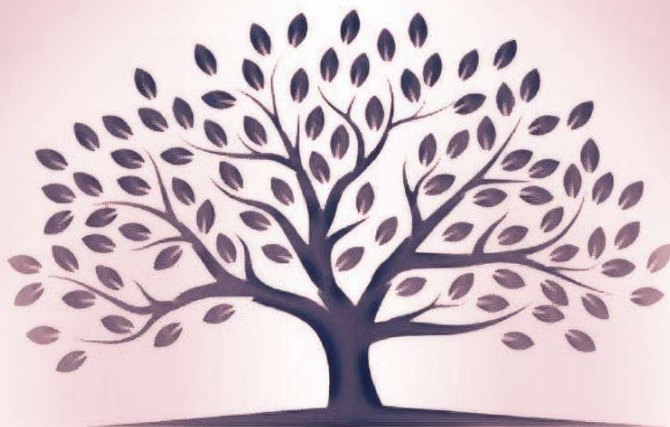


Ministry of Education and Science of Ukraine  
Dnipro State Agrarian and Economic University  
Philology Department

## Collective Monograph



Training of Specialists in Language  
Activity and Professional Communication



Dnipro, 2025

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Dnipro State Agrarian and Economic University  
Philology Department**



## **Collective Monograph**

# **“TRAINING OF SPECIALISTS IN LANGUAGE ACTIVITY AND PROFESSIONAL COMMUNICATION”**

Dnipro  
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2025

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No part of this publication may be reproduced, distributed or transmitted in any form or by any means, or stored in a data base or retrieval system without the prior written permission of the publisher. The content and reliability of the articles are the responsibility of the authors. When using and borrowing materials reference to the publication is required. Collection of scientific materials published is the scientific and practical publication which contains scientific articles of Doctors, Candidates of Sciences, PhDs, research workers, lecturers and practitioners from Europe and Ukraine. The papers contain the study reflecting linguistic and methodological issues in the framework of students' training for professional activities. The publication examines fundamental directions of linguistic research, methods and technologies of teaching foreign languages, professional, interpersonal and intercultural communication, translation studies, copywriting, media literacy. The collective monograph was published within the framework of the State Budget research subject "Training of specialists in language activity and professional communication" (state registration number 0122U001178). The publication is aimed at professionals engaged in practical activities in the field of linguistics, methodology, academics and general public.

## **Preface**

The evolution of the global economy, the increasing international cultural and economic integration of Ukraine with other nations, its integration into the global community, and the necessity for business ties with foreign partners are driving forces behind transformations in all aspects of social life. These changes are particularly evident in the higher education system, which is fundamental for nurturing the intellectual and spiritual capacities of individuals. It serves as a potent tool for addressing challenges in science, technology, culture, national identity, state-building, democratic principles, and the professionalization of the country's endeavors.

This collective monograph explores the intricate facets of training of specialist in language activity and professional communication, delving into the complex interplay between individuality, professional roles, and linguistic practices. As scholars and practitioners in diverse fields, we are keenly aware of the pivotal role that identity plays in shaping our interactions, both within our professional domains and beyond.

In today's rapidly evolving global landscape, characterized by unprecedented interconnectedness and technological advancements, the nature of professional communication is undergoing profound transformations. In this context, understanding how specialists express themselves through language and professional communication becomes not only intellectually stimulating but also practically crucial.

Drawing on a range of theoretical frameworks and methodological approaches, the chapters in this monograph offer insightful analyses of various aspects of specialists' identity construction. From the linguistic strategies employed in professional discourse to the cultural nuances that shape communicative practices, each contribution sheds light on different dimensions of this multifaceted phenomenon.

We are indebted to the scholars whose rigorous research forms the backbone of this monograph, as well as to the practitioners whose firsthand experiences enrich our understanding. Their collective efforts have resulted in a volume that we hope will inspire further exploration and debate in this dynamic field.

It is our sincere belief that this monograph will serve as a valuable resource for researchers, educators, and professionals alike, fostering a deeper understanding of how identity shapes and is shaped by language and communication in professional contexts.

The monograph explores fundamental areas of linguistic research, as well as methods and technologies for teaching foreign languages. It also covers topics such as professional, interpersonal, and intercultural communication, translation studies, copywriting, and media literacy.

