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Synergy of Journalists' Acquisition of Speech and Social-Communicative Competences

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Abstract: *The relevance of researching the synergy of journalists' acquisition of speech and social-communicative competences lies in the fact that the need to increase the level of speech and social-communicative competences has been brought to the forefront by new economic and social conditions. A high linguistic culture is very important both for a developed economy and for success in management, because, firstly, the solution of many management tasks is based on direct interaction of people in different situations. Second, interpersonal communication is the best way to discuss and solve problems that are characterized by uncertainty and ambiguity. The social task of the modern information society is to educate the younger generation, which is oriented in the field of mass media and "speaks" its language. For a young person of the 21st century, it is very important to know about the events and processes taking place in the world, country, city, to be able to analyze and evaluate these events and processes in order to have their own activity to form a position. The article explores the ways journalists acquire communicative competence; the need for functional and structural-educational models of mass communication means in the acquisition of speech and social-communicative competences by journalists is presented; professional social-communicative competence of journalistic activity is singled out; foundations of the synergy of journalists' acquisition of speech and social-communicative competences are determined.*

Keywords: *Means of mass communication, speech skills, language culture, journalism, interpersonal communication.*

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Introduction

In modern education, there is a great need to study journalism, and many educational institutions are trying to teach their students the basics of journalism. Effective interpersonal communication helps to build your speech competently in any situation and for any audience.

A journalist conveys information to the audience using written and oral communication. Therefore, in order to become a professional in the field of journalism, you need to learn the language first. Any journalist, especially one who works on radio and television, must be able to speak to an audience. Whether it is a moderator or a correspondent, the speech should be at a high level.

The press created by students gives them the opportunity to make a choice in the field of mass communication, to realize themselves in an interesting business, to confirm themselves and their achievements in public opinion, to involve them in a system of new relationships that will help develop their skills to recognize professional qualities in order to make decisions in the world of professions. The material for the development of speech and social-communicative competences are journalistic texts.

The topic of journalists' acquisition of speech and social-communicative competences is the basis of scientific research in the works of domestic and foreign scientists. A journalist performs a social action capable of changing the world around him, and therefore has access to a mass audience, bears a special responsibility to society, because his communicative abilities actions affect society on a much larger scale than is commonly thought. The profession requires a whole system of personal qualities from the journalist, which are necessary for effective professional communication.

Brown (2001), Dołęga-Herzog & Rosalska (2014) and Losyeva & Termenzhy (2016) prove in their scientific work that predicting the behavior of the interlocutor, analyzing and understanding others, the ability to "enter into the situation" is an integral part of a journalist's communicative culture and it is necessary to develop such perceptive properties as observation, the ability to catch the slightest fluctuations in mood, see the essential in a person, and determine his value system. According to scientists, a journalist should also have a trained memory in order to remember faces, record habits and other details characteristic of the interlocutor, and identify factors that can irritate or calm a specific person.

Objective of the article is to study the ways journalists acquire communicative competence; presentation of the necessity of functional and

structural-educational models of mass communication means in the acquisition of speech and social-communicative competences by journalists; distinguishing professional social and communicative competence of journalistic activity; definition of the basis of the synergy of journalists' acquisition of speech and social-communicative competences.

Ways of Journalists Acquiring Communicative Competence

Communication is a complex dynamic process of interaction of system elements, which reflects the synergy of journalists' acquisition of speech and social-communicative competences. In relation to human society, the term "social communication" is used, which means the socially determined process of exchanging information of different nature and content, which is transmitted using various means and aims to achieve mutual understanding. Let us emphasize that the purpose of human communication is to achieve understanding. This means that communication is considered successful if information has been exchanged and a psychological balance has been established or preserved between the interlocutors.

Participating in communication when journalists acquire speech and social-communicative competences, they make a social action capable of changing the world around them, sometimes the changes take place on a team scale, sometimes on a global scale. A journalist who has access to a mass audience bears a special responsibility to society, because his communicative actions influence society on a much larger scale than is commonly thought. Therefore, it is important for every journalist to understand the general patterns of the communication process, analyze the systemic elements of communication in specific communication circumstances, and be able to organize the communication process in the most effective way (Zaytseva, 2015).

