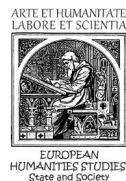


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Functional and structural aspects of civil servants' professional communication culture

Empirical research of the problem of civil servants' professional communication culture requires the building of the model of this sociopsychological phenomenon, which in turn determines the actuality of the definition of civil servants' professional communication culture aspects. Various models for studying of such sociopsychological phenomena were defined and described in the modern scientific studies. The most common and experimentally justified is the functional-structural approach which defines the functional and the structural aspects of a system.

1. THE FUNCTIONAL ASPECTS OF CIVIL SERVANTS' PROFESSIONAL COMMUNICATION CULTURE

In the functional approach a given system is observed only from an external point of view and only its relationships with other external objects are taken into consideration. Thus, the function or the behavior of a system can be called everything which can be learned about the system

without reference to its internal aspects (content) and by disregarding them (Markov, 1982).

Taking into account the fact that civil servants' professional communication culture is an invariant of civil servants' psychological culture and their psychological culture is in turn an invariant of civil servants' professional culture, the functions and the structural components of the civil servants' professional communication culture must, therefore, be defined in accordance with the functions and structure of their professional culture as well as of their psychological culture.

1.1. Approaches to determining the functional aspects of civil servants' professional communication culture in psychological-pedagogical studies

N. Kuz'minov defines the following functions in civil servants' professional culture: **gnoseological** (which provide cohesion between the civil servants' perception of their professional occupation and their actual ways of knowing and learning), **adaptive** (which create devotion to existing values and norms of previous civil servants as well as neutralization of behavior patterns formed in their previous work environment, which are incompatible with the professional culture of civil servants) and **normative** (which maintain balance in the civil servants' professional occupation system, reducing the influence of destabilizing factors in the professional environment) (Kuz'minov, 1999).

E. Selezneva noted the following functional components of the civil servants' acmeological culture which are displayed in the skills-competence system: **cognitive** (the acmeological self-consciousness which is a complex set of ideas about oneself as a self-developing subject, of oneself as an individual entity, a person and as a subject as well as the system of relations and attitudes towards oneself as a living subject), **motivational and goal-oriented** (the integrated content and dynamic processes of the acme-motivation as well as the formation and setting of goals for self-development), **emotional** (general emotional attitude towards oneself and towards one's personal values) and **operational** (the system of psychotechnologies aimed at achieving of the acme-oriented goals of self-development, including psychotechnologies for self-knowledge, self-awareness, self-control and self-correction) (Selezneva, 2005).

According to L. Nesterenko the main functional components of the civil servants' psychological culture are: **regulative** (acceptance of

responsibility for one's own actions and choices, for control over life events, for the localization of internal control, for the maintenance of good physical and mental health and also the development of moral qualities and values); **cognitive** (the development of one's own view of ways to solve problems without imitating others' approaches, searching for new ways and behavior patterns, knowledge of oneself, of one's own individual psychological characteristics, capabilities and qualities and the awareness of the role of psychology in civil servants' professional occupation); **integrative** (readiness for self-education, self-improvement, reflecting on personal experience of self-realization, the availability of personal tasks for developing positive psychological qualities that improve quality of life in general and quality of administrative activities in particular, the absence of frustration about the lack of perspectives in life), **communicative** (the possession of basic communication skills, flexibility in dealing with complex professional tasks and in the communication process, the ability to critically assess conflicting information) (Nesterenko, 2007).

According to A. Derkač civil servants' psychological culture is an integrative characteristic on the highest level of the civil servants' personality development, which is represented through the professional self-concept and includes five functional components: **diagnostic** (the acquisition of psychological information for problem solving in civil servants' real-life professional situations); **goal-setting** (the formation of goals or reaching of decisions for psychological self-development aimed at the optimization of psychological aspects in civil servants' professional tasks); **modeling** (defining of the self and of one's professional development process, ranging from value-orientation and motivation to their implementation in their respective professional situations); **interpreting** (analyzing one's experience of psychological self-development); **regulatory** (one's control over mental states, processes, functions, patterns of mental behavior, activities, cognition and communication as well as correction methods for personality or certain mental qualities, for the prevention and elimination of mental disorders and for methods of maintaining mental health, etc.).

Methods of connection and regulation of functional components are represented in qualitative changes in professional identity, value relationships and the realization of creative abilities in professional positions of responsibility (Derkač, 2004).