## Section 1

# “Methods and technologies of teaching foreign languages”

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## FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE USING INTERACTIVE AND INNOVATIVE TECHNOLOGIES IN AGRICULTURAL INSTITUTIONS

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**Abstract.** *The process of globalization and the transformation of the needs of Ukrainian society are making their adjustments to the training of future qualified workers in agricultural universities and technical institutions or universities, in particular in the DSAEU. There is currently a demand on the labor market for qualified personnel, to whom special requirements are imposed on their professionalism, including the level of proficiency in foreign languages. In the process of training future qualified workers, all modern standards and requirements for qualifications, prospects for future needs from society are taken into account. This process requires constant updating of knowledge, effective information, didactic and methodological support of classes with modern professional and technical literature, the use of innovative technologies by students during practical classes and self-training for better assimilation of the material. Modern methods and technologies for studying a foreign language by students of agricultural universities must meet world and European educational standards, and the requirements of society. The Law of Ukraine on Higher Education dated 01.07.2014 No. 1556-VII ensures proficiency in a foreign language for the mobility of students and their competitiveness in the labor market [1]. The greatest efficiency in the application of computer-based methods of learning foreign languages is achieved through the use of distance and blended learning.*

*Studying “English for Professional Purposes” as compulsory discipline will, in turn, contribute to the formation of skills that will be useful to them as qualified workers, teach them to communicate in a foreign language in professionally significant situations, and ensure their competitiveness, help future specialist to adapt in a dynamic world, which will facilitate the process of professional realization in modern conditions.*

**Key words:** *interactive methods, innovative methods, traditional forms of learning, intercultural communication competence, soft skills, communicative skills.*

**Introduction.** Foreign (English) language training of specialists in agricultural specialties has become one of the important components of modern agricultural and technical higher education. The English language program for higher education

institutions for all levels states that the purpose of foreign language learning is: mastering a foreign language as a means of communication (which contributes to the development of the ability of applicants to use it as a communication tool in the dialogue of cultures and civilizations of the modern world); and acquiring professionally-oriented foreign language competence.

In order to increase the professional potential of a graduate of a higher educational institution in the labor market, the discipline “Foreign Language (by professional orientation)” should not only stand on the same level as professionally oriented subjects, but also encompass them, preparing the student for the realities of professional activity. For this, interdisciplinary integration, reliance on the intercultural aspect of language acquisition, variability and multilevel nature of the learning process are necessary. Today teaching a foreign language has to be oriented towards the formation and development of a specialist’s professional competencies. For successful mastery and further use of a foreign language, the student beginning from Bachelor till Master and PhD must master all types of speech activity (speaking, listening, reading, writing). Thanks to computer technologies, the student's understanding of the learning environment is expanded, certain boundaries of access to educational resources are overcome, his educational arsenal is significantly enriched, and information and communication competence is developed.

Language is considered as a means of interpersonal interaction in a multinational and multicultural space. The process of teaching a foreign language in a higher educational institution should provide students not only with an appropriate level of language knowledge, skills and abilities to use it in various life situations, but also contribute to the successful implementation of the educational and developmental potential of this subject.

**The purpose of the article** is to investigate the issues of determining the essence and process of forming foreign language communicative competence in applicants for non-language specialties in agricultural universities in Ukraine. Determination of the theoretical and methodological principles of forming the communicative culture system of future specialists in agriculture by creating an

innovative and interactive educational environment that will ensure an improvement in the quality of their professional training.

To achieve the goal, the following **research methodologies** were set: The activities of a foreign language teacher in a higher educational institution should be accompanied by fully selected modern teaching methods and technologies, the latest methods of teaching a foreign language, where information and communication technologies play an important role. Modern computer-oriented methods and forms of foreign language learning by students are aimed at supporting the language teaching process and help to modernize and technologize the learning process, which is aimed at forming the phonetic, lexical and grammatical skills of the student.

1. To determine the scientific and methodological principles of the formation of professional and communicative skills in the process of professional training of specialists.

2. To find out the current state of the formation of professional and communicative skills of applicants in the process of their professional training.

3. To identify pedagogical conditions for ensuring the technology of forming professional and communicative skills of future specialists.