The ability to tell and write competently, interestingly, and qualitatively does not come by itself. This skill must be learned. They are aimed at the development and formation of the student's personality, his self-realization and free self-expression, the disclosure of his literary talent, they contribute to experimental research, the development of imagination, extraordinary thinking and the ability to think flexibly and clearly (Koval, 1992).

These classes form a sense of responsibility, strengthen the connection with the closest social environment, teach to navigate in other situations of communication. Communicative orientation of education when journalists acquire speech and social-communicative competences gives

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journalist students the opportunity to learn various types of communication, including teaching important aspects of business communication (since television, radio, newspapers as mass media must first of all accurately, competently, and correctly convey all information), and learn important aspects of business communication. Active nature of training allows everyone to learn to work both individually and in a team.

Communicative competence, when journalists acquire speech and social-communicative competences, requires constant training aimed at developing business communication skills. Therefore, one of the tasks of training student journalists is to provide material for practical classes, during which effective communication skills are formed and acquired, including business (Losyeva & Termenzhy, 2016).

The ability to speak before a public audience is one of the most important characteristics of human activity. Many people have a natural gift of public speaking. They can give speeches spontaneously, without apparent effort, speak easily at any moment and bring joy to themselves and their audience.

Communicative competence when journalists acquire speech and social-communicative competences requires constant training aimed at developing business communication skills. Therefore, the main goal is the acquisition of practical communicative competences, during which effective communication skills are developed (Emanuel, 2006).

Each type of execution has its own characteristics, including in the compositional structure (Losyeva & Termenzhy, 2016):

- to arouse interest in the topic;
- to make contact with the audience;
- to prepare listeners for language perception.

Techniques for attracting attention:

- application;
- explanation of the purpose of the speech, review of the main provisions to be reported;
- receiving empathy;
- a paradoxical situation;
- addressing the audience's interests;
- accepting participation;
- addressing unknown events to the public;
- reference to geographical or weather conditions;
- reference to the speech of the previous speaker;

- rely on authorities or sources of information known to the public;
- appeal to one's own personality;
- a humorous remark;
- questions to the audience;
- provide information;
- justify your point of view;
- convince the audience;
- encourage listeners to take concrete actions.

Methods:

- a summary of the main issues (conclusions);
- a summary of the said;
- identification of interested persons;
- an illustrative end;
- the slogan.

The Need for Functional and Structural-Educational Models of Mass Communication Tools in Journalists' Acquisition of Speech and Social-Communicative Competences

According to many parameters, modern media determine the linguistic, cultural, and even socio-psychological spheres of modern society. Providing people with everyday information, as well as filling their daily leisure, mass media have a significant impact on the entire way of thinking of an individual at the beginning of the 21st century, on the system of his world perception, and on the current type of culture (Popova et al., 2018).

The subject of the study is functional, structural and educational models of mass communication tools, their subject implementation and areas of distribution. In our article, we put forward a hypothesis according to which the development of new technologies and media technologies has led to the creation of a new "language" of the press used in the communicative sphere, which now implies a new complex phenomenon, which at the level of content and the level of functioning of its key elements leads to change the entire communication process.

It can be said that today the language of modern mass media belongs to one of the main forms of language existence, and for this reason, the analysis of mass communication texts allows us to draw conclusions about the linguistic competence of speakers and those trends in the development of literary styles that are observed in this period.

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Owing to its high prestige and the most modern ways of dissemination, the press has become a unique model of a transnational language in the "information society", actively influencing the literary norm and language preferences. On the one hand, the language of mass communication enriches the literary language, saturating it with evaluative turns of phrase, forming a sharp, often aphoristic language, on the other hand, one cannot help but notice the negative role of the language of some mass media, which abounds in various deviations from the generally accepted norm, fills the language with jargon and foreign words. Active processes of changing the linguistic norm of the Ukrainian language are taking place today in the media (Tur, 2016).

