COMMUNICATIVE SITUATION AS A CONDITION FOR TEXT ACTIVITY IMPLEMENTATION IN FOREIGN LANGUAGE TEACHING

Annotation. The procreation and perception of the text, as well as the formation of the author's and reader's mental and material images, depend on a number of factors in the process of text activity. For the successful implementation of text activity for interactive foreign language learning, it is appropriate to consider the global concept of "communicative situation" as a set of conditions for the existence and functioning of the text. To the parameters that make up the concept of "communication" can be attributed, on the one hand, to the complex of components of the elementary model of the act of speech and textual communication. On the other hand, these parameters are determined by the relationship between the components. In addition, it is necessary to emphasize that "social-psychological" situations can be limited by cultural norms that determine the composition of the participants, the specific situation, topic, functions, and also the style of conversation. The authors propose to consider the communicative situation as circumstances that arose under certain conditions and formed a communicative environment that facilitates the implementation of the process of communication in a foreign language. By situational conditions are meant the existing factors and types of relations between these factors, which constitute prerequisites for the emergence of a situation. Another level of the "communicative situation" concept is also considered, represented by situation and non-textual situation. This plan of analysis occupies a separate position and is of essential importance, since it is possible to outline the projection of various types of situations on it, from almost all other plans of this concept consideration, grouping them, for example, around the author and the reader situation. In addition to the classification of "communicative situation" analysis concept, the article considers a list of its types: a global situation that includes not only all linguistic means, but also all the main situation; cash situation correlates; common knowledge situation; imaginary situation. The concept of "communicative situation" classification analysis, proposed by the authors, is based on the situational conditions' gradation. By situational conditions the existing factors and types of relations between these factors are meant, which constitute prerequisites for the emergence of the situation.

Thus, having analyzed the conditions and factors, it is possible to create a qualitative situation close to the communicative environment, which is represented by different types of contexts.
КОМУНІКАТИВНА СИТУАЦІЯ ЯК УМОВА ДЛЯ РЕАЛІЗАЦІЇ ТЕКСТОВОЇ ДІЯЛЬНОСТІ ПРИ ВИКЛАДАННІ ІНОЗЕМНОЇ МОВИ

Анотація. Породження та сприйняття тексту, як і формування авторського та читацького психічних і матеріальних образів, залежать у процесі текстової діяльності від низки чинників. Для успішної реалізації текстової діяльності для інтерактивного навчання іноземної мови доцільно розглянути глобальне поняття «комунікативна ситуація», як комплекс умов існування та функціонування тексту. До параметрів, що становлять поняття «комунікація», можна віднести, з одного боку, комплекс компонентів елементарної моделі акту мовного та текстового спілкування. З іншого боку, ці параметри визначають відносини між компонентами. Крім того, необхідно наголосити на тому, що «соціально-психологічні» ситуації можуть бути обмежені культурними нормами, які визначають склад учасників, конкретну обставину, тему, функції, а також стиль розмови. Автори пропонують розглядати комунікативну ситуацію як обставини, що склалися за певних умов і утворили комунікативне середовище, що сприяє реалізації процесу комунікації, що протікає в ній, іноземною мовою. Під ситуаційними умовами маються на увазі наявні фактори і види відносин між цим факторами, складові передумови для виникнення ситуації. Розглядається також інший рівень поняття «комунікативна ситуація», представлений ситуацією та позатекстовою ситуацією. Ця площа аналізу займає окрему позицію і має суттєве значення, оскільки на ні можна окреслити проекцію різних типів ситуацій практично з усіх інших площин розгляду цього поняття, як наприклад, навколо ситуації автора і читача. Крім класифікаційного аналізу поняття «комунікативна ситуація», у статті розглядається перелік її видів: глобальна ситуація, яка включає не лише всі мовні засоби, але й усі основні корелювання ситуації; касова ситуація; загальновідома ситуація; уявна ситуація. Запропонований нами класифікаційний аналіз поняття «комунікативна ситуація» базується на градації ситуативних умов. Таким чином, проаналізувавши умови та фактори, можна створити якісну ситуацію, наближену до комунікативного середовища, яке представлено різними видами контексту.