**Research analysis.** One of the first researchers to define communicative competence was D. Hymes and A. Halliday. They argued that “Communicative competence” is the ability to communicate in various situations in the process of interacting with other participants in communication, correctly using the language system, following language norms, and choosing adequate communication and communicative behavior” [2].

Modern Ukrainian researchers define the term “foreign language communicative competence” as: – knowledge, skills and abilities necessary for understanding other people’s and one’s own programs of speech behavior, adequate to the goals, spheres, and situations of communication, the content of which includes knowledge of the basic concepts of linguistics of language (styles, types, ways of connecting sentences in the text), skills and abilities of text analysis and communicative achievements themselves [3, p. 6-7]; – knowledge of the language, a

high level of practical mastery of both verbal and non-verbal means, as well as experience of mastering the language at a variable-adaptive level depending on the specific speech situation [4, p. 14].

The methodology for the formation of foreign language communicative competence has been studied by domestic and foreign scientists-methodologists (I. Berman, V. Bukhbinder, V. Korostylyov, S. Shatilov, V. Hnatkevych, Yu. Passov, G. Kitaygorodska, O. Tarnopolsky, E. Miroshnychenko, I. Batsenko, V. Borshchovetska, R. Ellis, I. Nation, N. Schmitt, W. Widdowson, etc.).

The problems of using computer-based learning technologies are discussed in the works of V. Kukhareno, N. Morse, S. Rakov, E. Polat, A. Khutorsky, etc. The use of ICT in teaching foreign languages was considered in their studies by L. Kartashov, O. Rudenko-Morgun, E. Nosenko, O. Romanyshina, I. Mazepa, J. Belz, P. Car, Van de Poel and others.

The problems of developing foreign language communicative competence are highlighted in the works of E. Klymenko, S. Kozak, M. Pravdivlyany, etc.; the methodology for forming ICC was studied by domestic and foreign scientists-methodologists, like: T. Koval, N. Katrych, Yu. Passov, O. Chykhantsova, N. Kostenko, Zh. Nikolaeva, V. Bagaric, M. Canal, D. Hymes, etc.

J.M. Dewaele and L.M. Pavelescu (2021) [5] identified the conditions under which the process of learning a foreign language can be effective. In their opinion, a logical combination of conventional methods of education and modernised interactive approaches is a mandatory factor in the educational process. The latter is focused on the effective interaction of students with both the teacher and each other. This conclusion is important as it allows identifying the advantages of using interactive learning in the educational process and demonstrating the dynamics of increasing the activity of the subjects learning activities. D. Djamas and V. Tinedi (2021) [6] explored the importance of interactive learning. It means that the educational environment and process are implemented in a way that involves all students in the process of learning. In their opinion, the interactive method of teaching excludes the possibility of domination by a narrow circle of people or a teacher. This conclusion



allows disclosing the nature of the interactive approach to the educational process, which is based on friendliness and mutual assistance.

**Objectives of the study.** Recently, important steps have been taken in Ukraine towards the modernization of the higher education system, the creation of mechanisms for the introduction of computer-based learning technologies. However, an analysis of the works of domestic and foreign researchers shows that the problem of developing foreign language communicative competence with the use of ICT tools is studied mainly in the system of general secondary education. Insufficient attention in modern scientific works is paid to the problems of developing and using computer-oriented methods of developing foreign language communicative competence of future specialists of the agro-industrial complex.

However, the professional foreign language communicative competence of the applicant acts, first of all, as the ability to carry out communicative speech behavior in accordance with the tasks of specific situations of foreign language communication, in training, mainly external, symbolic similarity is reproduced, and not the integral content of professional activity related to the use of a foreign language.

In addition to the great range of factors, the structure of the practical lesson is also greatly influenced by the creative nature of the teacher's work and the specific working conditions in a given group. Each lesson differs from other lessons in its own characteristics, even if they are taught on the same subject in parallel groups. During a lesson you can always see the specific "pedagogical style" of the teacher.