O. Davydova distinguishes the following functions of the civil servants' professional communication culture: **instrumental** (characterize professional communication culture as a social control mechanism that

allows for the receiving and transmitting of the information necessary for the realization of communicative intentions); **expressive** (help the understanding of emotions and feelings of the communication partner); **integrative** (are used to bring partners together for joint problem solving); **broadcasting** (for the communication of concrete ways to act, evaluate, make opinions and judgments); **controlling** (regulate behavior and communication); **socialization** (develop professional communication skills and culture and business etiquette); **communicative** (provide understanding between employees and allow for interaction on the basis of the general ethical principles and principals of moral behavior) (Davydova, 2003).

1.2. Authors' approach to determining of the functional aspects of civil servants' professional communication

On the basis of analysis and generalization of the functions of the civil servants' professional culture, of civil servants' psychological culture and of civil servants' professional communication culture, the following functional aspects of civil servants' professional communication culture can be defined:

- a) perceptive-analytical,
- b) broadcasting-public,
- c) regulatory-coordinative,
- d) personal and professional self-development.

The perceptive-analytical component of the civil servants' professional communication culture ensures the development of a conceptual model of the civil servants' professional occupation which is determined by the perception of another person as an object of professional psychological operations and the perception of oneself as a subject of professional psychological activities during interaction. The broadcasting-public component of the civil servants' professional communication culture ensures the transfer of professional experience (information, social values, norms, preferences, needs and motives etc.) between the civil servants as well as between the civil servants and citizens. The regulatory-coordinative component of the civil servants' professional communication culture refers to entrepreneurship, organization and self-organization of professional activities, the promotion of development of self-government, the upholding of internal regulation rules and the employees' motivation to work efficiently etc.. The component of personal and professional

self-development refers to the continuous process of realization of professional potential of a civil servant which positively influences their overall professional activity.

2. THE STRUCTURAL ASPECTS OF CIVIL SERVANTS' PROFESSIONAL COMMUNICATION CULTURE

A function, regardless from its nature, can only exist within a structure. A function realizes itself through such a structure and can be explained by virtue of the structure (Markov, 1982). In scientific research structures can be observed when the type of task being investigated requires separation of the subject of study into individual parts or elements, i.e. its components. O. Lange describes a number of related operating elements and the structure is determined by the set of relationships between these elements (Lange, 1980). Therefore, in analyzing the structure, it is important first of all to identify the relationship between its elements, i.e. how elements have an impact on one and other.

2.1. Approaches to determining the structural aspects of civil servants' professional communication culture in psychological-pedagogical studies

S. Alieva defines the following elements included in the civil servants' and municipal employees' professional culture: the **cognitive** block (knowledge required for the completion of professional tasks; the **axiological** block (organizational and administrative relations which are realized in knowledge, norms, patterns and values); the **conative** block (stable personality traits, behavior, motivation and commitment, propensity to work in public and municipal services) (Alieva, 2007).

The structure of professional culture of civil servants at customs offices which was developed by N. Kuz'minov is more extensive. This researcher defines the **cognitive** component (knowledge of professional ethics, cultural norms and requirements) and the **activity** component (regulatory-operational) in a traditional way, however, this is followed by a groundbreaking development. He expands the structure of the professional communication and adds the following components: **motivating** (positive attitude towards the profession, professional disposition, interests); **gnostical** (possession of methods and techniques necessary for understanding of the meaning of cultural norms and

requirements); **emotional-volitional** (capacity for empathy, the ability to feel satisfaction from work, creativity, randomness and responsibility); **reflexive-evaluative** (self-esteem and seeing oneself as being capable for self-development); **informative** (evident-cognitive) (Kuz'minov, 1999).

E. Selezneva had proved that the acmeological structure of civil servants' culture includes a **mental** component (acmeological mentality and acmeological mindset), a component of **values** (higher personal ideals, values and value orientations which act not as an important objective which is pursued, but as a basis for self-development and criteria for evaluation of its realization) and a **creative** component (creativity as an activity which determines an acme-oriented way of life, and creativity as a personal quality which ensures the efficiency in creativity) (Selezneva, 2005).

According to A. Derkač the psychological culture of public service employees is an integrative characteristic on the highest level of the civil servants' personal development, which is represented through the professional self-concept and includes five structural components: **axiological** (professional values and norms which are the product of the collective consciousness and culture), **social** (settings and stereotypes of cultural behavior, skills and social interaction skills that have been developed, social activity, patience with people, courtesy, diplomacy, integrity, inner dignity etc.), **psychological** (willingness and ability to reflect on mental tasks, to change personality traits and behavioral characteristics, ability of an individual to develop and use their own mental resources, ability to create a favorable situation for tasks by changing one's internal state, the ability to navigate in the intrapsychological space), **cognitive** (system of scientific psychological knowledge about people and about human social interaction and a system of adequate representations of one's own inner mental world and personal-individual qualities), **professional** (system of professional skills and competence) (Derkač, 2004).