Ключові слова: комунікативна ситуація, текст, контекст, ситуаційні умови, чинники, види відносин.

The problem statement. Nowadays it is of paramount importance to consider the communicative situation in the psychological and social aspect, as circumstances that have developed under certain conditions and formed a communicative environment that contributes to the implementation of the process of communication in a foreign language that takes place in it. By analyzing the conditions and factors, it is possible to create a qualitative situation close to the communicative environment, which is represented by different types of context. In addition, the
authors propose a classification of "communicative situations" according to certain criteria. Analysis of recent research and publications. One of the main goals of the modern educational process is the transition to the personal paradigm of activity.

**Analysis of the latest research and publications.** Researchers put the interests of the individual at the forefront. It should be noted that the personality of a person is inextricably linked with the process of cognition. Since ancient times, the essence of human cognition, its structure and forms have been of interest not only to philosophers such as Aristotle, Plato, Epicurus, F. Bacon, etc., but also to educators-practitioners of the past, which include Ya.A. Komensky, P. F. Kapterev, K. D. Ushinsky and others. Their teachings in the field of cognition are highly valued by modern researchers who laid the theoretical foundations for the emergence and development of knowledge. Theory and practice for the further development of teaching methods in higher education are inextricably linked. The communicative method of learning languages is one of the most popular and beloved by linguists, is considered by such modern foreign linguists as Brown, H. D., Galloway, A., Graves, K., Hymes, D., Larsen-Freeman, D., Nunan, D., Omaggio Hadley, A. and others. The creation of a communicative situation and situational conditions are not considered in these studies, but the emphasis is on the practical use of ready-made structural elements.

**The purpose of the article** is to consider the communicative situation and situational conditions as two main groups of components: elements as a structural principle and interelement relations as system-forming parameters, a connecting principle. And also, to make a classification of the communicative situation according to various principles.

**Presentation of the main study material.** The authors propose to subdivide the elements into subjective and objective; the latter may be non-verbal or verbal. In connection with the proposed division of situational conditions into verbal and non-verbal, it is appropriate to point out that such an approach is different from the interpretation of the concept of "communicative situation" as a sum of outside linguistic conditions that make linguistic communication possible. Communication and determine its percentage. The concept of "communicative situation", and, consequently, “situational conditions” are wider in scope: extra-linguistic and linguistic principles are components of situational conditions and represent “non-verbal, non-linguistic situation” and “verbal situation” as types of “global situation”. Elements of a subjective nature are communicants, participants particular act of communication [1].

The features of the situation are largely determined by this active, effective beginning:

a) its sociopsychological and psychophysiological characteristics (gender, age, national and professional belonging, mental warehouse, volume of past experience, including information about the objects of reality, about normative guidelines, etc.);

b) several types of relationships inherent in communicants manifested in different types of assessments (in the assessment system): attitude towards a communication partner, towards oneself, towards object elements of situational conditions; c) "the degree of expression of this relationship in the act of communication [2].

We can talk about the multilateral manifestation of the subjective principle in a situation of communication: the ratio of subjective and objective, internal and external. So, subjective characteristics can be considered the amount of knowledge accumulated by the subject, the breadth and scope of his interests and dialect, to the volume of the thesaurus, reflected in the volume or nature of his past experience (general and special, professional) and, meaning speech production - the author's, individual style of writing, expressing thoughts, etc. Objective characteristics include part of sociolinguistic knowledge, part of the experience of the team, appropriated by the individual, associated with knowledge of the realities and knowledge of the accepted “norms.”