**Scientific novelty.** Due to the fact that various methods of classification established a limited number of lesson types, there was a steady tendency to assign a certain, rather rigid structure to each of these types. For example, a combined lesson was structured according to the following scheme: an organizational moment, checking that students have completed their homework, questioning students on the material covered, the teacher presenting new material, consolidating the learned material, and homework. The stereotyped nature of such a structure caused fair criticism from didactics and advanced teachers. The structure of the lesson should not only reflect the external manifestations of the

organization of joint activities of the teacher and students in the lesson, but also express mainly the essence of the internal processes with which the active cognitive activity of students is associated. The structure may change depending on the content of the educational material, conditions, students' preparedness, etc. A lesson in mastering new knowledge consists, for example, of the following elements that are common to lessons of this type: perception and awareness of the educational material, comprehension of connections and relationships in it, generalization and systematization of knowledge. But in the structure of individual lessons for mastering new knowledge, there may be no reproduction of basic knowledge at all, for example, when studying material that is completely unfamiliar to students.

**Research material.** Digital competences include digital literacy, experience using educational software and platforms, and the ability to seamlessly integrate information and communication technologies (ICT) into the organization of educational activities. We were trying to regard the possibilities of using digital technologies to achieve educational goals and the extent to which teachers integrate digital tools in their teaching activities on practical classes with all students' levels. The motivation to study a foreign language for professionally oriented foreign language communication in applicants of the first and second levels of education is closely related to the development of general professional motivation and cognitive motives. It is necessary to introduce professionally oriented changes to the teaching of a foreign language in agricultural higher education institutions, which will ensure the formation of motivation for professional and career growth. It is the motivation for career growth that allows attracting future specialists in the field of agricultural production to foreign language classes. At the same time, only that educational material can stimulate the cognitive interest of applicants, the content of which corresponds to their existing and newly created needs.

In parallel with the change in the requirements for the level of formation of professional and communicative skills of applicants, it is necessary to change the role of the teacher himself. It is the teacher who ensures increased interest in the communicative features of the professional behavior of future specialists, develops

communicative strategies in them in professionally significant situations, based on their own cultural prerequisites.

This is ensured by using the resources of the teacher's capabilities in additional foreign language training: the use of interactive methods; bringing situations simulated in the process of learning a foreign language closer to practice and finding non-standard solutions to them; increasing the intensity of work; involving students in self-analysis of knowledge and skills; organizing language-educational research activities.

The next important factor that determines the process of training applicants in professional and communicative skills is the ability to rely on the previous experience of the subjects of the educational process.

First, applicants for the 1st level of education have a basic level of knowledge of the foreign language itself. For the implementation of the process of variable (additional) learning, this is very important for both applicants and teachers. If we talk about using the spectrum of activities, then future FAF-agrarians are already familiar with many: this is translating technical texts, writing annotations and summaries, organizing monological and dialogical speech, presentations, etc.

Thus, there is no need for additional time to master the features of work forms during the lesson, and the teacher, taking into account the initial basic level of foreign language communication skills of students, methodically and reasonably makes the transition to professional topics.

The formation of foreign language communicative competence of applicants during training in agricultural higher education institutions includes two practical approaches:

- 1) The traditional approach, which involves practical teaching of a foreign language in order to form a system of basic knowledge in future specialists (1st bachelor's level), which will be the basis for further training (2nd master's level; postgraduate study - PhD);
- 2) Cognitive-activity approach – communicative skills in future specialists are formed by creating situations in which applicants were able to effectively master

communicative and communicative-technological knowledge and form certain skills, developing their own professional communicative qualities.

This approach is based on the use of such methods and technologies as: situational and business games; methods of partial and full “immersion”; modeling situations of business conversations and everyday communication; participation in video conferences; preparation of presentations in a foreign language related to future professional activities; use of interactive and innovative learning technologies - use of modern training methods and programs (*Hello English, Duolingo, Lingualeo, Hello Talk, Quizlet, Mondly, Busuu*); participation of applicants in international programs and projects in their specialization.

Implementation of a cognitive-activity approach taking into account cognitive and rhetorical principles	Using independent, out-of-classroom training of applicants when studying a foreign language	Using innovative “immersion” technologies in foreign language communication
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The formation of foreign language communicative competence of applicants in agricultural higher education institutions consists in teaching a general and specialized foreign language, which will contribute to the achievement of the key goal - the formation of their own professional competence of future agricultural specialists.

