COMPUTER TECHNOLOGIES AND COMMUNICATIVE SYSTEM OF A LESSON

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The social order of an information-oriented society is directed to forming of active individuals adaptable to changing existence conditions. Both communicative and learning activities are changing. A new element appears in the communicative system of a lesson — communicative technologies with a computer as a constituent.

Usually the concept "system» means a certain totality of elements interconnected by multidimensional relations and combined into efficient integrity. The system must have three necessary features: totality, structure and integrity. The totality of the system means that it consists of elements of some multitude or aggregate. The structure of the system is preset by the elements of this multitude which are interconnected by various bonds and relations. The integrity means that this combination of elements must function as a unity where the whole and the elements are interdependent. In the communicative system of a lesson with using computers, the following subjects are participating: a teacher, students and computer(s) — a new active element. The integrity of the system is determined, firstly, by the community of the place where communicative activity is conducted (classroom), secondly, by the community of the time of conducting communicative activity, and, in the third place, by the community of communicative activity itself, in the context of spatial-temporal organization of a lesson and its aims and tasks. The net of relations and bonds between objects presents a complicated multi-channel system of interaction realized in intercourse (direct interpersonal and computer-mediated).

It is significant, that the process of communicative interaction at the lesson with using computers is influenced and complicated by some factors, e.g. computers, software tools and interface settings which are to be controlled and corrected during the lesson; learners who course abnormal situations etc. Because of it, optimization of communicative activity of a teacher is needed to overcome the difficulties listed above.

Communicative activity of both a teacher and learners has changed with the use of a computer. From psychological point of view, the following features of communicative system of a lesson are of interest: communicative barriers, feedback, levels of information transfer and communicative impact.

Communicative barriers put obstacles in the way of adequate information transfer. First, it is necessary to mention such communicative barrier as irresistible distinctions in encoder/decoder systems. During teaching communication, alternate change of roles takes place — at one moment of the lesson

the teacher transfers information, e.g. he is a communicator, and the student receives information, e.g. he is a recipient, then they change roles. Therefore, equality of encoder/decoder systems is an indispensable condition for successful communication. Using a computer in the communicative system of a lesson, on one hand, helps to overcome some communicative barriers, such as phonetic ones: indistinct speech, poor articulation, or barriers in interpersonal relations: feelings of hostility, biliousness, lack of authority. On the other hand, it causes new barriers, for example, gaps in logical chains overcoming of which requires additional explanation.

When we speak about feedback, it is necessary to distinguish between direct and mediate feedback in interpersonal communication and in communication through computer. Mediate feedback that includes latent information is an important source of positive emotions (under condition of positive interpersonal relations). When learners work with a computer they lack information exchange from the viewpoint of emotions, and this affects correct interpretation of information they obtain.

As far as level and direction of information transfer are concerned, it is possible to say, that during interpersonal communication the meaning is transferred on the verbal level, and the subtle implication and response on the nonverbal level. In this case, a reticulate (from *lat*. rete — net) communicative process is conducted, when signals are directed to a number of possible recipients (group, class). When communication is organized by means of a computer, the nonverbal response to learner's actions is lacking, in this case, the communicative process is axial (from *lat*. axis), and the signals are directed to an individual recipient of information.

As regards the communicative impact, communication through a dialogue is ideal for the teaching process. Formally, it is the dialogue in particular between a user (a learner) and the software of a computer (or another user through info-communicative technologies). In practice, there are many different kinds of dialogues that vary from elementary to creative ones. The communicative impact of computer teaching programs on a leaner has the features of authoritarian type.