One can also speak of another two-sided manifestation of the subjective principle in the situation of communication 1 as internal, inherent in this communicant, and as external to him -
the psychological originality of another active principle, the second participant in the act of communication, including the life baggage of the latter, his past experience, the system of assessments, norms, models. Elements of an objective character are, on the one hand, the situation as the immediate subject environment of communicants as extralinguistic surrounding reality included in the situation communication, taking into account its local and temporal characteristics and topic (communication, conversations, messages) - a range of issues, including the object reality, chosen as the subject of discussion, the denotation of the message as a meaningful core of the act of communication.

On the other hand, elements of an objective nature are means for the implementation of communication links (i.e., what some sociolinguists include in the concept of "form communication"), these are material non-objective factors: the channel communication, which determines, in particular, the form of communication oral or written, and code, alphabet, verbal or non-verbal. For forms of non-spontaneous speech, this group includes text as a product of speech, a product of a communicative situation, means of its formation, as well as the place of localization of the topic (communication, messages), singular or partial. For the formation of trace mental images in students certain invariant text structures, it is necessary to familiarize with texts-models of certain genres and species as carriers of a characteristic material image text, primary or secondary. With a broader interpretation of the question posed, cardinally it is important to create such a material image of the educational text that bears the features of a model text with strict dosing set of introduced invariant structures. By using of this set, the authors, focusing on specific recipients - certain age group of students, reaches balance between textual characteristics, activating organizing and organizing mental and all mental activity the capacity of the recipient-student. Statement in the text of tasks, can be difficult, but interesting, necessary and possible to solve, but to solve not immediately, gradually leads to the activation of the mental and all mental activity, providing, in particular, the necessary my condition for a complete understanding of textual information is the disappearance of the unity of the verbal and figurative principles; too much an easy task is boring, and too difficult scares away, deprives of interest [3]. Accounting for these factors acquires in the conditions of educational communication special significance. Author-compiler of foreign language educational texts, teacher the practitioner-practitioner needs to know, along with the general text features, features of foreign-language educational texts that contribute to the optimal understanding of the text information by students, as well as take into account general patterns educational communication and specific features inherent in the process of learning a foreign language. In the context of educational communication, primarily educational reading, communication in the communication chain have certain peculiarities. Author-compiler - teacher - student (if available) two-stage generation of educational text - both the author and the composition vitel - four persons) [4].

The position of the pedagogue can be characterized be called mobile, it is due to the two-phase function performed by him when working with the text: at first he text reader and then active copyright interpreter ideas embedded in the message, the person contributing, in particular, implementation of the author's communicative intention when comprehending text by students. Changed (and in some cases - complication) character connection between the message and its author, due to the function text (as an integral part in the system of texts of the textbook; as unit designed to teach a certain type of speech activities, textual activities, and with further differentiation - in the form of reading, listening, etc.). Didactic tasks facing the author-compiler foreign language educational text can be defined as a triad of goals associated with the basic plans of the text - the plan of content and plan of expression: a) include in the text a new interest new information corresponding to general cognitive, pro-professional and other interests of students and performing certain educational functions (the content plan of the hundred, in particular, its
meaningful clarity, figurativeness); b) program in the text is a certain "portion" of new words and rules to be mastered while observing the general laws of linguistic expressiveness (plan of expression, its language aspect, in particular, linguistic figurativeness); c) make out ext structurally in such a way that its compositional features most contributed to the understanding of students text information, properly organizing and in the right way penalties activating their mental activity (plan expressed in the compositional aspect, in particular the compositional communication from reader-learner visibility) [6]. More explicit feedback to the author of the educational text. This feature manifests itself in two directions; a) greater accuracy of the reader's address specific social group with certain age professional, national and other characteristics. This makes it possible to take into account, on the one hand, the general specifics mental make-up of students - representatives of a certain age group (for example, logical thinking and striving approach to cost minimization as the moments most characteristic for the older age group), and, on the other hand, it is possible motivational sphere, direction of inters, volume knowledge (in some conditions - and professional skills) and skills of the recipient - a group of students) [7].