The organization of variable training as a means of additional training of students for professionally oriented foreign language communication is a necessary condition for the formation of Soft Skills in future specialists. The features of such training, which must be taken into account, can be formed as follows:

- a) the presence of a conscious interest in learning and a sufficiently high level of motivation for professional self-development of students;
- b) the possibility of relying on the previous experience of the subjects of the educational process in the formation of professional communicative skills of foreign language communication;

c) shifting the emphasis in the content of training: from general humanitarian / general professional to general professional / special orientation;

d) changing the content of control and the object of control: from teacher control of individual language skills to control and self-control of integrated communicative skills and abilities in professionally significant situations; e) variability of the proposed content and structural components of the course according to the wishes, interests and capabilities of students [7].

Conscious study of a foreign language to acquire professionally-oriented foreign language competence is a guarantee of further professionalization and continuous self-education, which will ensure the ability of the future specialist to dialogue with foreign partners and the ability to convey their thoughts to the interlocutor, exchange information and results of cooperation. We believe that one of the priority areas for optimizing and individualizing continuous language education, increasing the efficiency of managing the educational process in relevant educational institutions is the creation or modernization of programs and educational and methodological support.

Educational and methodological complexes take into account the real needs of learning and subjects of learning for their further academic activity and professional career. When creating educational and methodological complexes, not only the content but also the means of learning, the principles of organizing students' educational activities are of great importance. Textbooks, visual aids, audio and video materials, computer tools allow you to model a foreign language environment and stimulate communication in a foreign language. Multimedia media can be used for work both directly in the classroom and in extracurricular work.

The comparison method allowed comparing different types of interactive tools. Based on this, their significance and essence, and ways of implementation are disclosed. In addition, the comparison method allowed identifying the most effective ones and describing their practical value for students and teachers. The method of deduction led to the knowledge of the specific features of interactive methods based on knowledge of the general process of teaching and learning English. It involved an

analysis of the general features of learning activities, which allowed exploring the specific content of interactive learning tools. The abstraction method allowed for a mental separation of the object from other elements. In this research, it was used to explore the category of “interactive learning” separately. This method allowed identifying certain features of this concept without considering the peculiarities of the process of teaching English in schools.

In modern conditions, when everyone understands the importance of knowledge of foreign languages, students cannot help but realize the importance of learning a language for further successful employment and career growth. But in practice, some students are not ready to make any effort to do this. That is why the teacher's task is to find effective ways to increase student motivation. As practice shows, learning not so much language as through language is more productive, since it imperceptibly for the students themselves involves them in the learning process due to the interest generated by the content of the proposed materials. A wide variety of teaching methods and techniques used by the teacher can be effective only if there is interest on the part of the student.

The term “innovation” comes from the Latin “innovation” – “renewal”, “renewal”, “change”. In the educational context, “innovation” means the creation of new approaches and technologies based on rethinking previous experience and introducing the latest achievements and their integrated use [8 pp.22-27]. Thus, in pedagogy, innovation means an innovation that improves the course and results of the educational process. One of the innovative technologies used in teaching foreign languages is interactive learning, a type of educational and cognitive activity that is implemented in the form of dialogue, with continuous adjustment of the content of learning based on the results of the analysis of the activity of the subject of learning. The purpose of using interactive methods in teaching foreign languages is to create conditions in which the subjects of learning interact with each other. Forms of work using this technology include individual, pair, group work. Among the pair and group forms of work, the most famous are: inner (outer) circles (inside/outside circles); brainstorming; jigsaw reading; think-pair share; pair-interviews; case study method.

In the information-technological society, communication skills are very important qualities. Communication contributes not only to the exchange of information, the acquisition of knowledge, but also to the establishment of interpersonal relationships, business contacts, and cooperation.

Foreign language teachers must master modern educational technologies, which include educational technologies of active learning, integrated educational technologies, and information and communication technologies [9, p. 14]. One of the obstacles standing in the way of successful mastery of a foreign language in an educational institution is insufficient, and sometimes frankly low, motivation of students to learn the language. That is why **interactive technologies** are of particular interest, the purpose of which is to create comfortable learning conditions in which everyone will feel their success and intellectual ability. The basis of such an educational process is cooperation and productive communication aimed at joint problem solving, the formation of skills to highlight the main thing, set goals, plan activities, distribute functions, responsibility, think critically, achieve significant results. The essence of interactive learning lies in mutual learning, a group form of organizing the educational process and the implementation of active group learning methods to solve didactic tasks. The teacher performs the functions of an assistant in work, consultant, organizer, and becomes one of the sources of information. The student and the teacher act as equal subjects of the educational process. Interaction excludes the dominance of any participant, opinion, point of view over others, but must take into account specific experience and practical application. During such dialogic learning, students learn to think critically, solve complex problems based on an analysis of circumstances and relevant information, weigh alternative opinions and make thoughtful decisions, participate in discussions, and communicate with other people [10, p. 16].