The general features that characterize the language of mass communication when journalists acquire speech and social-communicative competences include the qualitative and quantitative complexity of specific areas of language communication (oral/public broadcasting, newspaper-journalistic style, specifics of the language of television, radio, especially the Internet); the socio-cultural diversity of language behavior norms of individual social groups, characteristic of modern language communication, which is reflected in the linguistic reality of the mass media; democratization of the journalistic style and expansion of normative boundaries of mass communication language; observance of language fashion; "Americanization" or "Westernization" of the language of the mass media; conscious deviation from the literary and linguistic norm.

Perhaps the decline in the general level of language culture in print publications and television can be explained by the fact that recently people who were formed in the era of change came to work in the media. It's no secret that the language of mass media is characterized by quick adaptation to the rapidly changing realities of our lives, veiled analysis of social priorities that influence people's consciousness and determine their further behavior, and accurate reflection of these aspects of their texts. Changes in social conditions and social formations naturally lead to a change in language and, by the same token, to a transformation (negative or vice versa – time will tell the people themselves).

Due to its close connection with the processes taking place in society, the language of mass media is currently of great interest to many researchers, including linguists, psychologists, philosophers, and political scientists.

The study of the language of mass media is at the border of linguistics, sociology and social psychology, which allows to significantly expand the horizons of scientific work and trace the relationships between

all components of the process of language influence, which takes place through the channel of mass communication (Kostrytsia et al., 2006).

Considering the problems of the transformation of texts in modern media as a result of the fact that they acquire a new development under the direct influence of the virtual environment, language in social networks functions in a new way and by completely different rules. The modifications affect all types of text: verbal, visual and audio. The combination of these forms of text results in a creolized text, a mixture of verbal, non-verbal and pictorial elements.

Professional Socio-Communicative Competence of Journalistic Activities

In professional socio-communicative communication, when journalists acquire speech and social-communicative competences, all components of the communication model acquire certain specificities. As for the socio-communicative journalistic activities, the specifics are manifested in the following (Tur, 2016):

- firstly, the addresser and the addressee are primarily officials, endowed with rights and duties dictated by their professional status, therefore the addresser and the addressee must obey professional and cultural norms of communication;

- secondly, the substantive part of the message has subject restrictions; the type of information exchanged by the interlocutors is ranked: factual, logical, normative-prescriptive take first place, and subjective-evaluative and prognostic usually have an additional value;

- thirdly, messages use such a type of verbal code as literary language, that is, it is undesirable to use non-literary expressions. The non-verbal code is also subject to restrictions: you need to control facial expressions and exclude loose or obscene gestures. In professional communication, there should be clear articulation, the pace of speech is much slower than in a conversational style; the volume of the speech should depend on the dimensions of the room or the goals of the addressee. The paraverbal code allows all three registers of tonality of communication: official/neutral/friendly.

- fourthly, the narrow context (external circumstances of communication) becomes important and affects the content of communication, for example in the conditions of live broadcasting;

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• fifthly, in professional communication, mediated contacts are significantly expanding, this requires the development of communication skills for written and oral communication.

Professional communication, when journalists acquire speech and social-communicative competences, is always aimed at achieving a specific result: to obtain the necessary information or to exchange it; agree on an issue of interest; to indicate a collective or personal position in resolving a controversial situation; to find a compromise solution in the conflict situation; to convince the interlocutor of the decision correctness; to establish business relations, while observing a certain status (Kravchenko-Dzondza, 2014).

For a speech and socio-communicative journalist, professional communication unfolds in three directions:

- interaction with colleagues;
- interaction with the information source;
- interaction with the target audience of the mass media, for which the journalist works.

In the professional communication of a journalist, we can distinguish the following components:

- the subject component includes knowledge of professional terminology, basic principles of the profession, as well as mastery of professional skills;

- the linguistic component assumes knowledge of the literary language, mastery of functional styles of the Ukrainian language, means and methods of expression, and distinguishing between the stylistics of media genres. In other words, a journalist knows how to express the same meaning in different ways, that is, he has the ability to paraphrase, and he knows how to choose from a multitude of means of expressing an opinion those that best correspond to the communication situation and the personal characteristics of the communication participants;

- the socio-cultural component means possession of a certain level of general culture, including language (possession of language etiquette; understanding and distinguishing cultural and cultural-speech standards of communication in different social groups; knowledge and recognition of literary texts as evidence of different periods of the history of mankind, of one's country or city; use of precedent texts in one's speech;

- the pragmatic component is the ability to take into account conditions of communication, its broad and narrow context, social roles of

the communicators, and individual and psychological characteristics of the interlocutor. The ability to establish and maintain communicative contact, if necessary, correcting your speech actions.