Partial conversion shone the hidden connection into an explicit one - the author of the textbook often not only a methodologist, but also a teacher-practitioner, so many some texts and text-based tasks are subjected to inclusion in the textbook of preliminary testing in specific groups of the students [8]. Moreover, they also play a role contact of the author with other teachers using allowance in working with students, which allows, on the basis of setting different points of view to get enough volume objective picture of, for example, how the text affects student applicant and what, accordingly, needs to be chain exclude, expand, etc. Partial transformation of a distant connection into a contact between the author of the text and his reader-student (or listener) through the medium of a teacher, a connection that can be called distance-contact. Indeed, if the main the function of the text as one of the media services to an audience dispersed in time and space (literature, press) or only in space (radio, television), then in terms of educational communication it is disunity is largely overcome thanks to the presence direct contact teacher with students in their work with educational text.

By using the teacher, as it were, leveled the shortcomings of the text caused by the fact that the author could only focus on a certain “generalized schennogo" addressee, and not on this particular microcollection and not on specific working conditions that cause certain the mental state of its members [9]. The task of a foreign language teacher is to teach when working with text, methods of extracting information from message sing, based on the knowledge of its compositional and semantic structure tours, as well as to consolidate the language material intended for assimilation [10]. It is obvious that in this case it is important to transform reading from an independent speech skill only into a means teaching a foreign language, and the text from a carrier of semantic information in a language exercise. Raising the question of learning how to extract information from the text involves bringing this process to the op- a certain degree of formalization associated with the search for corresponding action algorithms. This moment can be described heroize as instrumental, operational, what is under- means learning certain techniques of text analysis and subsequent generalizing synthesis of what was read on the basis of knowledge of how the text is built, what invariant signs due to its belonging to a certain specific style/genre, etc. Ultimately, this means teaching how to read a text. based on knowledge of how the text is constructed and formatted. Complication by the reader, for whom the language of the text is not native, what makes it stepwise, the process is expanded, perception allows speaking a foreign language text in a larger quantity levels and stages of understanding and to outline a greater differentiation in qualitative characteristics of understanding. When reading a text, the student faces at least three tasks, although some of them can and should be realized by him, while the other remains unconscious: the extraction of textual information mania; mastering the techniques of
extracting information from the text; assimilation of linguistic forms embedded in the text. The tasks facing the student-reader of a foreign language text, can ideally be represented as a trinity assimilation plans, if the goal is not only to extract information from the text, but also to assimilate it. Character intertext visibility depends on the manifestations communication "message - reader" largely depends on visibility, one of which is a system of subject-predicate relations, which largely determines the form of movement of thoughts in the text [11]. In the conditions of educational communication, and even more so educational communication in a foreign language, this dependence becomes more complicated, since at different stages of learning the content novelty of the subject and text predicate may be different for the recipe. So, at the initial stage of teaching at the university to read a foreign language, scientific and technical literature in the specialty volume the content novelty of the text can be very small. Indeed, a methodological error is considered if students read texts in a foreign language, for example, about constructive of internal combustion engines without being familiar with their device from the course in the major discipline The task of the reader-student at this stage is to the ability to recognize the known, encoded according to the system of another language. In addition, the novelty of such texts can be said in connection with the degree of originality of the construction of the predicative the frame of the text, which serves as a representative of the logical beginning, i.e., how the author presents and interprets the known in a new way. As the transition at subsequent stages of training to reading foreign-language educational and scientific texts in the specialty, all more approaching the original, the volume actually content novelty of the subject of the text is gradually increasing Texts become carriers of new, additional information on profiling discipline. Students at this stage when reading the text, they establish something new that the author reports text and (or) how he evaluates this new, what is his concept Thus, in many educational texts in the specialty in a foreign language, the novelty of the subject matter is mainly in the originality of its disclosure through the logic of constructing a predicative text frame as an exponent of the main idea of the message. The concept of "context" is defined by the authors in different ways, which associated with varying degrees of generalization, different volumes concepts in their interpretation, with what style sphere (book-written or oral-colloquial) it is a question of which groups of texts underlie the consideration (belonging to one or different styles and genres of speech, etc.), etc. In the first part, in accordance with the definition of the concept of "communicative situation". There is only one real context - this is the global communicative environment created by the global situation. The analysis of the concept of "context" was carried out in accordance with characteristics of situational conditions and types of situations.