According to M. Kalashnikova, business communication culture includes elements which are characteristic to all types of culture, namely: **cognitive** (professional knowledge and beliefs), **emotional-evaluative** (ethical norms and rules) and **activity** element (communicative competence) (Kalashnikova, 2009). O. Davydova examines the structure of civil servants' business communication culture as a unified whole composed of the following components: **motivating** (motivation to explore the culture of business communication associated with the satisfaction of needs for knowledge and the mastery of effective methods of business

communication), **cognitive** (scientific and theoretical knowledge of business communication and the role of business communication culture in the civil servants' profession), **communicative** (the leading component, as correlated with all the functions of business culture communication and reflects the complex structure of human interaction), **psychological** (psychological elements of the communication process: needs, motives, perceptions, understanding, interaction and psychological qualities of the subjects of communication: communication skills, intellect, emotions, feelings and temperament etc.), **ethical** (associated with the functions of control and socialization and includes the external form of behavior, which only becomes of part of the existing culture as a method of measurement when it is filled with moral content, it is an external expression of sincere respect towards another person and their personal dignity through willingness to help and to provide support), **reflective** (the ability to consciously monitor one's performance and level of personal development and personal achievement; the formation of important public servant qualities and characteristics such as creativity, initiative, focus on cooperation and self-confidence, the tendency for introspection, the abilities of improvisation, foresight, taking initiative and of critical and innovative reflective ability; forecasting the outcomes of actions and relationships, imagination and professionally important knowledge and skills; creative imagination as well as relevant professional knowledge and skills) (Davydova, 2003).

2.2. Authors' approach to determining of the structural aspects of civil servants' professional communication

The analysis of the structural elements of civil servants' professional culture, professional psychological culture and professional communication culture described above proves that in most classifications functional and structural approaches to invariant aspects of culture were incorrectly mixed.

On the basis of the analysis and of generalization of the structural components of civil servants' professional culture, civil servants' psychological culture and civil servants' professional communication culture the following structural components of the civil servants' professional communication culture were defined:

a) **civil servants' psychological readiness for professional communication** (as a combination of motives, attitudes, values of civil

servants on professional communication, integrated into their professional identity);

b) **psychological preparedness of the civil servants for their professional communication**, including their psychological literacy ("the basics" of the professional communication culture, mastery of psychological knowledge, abilities, skills, etc.) and competence (effective application of knowledge and skills for dealing with practical activities);

c) **acmeological invariants of the civil servants' personal professionalism in the professional communication** (as communicative skills which became personal professional qualities).

At the same time the psychological preparedness of civil servants for the professional communication correlates with the motivating-value aspect of professional communication culture which, in certain variants, had been singled out by practically all researchers in the structure of professional culture, in the structure of professional psychological culture and in the professional communication culture of civil servants. Psychological literacy and competence correlates with cognitive and instrumental aspects respectively. The acmeological invariants of the personal professionalism in professional communication correlate with creative, reflective and other aspects.

The functional components of the civil servants' professional communication culture are irreversibly unified with its structural aspects. When considering culture of professional communication public servants, the unity of functional and structural aspects can be seen as a unity of external and internal aspects.

Therefore, the functional components of the civil servants' professional communication culture (perceptive-analytical, broadcasting-public, regulatory-coordinative, personal and professional self-development) have identical structural features: psychological readiness for professional communication, psychological preparedness of the civil servants for their professional communication, including their psychological literacy and competence and acmeological invariants of the civil servants' personal professionalism in professional communication. For example, all functional components mentioned above are determined by the formation of the structural aspect, namely the civil servants' competence in professional communication.

Thus, the perceptive-analytical component of the civil servants' professional communication culture is manifested in the formation of social-perceptual and reflective, empathic abilities, which provides fast

orientation in situations of professional interaction and also provides adequate, impartial and accurate perception of the personal properties and actions of the communication partners. Understanding of the motives and emotional states of the interlocutors, their individual, social, age-related and role-related features is also provided by this component.

The broadcasting-public component of the civil servants' professional communication culture is manifested in the following indicators: formation of verbal skills (speech, rhetorical, polemical) and nonverbal skills which ensure a successful exchange of information in professional communication management based communication goals, tasks, situations and the character of the management interaction.

The regulatory-coordinative component of the civil servants' professional communication culture is manifested in the formation of gnostical, forecasting, strategic, visual-representational and etiquette skills which provide forecasting, modeling, implementation, analysis as well as evaluation of the professional communication efficiency.

The personal and professional self-development component of the civil servants' professional communication culture is manifested in the ability to adjust their personal and professional characteristics, as a subject of professional communication, based on communicative feedback and reflection.