The communicative-pragmatic aspect of the future journalist's language behavior puts socio-cultural and pragmatic components of professional communication in the foreground.

Language etiquette is a special sign system of a national character, which includes a number of subsystems: verbal signs, voice signs and visual signs.

Speech behavior is strictly regulated by the norms of etiquette in situations of introduction, presentation, greeting, appeal, lateness and request.

In the system of language etiquette there are mandatory prescriptions (Berbets et al., 2021):

- for acquaintance: when making an acquaintance on your own, it is better to indicate a common acquaintance or the reasons that prompted you to establish it;
- for presentation: if you imagine your interlocutor as someone else, you need to name him and give him a positive characteristic;
- for greetings: do not interrupt the speech of a person who is talking to other people, even if you only want to greet him individually. It is not possible to use coarse language or a brutal tone;
- for addressing: do not use addresses that are unpleasant for the addressee, for this, find out in advance how to address him;
- in case of delay: if you are late, thank the recipient for waiting, only then apologize and explain the reasons;
- for a request: when making a request, you cannot do without an explanation of the motive. When you receive a rejection, don't end the conversation immediately. It is not usual to insist on a request.

However, for journalists in professional communication, this prescription is not always suitable, it is often necessary to find additional arguments to convince a person to meet for a conversation. In such cases, it is possible to apply the same request to the source of information repeatedly.

Any violation of the norms of language etiquette is a sign of impoliteness, ill-manneredness and rudeness.

Basics of the Synergy of Journalists' Acquisition of Speech and Social-Communicative Competences

The profession requires a whole system of personal qualities from the journalist, which are necessary for effective professional communication. Anticipating the interlocutor's behavior, analyzing and understanding others, the ability to "get into the situation" is an integral part of the journalist's communicative culture. It is necessary to develop such perceptual properties as observation, the ability to catch the slightest fluctuations in mood, to see the essential in a person, and to determine his value system. A journalist must also have a trained memory to remember persons, to record habits and other details characteristic of the interlocutor, to identify factors that can irritate or calm a particular person (Nerubasska & Maksymchuk 2020).

The first stage is listening skills. A journalist must not only be able to ask questions, but also to listen carefully. He analytically perceives the flow of information emanating from the interlocutor, separates the main from the secondary, establishes cause-and-effect relationships between the facts that are reported to him. In the end, it depends on the ability to listen, which message will be conveyed to the audience, and which accents will be placed in it. In the process of journalistic practice, some rules of listening were developed:

- when talking with another person, you should throw extraneous thoughts out of your head in order to fully concentrate on the essence of the conversation;
- under no circumstances interrupt the interlocutor if you have time to talk with him;
- do not try to speak for the other person;
- excessive sensitivity to emotions of the interlocutor can substitute the meaning of the conversation;
- it is important to listen actively and critically, considering the why's and what's of the other person's words and deciphering the concealed message behind them, taking into account the subtleties of indirect communication;
- while the interlocutor is talking, you cannot consider counterarguments, as this should be done in breaks, because the speed of thinking is approximately 4 times greater than the speed of speech;
- refrain from switching topics in the event of an uncomfortable discussion. Otherwise, it is time to make things clear, even though the

source of the problem may be temporary – issues with hearing, misconstrued gestures and phrases.

All of these guidelines are designed to foster confidence in the person speaking, as many individuals may feel apprehensive about speaking to a journalist. Employing non-verbal cues can also convey your active listening. Firstly, maintain eye contact with the interlocutor; when sitting, it is important to sit upright (slouching can be seen as disrespectful). Secondly, adopt an open posture, keeping your arms and legs uncrossed. Thirdly, ensure your gaze provides support to the speaker – maintain eye contact, but avoid making it overly intense.