Due to the complexity of the multifactorial nature of this concept, its analysis was also built as a characteristic of the concepts located on different planes of the hierarchy. The top of the graph tree is formed by the general concept of "global context" to the following from the top of the tree, the level in this gradation is placed flat bone, which includes two enlarged branches, reflecting the principle of hierarchical division of the concept of "global context" and having a large number of branches in subsequent levels of detail: situational-component context and situational context. The first is created by a certain situational condition, whose characteristics are distinctive a sign of the types of this context. The second embraces all situational conditions and makes it possible to consider the varieties of their cumulative manifestations. Therefore, situational the conditions presented in the branch coming from the branch "situational-component context", are included in the second type of context. Such a division is purely conditional, however, it allows you to better analyze individual condition. Interelement relations can be considered from the positions the nature of interelement relationships, the relevance of elements for act of communication, functional dependence of the relationship between situational conditions.

The nature of interelemental connections can be of two types, since the elements represent animate and inanimate principles: organic connection, evaluative relationships, when considering
relations between elements through the focus of the subjective principle, connection, based on a system of assessments and disclosed in it on the basis of comparison, derivation of causal dependencies, generalization, etc. The following three subspecies can be distinguished here: proper communication links or subject-evaluative relationships (more precisely, subject-subject-evaluative relations); situational relations or subject-object-evaluative relationship; instrumentally conditioned relationship or the relationship of the subject-evaluative principle to the directly related generative, instrumental beginning. Formal connection characterizing the relationship between set of adjacent, but not interacting as active principles, objects of reality, united using local and temporal factors within the same environment relations of simultaneous juxtaposition or object relations; connection that ceases to be formal, random when endowed by communicants with causal investigative dependencies, various evaluative signs etc.

The last clarification concerns the relations between the inanimate elements of the present situation, which occupy text as a product of speech, a product of a communicative situation, means of its formation, as well as the place of localization of the topic (communication, messages), singular or partial. Interelement relations can be considered from the positions the nature of interelement relationships, the relevance of elements for act of communication, functional dependence of the relationship between situational conditions.

Let us clarify that the subject of such consideration is, as a rule, elements of an objective nature, since such an approach to the relationship of participants in communication makes you talking extreme manifestations about the presence of non-communication. For further detailing the outlined positions, it is important moments according to which extralinguistic conditions include (along with communicants, time, place, etc.) extralinguistic expressions and accompanying actions (that is, what is included in area of paralinguistics), intuition of speaking, introduced speaking prerequisites (knowledge, abilities, motivation, attitudes, expectations, understanding of the situation, emotional mood state of fatigue, etc.) and intentions, expectations of the addressee, etc.

So, the situation of general and the situation of individual knowledge should be seen as a unity of two opposites: at the same time, the measure of the subjective is lower than it seems at first view, for individual experience is always social in nature. A situation of a multifactorial type reflects factors in the form of their existence, in connection with the immediate environment communicants, with the situation; it deals with the antonymic pair and is the present situation and the social situation. The present situation is understood as the immediate environment communicants, taking into account local and temporal characteristics, i.e., situation. This also includes an intangible factor - the topic act of communication as an object singled out as a subject discussion.