Interactive teaching methods include the following: brainstorming, project method, role-playing and business games, discussions, debates, round tables. Thus, the use of role-playing games, in which students communicate in pairs or groups, not only makes the lesson more diverse, but also provides an opportunity to demonstrate

speech independence, implement communicative and speech skills. In project work, students are involved in the search educational and cognitive activity created by the teacher. The use of project technologies makes it possible to form and develop search and research, communicative, technological, informational competencies, forms creativity, stimulates intellectual activity, develops communicative skills, helps to form interdisciplinary connections, teaches to use information and telecommunication technologies when learning a foreign language, helps to master the skills of working in a group, forms social mobility, increases the motivation of students, since in this case, learning a language becomes not a goal, but a means of creating the final product of activity. Thus, modern teaching of foreign languages involves the use of various approaches, the development of exercises that would contribute not only to the formation of communicative skills in a foreign language, but also develop thinking, tolerance, politeness of communication, a creative approach in solving professional tasks by students, and also encourage students to engage in independent scientific and professional search. An interdisciplinary approach to teaching foreign languages will allow applying knowledge of special subjects in foreign language classes, practicing professional communication situations, contributing to the communicative training of future specialists.

One of the modern methods is the use of **computer technologies** in learning a foreign language, which opens up access to new sources of information for students, increases their motivation to obtain information in a foreign language, increases the effectiveness of independent work, and provides new opportunities for creativity. The methodological advantages of teaching a foreign language using multimedia tools indicate that this method has a greater degree of interactive learning, makes it possible to choose the pace and level of tasks, improves the speed of mastering grammatical structures and accumulating vocabulary. Also, the undoubted technical advantages of this method include the possibility of using interactive video and audio clips when teaching oral speech. By demonstrating diagrams, photos and drawings on the topic of linguistic communication, the principle of clarity is implemented. The introduction of multimedia technologies creates conditions for interactive



communication, which today is the most important component of the educational process. Using multimedia technologies, the teacher can present information in a completely new and effective form, make it more complete, interesting and closer to the topic of communication being studied. Also, multimedia technologies allow you to develop brighter and more interesting speaking exercises. For students, learning a foreign language using multimedia technologies also has certain advantages. Since these technologies are new, it is interesting for students to deal with sources of new types of information. It is also important that the assimilation of new information using multimedia technologies takes place in a playful way. The use of multimedia technologies allows students to independently prepare mini-projects on the topic of communication and present them.

The use of *information and technological innovations* (multimedia format, hypertext, virtual reality, Internet technologies) in pedagogical theory and practice allows for the implementation of an individually oriented approach to teaching foreign languages in a vocational educational institution. The methodological content of a modern foreign language lesson should be communicativeness. After all, in the process of learning using the communicative method, students acquire communicative competence - the ability to use language depending on a specific situation. They learn communication in the process of communication itself. Accordingly, all exercises and tasks must be communicatively justified by the lack of information, choice and reaction (information gap, choice, feedback). The most important characteristic of the communicative approach is the use of authentic materials, that is, those that are actually used by native speakers. Speech interaction of students takes place with the participation of the teacher in a variety of forms: pairs, triads, small groups, with the whole group. From the very beginning, students master these four types of activity at the supra-phrase and text levels with limited use of their native language. For example, by combining sound, graphic, animation and text effects, it is possible to quite successfully simulate the effect of immersion in an active language environment, implementing modern linguistic, technological, methodological and pedagogical technologies. I believe that when teaching a foreign

language under such programs, all aspects of the language are worked out: phonetic, grammatical, lexical and communicative, which allows for a more qualitative and faster assimilation of language material, acquisition of speech skills and abilities. Multimedia tools play a large role in this, which make it possible to constantly update educational materials and improve systems for working on them. The teacher's task in this case is to exercise general control over the work of students, understanding that the student is an active factor in the educational process. The development of students' creative abilities contributes to their successful activity in assimilating new knowledge. The Internet is the world's largest computer network, which has enormous information capabilities. The Internet provides a unique opportunity for learners of a foreign language to use authentic texts, listen to and communicate with native speakers, that is, it creates a natural language environment. The use of modern teaching aids (software: multimedia textbooks, disks, universal encyclopedias, presentations, video, audio materials, Internet resources; hardware: PC, audio, video equipment, multimedia projector, interactive whiteboard) significantly improves the quality of the presentation of the lesson material and the effectiveness of its assimilation by students.

