Linguistics conflict. Interpersonal conflict: causes and patterns of human behaviour. Linguistic markers of conflict.

Topic 3. Tactical-strategic ways of conflict communication. Main issues: Communicative Strategies and Tactics in Verbal Conflict. Psychological conflict tactics Language aggression. Pragmatic markers of conflict communication.

Topic 4. Lexical and phraseological markers of conflict. Main issues; Semantic groups of lexical markers of conflict. Groups by the value of phraseological markers of conflict.

Topic 5. Morphological markers of conflict. Conflicting sentences. Main issues: Conflict potential of pronouns, forms of imperative verbs, incentive forms of verbs. Functioning of interrogative, inciting, contradictory, exclamatory, one-word, incomplete, interrupted sentences in conflict.

Topic 6. Communication Models in the Stage of Conflict Development and Completion. Main issues: Conflict development: Model I. Conflict awareness with language constraints. Model II. Perception of unmanaged conflict development. Model III. People's focus on escalating conflict. Ending the Conflict: Model I. One Party Advantage. Model II. Compromise. Model III. "third party" intervention.

Topic 7. Verbal ways of avoiding conflict. Main issues: System of ways of verbal neutralisation of conflict. Ways to prevent verbal conflict.

Topic 8. Communicology at the beginning of the 21st century: prospects for development in the new conditions of globalisation.

And finally – about practical work. We have already mentioned that postgraduates prepare several tasks within specific time frames. For example, teams are formed to execute practical projects. Postgraduate students prepare their documents with their own vision of these projects in the standard form. At the lecture, we explain the basic steps they need to take. Then they move on to creating projects. This happens in several phases. The first phase is the first month of study. It is not long at all because they do not yet have full information about the subject. Postgraduate students can prepare questionnaires, conduct questionnaires to develop project frames, make a list of literature by topic, process literature, write a plan or abstract. The postgraduate students and the teacher review pre-prepared documents. Then corrections are followed until the materials are approved. The second phase overlaps with the first phase and begins at the time of project proposal approval. At this time, postgraduate students have already defined the structure, scope of the project, which facilitates their further work. The third phase is the completion of work on documents; here again, the process of expert review takes place. The fourth phase consists of the presentation of the project and testing to confirm its effectiveness and efficiency. Each postgraduate student is responsible for his or her own line of work as well as for timely submission of the materials to the group. All this time, we have been trying to coordinate the work of the group so that we can support them. At the end of this phase, we work together to analyse and summarise the results. Of course, the limited time of such work does not allow the graduate students to pass all the theoretical and practical links in the study of the discipline. Nevertheless, even what they have time to do on specific topics deepens their knowledge and teaches them to develop in the future.

Conclusion

As a result, postgraduate students learn to predict the results of communication in different situations, to notice mistakes in communication, to submit information to avoid conflicts correctly. They acquire the skills to make informed decisions and to carry out their professional activities in accordance with national communication standards. All kinds of individual, team or teamwork are subordinated to this goal. We think that our experience in teaching Communicology, like the whole system of our department, forms a meta-competence for students and postgraduate students. After all, they learn to analyse, plan, control, evaluate their own cognitive processes, experience, knowledge, to overcome problems, to find ways to use their knowledge effectively. Course in Ukrainian Communicology is based on a long-standing theoretical scientific base. But for us, the practical formation of a conscious experience of communication is more important. We believe that communication that is predicated on the framework of our cultural code needs to be critically analysed in today's context and cannot be regarded as merely a reflection of human behaviour. That is why we form learning conditions that allow postgraduate students to identify and evaluate the positive and negative in communication, which becomes a powerful additional life and professional resource for them.

Acknowledgments

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