In a broad sense, the components of the current situation these are the participants in the communication themselves; in a certain respect, the impact in the process of communication of one partner on another is also a manifestation of external conditions that create a specific, present situation of linguistic and non-linguistic communication. The means of communication that determine the nature of a given present situation can be verbal or non-verbal: types of codes, nature of signals, manifestations of the form of speech. The cash characteristics of the situation of the form are immersed in communication and the situation of the form of a social message is fed from it, it is naturally, because the communicants are members of certain classes, layer, social group. The social situation is revealed on at least two levels, on the one hand, it is like a social background (political, economic, geographical, etc.), on which a specific situation of communication is realized and which echo is constantly brought into it, there are parties, these are the parameters that are singled out as the main ones for the participants in communication in most sociolinguistic studies: their social status (gender, age, occupation), their roles relative to each other (boss and
subordinate, teacher, student, husband and wife, etc.), as well as those specific roles that characterize the social situation (hostess, guest). The social situation also includes sets of signs of non-verbal and verbal; various social roles performed by the participants in the act of communication have a corresponding nomenclature of speech standard structures that the participants in communication own and use in accordance with regulatory requirements, with accepted behavior patterns. Comparison of situations of two different planes of consideration - the present situation and the situation of individual knowledge - allows us to focus on the following point.

The individual experience of a communicant as a concept that determines the amount of knowledge accumulated by him, the amount of information passed through the prism of his assessment, is, so to speak, “experience in statics”. Individual experience included in the actual situation of communication involves considering it primarily through imposing on it, in a specific period of time, limited by the duration of communication, social experience (in particular, coming from the second participant in communication, because the volume of knowledge of individuals, as a rule, does not coincide), as something that during this period is realized, assimilated by the individual, which expands the scope of his knowledge; in other words, it is a characteristic of the process of cognition of the personality, a characteristic of individual experience "in dynamics".

The functional dependencies of interelement connections are largely determined by the functions of communication, which in the work is understood as its purpose (for example, educational communication pursues certain didactic and educational goals). They are associated with various communication functions, of which three are usually characterized as basic: referential, emotive and conative. So, the author of the text does not just inform the addressee about some range of phenomena of reality, but describes them through the prism of his attitude towards them, expresses a certain communicative intention, and directed at the object of influence - the recipient. Three other planes of consideration of types of situations involve taking into account situational conditions in three key parameters: place, time, and causal dependence associated with the formulation of the problem and its solution. The first two planes fix the distance of situational conditions from the place or moment of communication. One plane separates from the place where the act of communication takes place and from its theme; it unites an antonymous pair. In the first case, the defining characteristics of the situation, situation and displaced situation, are cash situational conditions, the topic of the communication situation is also according to the restriction communication participants. In the second case, the content mediate surrounding communicants this kind of situation may be present in direct oral communication of the participants communications. On the other plane, situational conditions are analyzed according to their connection with the moment of implementation of communication links through taking into account temporal dependencies presented in antonymic signs - "present - past" or "accomplished-happening"; they are: momentary situation and situation the action that has taken place.

At the same time, the range of the latter is very wide - from a just-accomplished event to historical situations with a significant time difference from the moment act of communication. There is a clear connection between temporal dependencies with the topic of communication: as a rule human memory retains the most significant; if individual experience often demonstrates certain deviations from this rule (and a particular individual can retain in memory some particulars that are significant for him, but objectively unimportant and, accordingly, not essential for others), then social experience is based on this rule, since in this case there is a selection of the most more generalized, essential, through the test of time. The third plane is represented by an antonymic pair: non-problem situation and problem situation. This plane is associated with a different disclosure of the topic – accentuation or failure to highlight the problematic beginning in content or form and gives a projection onto the previous viewing planes, when we are talking about the problematic nature of the form (in educational texts with mental task).
Let us indicate two more planes of consideration of the nodal concept, undoubtedly interesting, in particular, for teaching methods, when game elements acquire special significance, change of role functions in the conditions of educational communication. One plane unites the species according to the source of their generation, according to their degree. "naturalness - artificiality", "primary - secondary": natural situation and simulated situation.