A journalist, being a seasoned communicator, should possess two distinct modes of listening: non-reflective and reflective.

Non-reflective listening entails maintaining attentive silence without undue interruption or minimal interference during the interlocutor's speech. Some individuals prefer not to be interrupted or diverted from their thoughts. To allow the interlocutor to articulate their ideas comprehensively, it is crucial to convey that they are being heard and understood. This can be accomplished with neutral gestures, such as nodding, occasional affirmations like “Yes”, “I see”, or brief expressions of agreement (Losyeva & Termenzhy, 2016).

Non-reflective listening facilitates unhindered expression by the interlocutor and is particularly valuable when they are keen on actively sharing their thoughts right from the initial moments of the interaction. However, it proves ineffective when the conversational partner anticipates a response involving advice, approval, surprise, or when passive listening directly contradicts the primary objective of the interview.

Also, non-reflective listening primarily finds its utility in informal discussions or in averting potential conflict situations. Nonetheless, it is important to note that non-reflective listening alone is often insufficient for a journalist to gather comprehensive information. It frequently serves as just the initial step in mastering listening techniques.

The second stage, known as reflexive listening, involves decoding the additional layers of meaning embedded within language. It requires aligning one's understanding of the interlocutor's speech with their genuine intentions and messages. The implementation of reflective listening is provided by the following techniques of supporting the interlocutor:

- clarification;
- paraphrasing, i.e. conveying the interlocutor's words in your own words to make sure that you understood him correctly;

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- reflection of feelings;
- motivation;
- continuation of the interlocutor's phrase with your own words or word prompts;
- evaluation of the interlocutor's theses;
- summary.

Reflective listening involves focused participation in the dialogue of both parties, although the interviewee is the main speaker. The task of the journalist is to provide detailed feedback that shows interest, agreement or disagreement. This type of listening involves the ability to empathize – feeling empathy, achieving resonance, and understanding the other on a logical and emotional level (Andrievska, 2014).

Such listening does not allow refuting the interlocutor from his first words. If the journalist is aiming for the discussion mode, then his duty is to correctly convince of the correctness of his position.

Also, it is critical to comprehend the interlocutor to accurately identify the points of disagreement, to engage in a joint discussion of the problem, to arrange facts and arguments in a known sequence, to be logical, and not to hurry with assessments or conclusions. Creative listening involves not interrupting the interlocutor, but rather waiting for your turn.

Conclusion

The importance of the article lies in the study of how journalists acquire communicative competence, because by participating in communication, any person makes a social action capable of changing the surrounding world, and a journalist who has access to a mass audience bears a special responsibility to society, because his communicative skills actions affect society on a much larger scale than is commonly thought. It is important for a journalist to understand general laws of the communication process, to analyze system elements of communication in specific communication circumstances, and to be able to organize the communication process in the most effective way. The article also presents the need for functional and structural-educational models of mass communication media in the acquisition of speech and social-communicative competences by journalists, since modern media determine the linguistic, cultural and even socio-psychological spheres of modern society in many parameters. Providing people with everyday information, as well as filling their daily leisure time, mass media have a significant impact on the entire way of thinking of an individual at the beginning of the 21st

century, on the system of his world perception, and on the current type of culture. The article also singles out the professional social-communicative competence of journalistic activity, defines the basis of the synergy of journalists' acquisition of speech and social-communicative competence.

The article explores the ways journalists acquire communicative competence; the need for functional and structural-educational models of mass communication means in the acquisition of speech and social-communicative competences by journalists is presented; professional social-communicative competence of journalistic activity is distinguished; the foundations of the synergy of journalists' acquisition of speech and social-communicative competences are determined.

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Authors 2 and 3 presented the necessity of functional and structural-educational models of mass communication media in the acquisition of speech and social-communicative competences by journalists;

Author 4 singled out the professional social and communicative competence of journalistic activity;

Authors 5 and 6 researched the basics of the synergy of acquisition of speech and social-communicative competences by journalists, selected scientific researches of Ukrainian and foreign scientists and organized the list of literature.

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