Therefore, based on the analysis of the functions of civil servants' professional culture, their professional psychological culture and professional communication culture the following functional aspects of civil servants' professional communication culture were defined:

- a) perceptive-analytical,
- b) broadcasting-public,
- c) regulatory-coordinative,
- d) personal and professional self-development.

Based on the analysis of the structural components of civil servants' professional culture, their professional psychological culture and professional communication culture the following structural aspects of civil servants' professional communication culture were defined:

a) civil servants' psychological readiness for professional communication (as a combination of motives, attitudes, values of civil servants on professional communication, integrated into their professional identity);

b) psychological preparedness of the civil servants for their professional communication, including their psychological literacy

(“the basics” of the professional communication culture, mastery of psychological knowledge, abilities, skills, etc.) and competence (effective application of knowledge and skills for dealing with practical activities);

c) acmeological invariants of civil servants’ personal professionalism in the professional communication (as communicative skills which turned into personal professional qualities).

Functional components of civil servants’ professional communication culture are in indissoluble unity with the structural aspects. Functional aspects of civil servants’ professional communication culture have identical structural features.

The level of structural aspects of civil servants’ professional communication culture determines the development level of the functional aspects of civil servants’ professional communication culture, and the latter, in turn, characterizes the culture of professional communication of civil servants in general.

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Abstracts

АННА УЛУНОВА. Функціональні та структурні аспекти професійної культури спілкування державних службовців.

Стаття присвячена функціонально-структурному аналізу культури професійного спілкування державних службовців як інваріанта професійної психологічної культури. Функціональними аспектами культури професійного спілкування державних службовців є: 1) перцептивно-аналітичний; 2) трансляційно-публічний; 3) управлінсько-координаційний; 4) професійного саморозвитку. Структурними аспектами культури професійного спілкування державних службовців є: 1) психологічна компетентність; 2) психологічна го-

товність; 3) акмеологічні інваріанти культури професійного спілкування.

Ключові слова: культура професійного спілкування, функціональні аспекти, структурні аспекти.

ANNA ULUNOVA. Funkcjonalne i strukturalne aspekty kultury zawodowej komunikacji urzędników służby cywilnej. Niniejszy artykuł przedstawia funkcjonalno-strukturalną analizę zawodowej kultury komunikacji urzędników państwowych jako invariant ich zawodowej natury psychologicznej. Wśród zawodowej kultury komunikacji urzędników państwowych możemy wyróżnić następujące aspekty funkcjonalne: 1) percepcyjno-analityczne, 2) medialno-publiczne, 3) regulacyjno-koordynacyjne, 4) dotyczące rozwoju osobistego i zawodowego. Wśród zawodowej natury psychologicznej urzędników państwowych możemy wyróżnić następujące aspekty funkcjonalne: 1) psychologiczną gotowość do profesjonalnej komunikacji, 2) przygotowanie psychologiczne urzędników państwowych do komunikacji zawodowej, łącznie z odpowiednimi umiejętnościami i kompetencjami psychologicznymi, 3) psychorozwojowe invarianty indywidualnego profesjonalizmu urzędników państwowych w komunikacji zawodowej.

Słowa kluczowe: urzędnicy państwowi, komunikacja zawodowa, kultura, aspekty funkcjonalne, aspekty strukturalne.

АННА УЛУНОВА. Функциональные и структурные аспекты профессиональной культуры общения государственных служащих. Статья посвящена функционально-структурному анализу культуры профессионального общения государственных служащих как инварианта профессиональной психологической культуры. Функциональными аспектами культуры профессионального общения государственных служащих являются: 1) перцептивно-аналитический; 2) трансляционно-публичный; 3) управленческо-координационный; 4) профессионального саморазвития. Структурными аспектами культуры профессионального общения государственных служащих являются: 1) психологическая компетентность; 2) психологическая готовность; 3) акмеологические инварианты культуры профессионального общения.

Ключевые слова: культура профессионального общения, функциональные аспекты, структурные аспекты.

ANNA ULUNOVA. **Functional and structural aspects of civil servants' professional communication culture.** *The article is devoted to a functional-structural analysis of the culture of the professional communication of public servants as an invariant professional psychological culture. The functional aspects of the culture of the professional communication of public servants are: 1) perceptual -analytical; 2) transient-public; 3) the managerial and coordination; 4) professional self-development. The structural aspects of the culture of the professional communication of public servants are: 1) psychological competence; 2) psychological readiness; 3) акмеологические invariants of a culture of communication.*

Key words: *the culture of the professional communication, functional aspects, structural aspects.*