

grounds, for example, by scientific disciplines: philosophical, cultural, psychological, pedagogical, interdisciplinary, etc.; by object of study: activity, functional, structural, systemic, personal, etc. According to the example of consideration - analysis of the object of study – the phenomenon of public administration of active systems and a specific subject of study – we have chosen: systemic, synergistic, activity, personal, situational, informational, cybernetic, strategic and other scientific approaches.

References

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ORGANIZATION OF COMMUNICATIONS

IN THE EDUCATIONAL INSTITUTION

The problem of the development of social communication in Chinese and Ukrainian educational institutions is attracting the attention of more and more researchers, but it still remains controversial. The concept of communication, in our

opinion, has two main aspects:

- Communication – is the transfer of information in time and space - from recipient to communicator (teacher - student);

- communication – is communication between the main participants in the educational process (teacher – student; teacher – teacher; teacher – university employee).

Let's consider the teacher-student communication, focusing not on the formal "teacher-textbook" but on informal communication – direct communication (cooperation) between teacher and student. This aspect is still insufficiently studied in science.

It is known that the best option for professional communication is the relationship "teacher – student (graduate student, doctoral student, candidate, doctor of sciences)." It depends not only on the scientific capabilities of the leader of the scientific school, but also on his ability to communicate directly with his students. The closer the communication links between all participants in the scientific and educational process, the higher the level of its effectiveness. Of course, the communication between teacher and student is not limited to scientific and educational activities, it is due to the nature of the personality of both teacher and student, the desire to interact and cooperate, because communication (in this case seen as communication) is complex system of interdependent relations between teacher and student.

Developed forms of interaction between teacher and student should be considered:

- cooperation of teacher and student in the process of scientific and educational activities;

- direct communication of the teacher with the student not only in the classroom, but also outside the educational process;

– regular holding of individual, group and mass forms of scientific and scientific-educational activity, in particular scientific student conferences of international, all-Ukrainian and regional levels;

– the presence of a teacher’s website, which creates favorable conditions for communication and transmission of information;

– use of Internet capabilities, including e-mail, for messaging;

– use of telephone communication for short messages, etc.

The pedagogical communication of the teacher with students provides the following purposes:

1) information – the exchange of educational and scientific information;

2) value-oriented – the transfer of socially significant and professionally important norms and values;

3) motivational – student support, motivation of his activity;

4) social – coordination of joint actions, feedback between the subjects of pedagogical interaction.

Pedagogical communication, as a special socio-psychological phenomenon, is characterized by the following functions:

– socio-perceptual – perception and cognition of teachers and students of each other;

– communicative-behavioral – information transfer and exchange of social roles, organization of joint activities;

– emotional – the evaluative attitude of the teacher to the student as a person, expressive reactions of each party;

– social self-presentation.

Thus, in the arsenal of the modern teacher (subject or curator) there are multi-channel ways of communicating with students. If necessary, he can successfully use the entire system of communication channels, tools and methods to communicate with

his students or give preference to one of them.

In conclusion – distance learning, indirect electronic communication between teacher and student predominates; in the process of stationary (classroom) learning of traditional, in our opinion, the most effective ways of communication between teacher and student is direct communication in the classroom or outside it. During the direct communication between the teacher and the student, it is usually understood when in real time and space (in the laboratory, computer class) the student has the opportunity to see the prospects for the development of certain areas of library and information activities, including in China and Ukraine. Thus, direct communication between teacher and student provides an opportunity to instantly discuss current, urgent for both teacher and student issues of future development of bibliography, library and bibliographic science, practice and education in Ukraine. Teaching experience has identified three main forms of communication between teacher and students: individual, group, mass and showed that different levels of communication between teacher and students need to enrich the channels, methods and means of communication.