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ECOLOGY OF CONTACT IN THE EDUCATIONAL SPHERE

The paper focuses on the problem of stating communicating category of contact in the sphere of education. It is studied from the position of functional-communicative approach, discourse science and from the point of view of ecolinguistics. Establishing contact in the educational sphere is characterized by: two-layeredness and bipolarity.

Keywords: *Communicative, Contact, Ecolinguistics, Educational Sphere.*

Екологія контакту в освітній сфері. У статті розглянуто проблему формулювання комунікативної категорії контакту в освітній сфері, що характеризується двохшаровістю і біполярністю. Досліджено з позиції функціонально-комунікативного підходу, дискурсознавства та з точки зору еколінгвістики.

Ключові слова: *комунікація, контакт, еколінгвістика, освітня сфера.*

Introduction. The modern communicative space demonstrates the intemperance of emotions in all spheres of human communication, especially in education. The loss of benevolence of modern communicators, a general decrease in tolerance, an increase in offensiveness, and aggravation of competitiveness lead to a deterioration of the climate of interpersonal communication.

Purpose, methods, and approaches. The tendency to carry out comprehensive research in the modern educational space, the importance of the communicative category of contacts, establishing for understanding the specifics of each other's

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communication in various types of initial discourse situations, both in terms of methodological issues and in terms of practical analysis, as well as an appeal to the study of this category from the positions functional-communicative approach, discourse science and from the point of view of ecolinguistics is considered relevant. So, the object of research is the communicative category of establishing contacts, which is studied according to the principle of common and contrasting, and the subject is ecological methods and means of its implementation in various types of situations of institutional discourses.

Main results. Establishing contact in the educational sphere is characterized by: two-layeredness (actualizes phaticity and informativeness) and bipolarity (characterized by communicative unison «plus-polarity» and communicative dissonance «minus-polarity»). Contact is a part of the communicative process and a method of communication using verbal and non-verbal means in situations of educational discourse, which differ in the configurations of the roles of the communicators (dean, director, teacher, lecturer, student, headman, etc.) and their instructions for harmonizing or disharmonizing relations (working relations, agreements among colleagues, students with the teacher, etc.). National communicative culture is crucial to the effectiveness of communication, so studying the cultural aspect of communication that shapes a nation's environmental thinking is an important issue for ecolinguistics. It was found that contact is based on the category of politeness, and, accordingly, is a set of norms and rules of speech behavior in society, organizes and regulates the communicative process, and has communicative content and various speech and speech, including non-verbal means of expression.

A full-fledged way of contacting manifests itself as ecological contact, in which phaticity in the contact-establishment phase turns into informativeness, which is the objectification of the topic of communication in the contact-maintenance phase. Opening contact is a return to phaticism, because the topic of communication has been exhausted or its discussion has been stopped in unison. Ecologically appropriate boundaries of phaticity and informativeness in the phases of contact are adjusted by the communicative goals of the communication participants and the type of situations in the discourses: ordinary, extraordinary, and extraordinary. Unison contact is an example of ecological communication and is a prerequisite for the development of discourse. This is a harmonious way of communication between speakers for conflict-free, cooperative and coordinated interaction.

Conclusions. Establishing contacts in the educational field is currently one of the most important and urgent problems at the same time. Thus, the conducted analysis allows us to come to the conclusion that contact should be interpreted as a way of actualizing relevant knowledge structures.