The last fruits of the multifaceted planning activity of a human creator are the results of the work of creative imagination, widely represented, for example, in works. The other plane also takes into account the attribute “primary art, “secondary”, along with this, it combines the types of situation according to the degree of reality, the existentiality of the situational conditions included in it; it is: a) a real situation that takes place in a segment of objective, real-life reality, b) its antonymic pair is an imaginary situation that is present in the imagination of communicants as a secondary one, reflecting the manifestations of the first and uniting the participants of communication, as it were speculatively, because at least at the given moment of communication is not connected with the current situation in place and time.

The situational conditions presented on this plane are not juxtaposed, the communicative principle dominates here (in its certain psychological characteristics), therefore, the types situations of this plane can already be classified as a subordinate type. Raising the question of the degree of reality of situational conditions also leads to other adjacent planes of consideration of this concept, which can be assessed as the next level detailing the last named pair of concepts. One of the planes is connected with the analysis of the degree of predictability of the transition of the possible into the real; they are: a predictable situation and an unpredictable, unpredictable situation. On the other plane there is an antonymic pair, reflecting the possibility of realizing situational conditions: a real situation and an unreal situation. Another perspective of consideration allows us to differentiate the types of situation through the identification of the degree of concreteness-abstractness. Accordingly, we can talk about a specific situation and about abstract situation.

Concluding the analysis of this position, let's call one more plane of consideration of the concept of "situation", represented by the situation and the non-textual situation and not represented by the textual one. This plane of analysis occupies a separate position and is of essential importance, since on it one can outline the projection of different types of situation from almost all other planes of consideration of this concept, grouping them, for example, around the situation of the author and the situation of the reader. According to the sum of the reflected situational conditions, the concept of "text situation" can be classified as a multifactorial type.

Let us preface the classification analysis of the concept of “communicative situation” with a small list of its types. First of all, it is a “global situation”, which “embraces not only all linguistic means, but also all the main correlates of the situation”; among its types are: 1) the present situation; 2) the situation of general knowledge; 3) imaginary situation. These types are far from exhausting the general concept, moreover, their position in the classification is not entirely justified, because it is not sustained on one logical basis: if the present situation can be correlated with an imaginary situation through a certain distinguishing feature, then the situation of general knowledge can be compared with two others. when other parameters are taken into account. Our proposed classification analysis of the concept "communicative situation" is built on the above gradations situational conditions. The top of the tree - the graph is crowned with the concept of "global situation".

To determine the outlines of the enlarged branches of the structural graph for the first level of division, we used parameters for considering this concept in three different planes: characteristics of the situation; communication channel, forms of communication; text characteristics. We stipulate that it would be more accurate to raise the question of the presence two options: for the conditions of oral communication and spontaneous speech the initial level of detail is formed by the first two planes; for written communication conditions (and use cases prepared written statement) both highlighted planes give a projection onto the third plane - onto the characteristicstext that occupies an autonomous position as very complexa phenomenon that is both the product of an act of communication and as its link, a means of communication. The
types of the global situation identified in the work are also conditionally divided into two groups depending on the number of situational conditions that determine their nature and their relationships; these are groups of monofactorial type and polyfac
torial types. The second group can be divided into two subgroups (taking into account the relationship between factors); it is coordinative and subordinative in nature. One involves consideration of the types of situations represented by a certain set of adjacent situational conditions.

**Conclusions.** So, there is a very large number of communicative situations, and, consequently, contexts, due to a different number of factors, situational conditions and their various combinations. These situations and contexts, respectively, are represented by different qualitative and quantitative characteristics. At the same time, it is possible to single out groups of situations and contexts that are most relevant for characterizing the act of communication and its product-text, given that there is a certain hierarchy of these concepts. Another is connected with the allocation of types of situations through an emphasis on some prevailing factor - a situational condition. The listed types of situation and the plane of consideration of the concept of "communicative situation" seem to be the most significant. Therefore, it is legitimate to confine ourselves to the outlined types, stipulating that a number of types of situations remain outside the scope of consideration, as well as mixed types that combine characteristics from different planes of consideration. Classification analysis of the concept "communicative situation" is built on the above gradation situational conditions.

**References:**