Interactive technologies for teaching foreign languages are based on a personal-activity approach and include: the use of interactive teaching methods, including non-situational (dialogue) and situational (game - imitation and non-imitation, non-game interactive methods - situation analysis, auction of ideas, etc.); organic combination in the educational process of various teaching aids (on electronic and paper media) and innovative (distance) and traditional forms of learning according to the principles of expediency of their implementation and mutual complementarity [11, pp.25-32]. Using a computer in the process of learning a foreign language contributes to the implementation of the following tasks.

1. Interest in a foreign language. When working with the curriculum, a methodological technique of “transferring” students to a foreign language situation close to real life is used. In addition, students also develop an interest in working with a computer, in particular, in various computer programs.

2. Visualization of educational material. With the help of educational programs, it is possible to combine sensory, auditory and visual components of the impact on the perception of the text by students.

3. Expanding students' knowledge on a specific educational topic. Thus, the corresponding CD-disks provide a lot of interesting and useful illustrated information on topics that are usually not presented in an interesting enough way in ordinary textbooks. Students also have the opportunity to expand their knowledge through the use of computer technologies not only in the subject of "foreign language", but also to obtain certain knowledge and experience of situations close to real ones.

4. Verification and self-testing of acquired knowledge and skills. Working with educational programs, students have the opportunity to check themselves by looking at the "lesson results". Also, in classes using a computer, they very quickly pass tests and perform control exercises.

Multimedia is a set of computer technologies that simultaneously use several information media: graphics, text, video, photography, animation, sound effects, high-quality sound [12 pp. 1–19]. In our practical work, we most often used presentations created using the Power Point program. At the same time, we used different types of presentations: 1) computer filmstrips using animation elements; 2) presentations for repeating and summarizing acquired knowledge; 3) classic computer presentations.

**Conclusions.** Therefore, to form the professional level of foreign language communicative culture of applicants to agricultural higher education institutions, it is advisable to develop and implement a system of innovative, computer and classical technologies for forming foreign language communicative culture.

Teaching speech is a very important part of learning a foreign language. The ability to communicate freely in a foreign language is the key to success not only in studies, but also in later life. Therefore, foreign language teachers should pay attention to teaching students foreign language. The proposed types of work and practical advice in their organization will make students more active, and the learning process more interesting and effective.

Thus, it can be argued that for the successful teaching of “English (for professional purposes)” and “Business foreign language” it is possible and necessary to use innovative and information (computer) technologies, since the modern generation of students is not always interested in traditional teaching methods. However, this does not mean that they will automatically improve language learning. In order for the result of their use to be successful, it is necessary for the teacher to be well versed in existing technologies and constantly monitor the innovations offered by developers, since the world of modern information technologies is changing rapidly. In addition, it is necessary to carefully develop appropriate tasks, taking into account the specifics of studying a foreign language in a professional direction, so that they become a useful addition to the material contained in traditional textbooks.

Interactive methods of teaching a foreign language are aimed at developing a culture of communication and forming a personality with creative potential, technologies of creative self-development, self-improvement. With the help of modern computer programs, students experience a real immersion in a living language, receive many opportunities for learning and memorizing new words, as well as for developing speech skills.

Methods of teaching foreign languages, which are based on a humanistic approach, help to reveal the creative potential of students and contribute to the development and self-improvement of the educational and communicative process.

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## BESONDERHEITEN DER VORBEREITUNG AUF DIE BERUFLICHE FREMDSPRACHLICHE KOMMUNIKATION KÜNFTIGER AGRARIER

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**Zusammenfassung.** Die Forschung zielt darauf ab, die Besonderheiten der Vorbereitung zukünftiger Fachkräfte im Agrarsektor auf die berufliche fremdsprachliche Kommunikation zu untersuchen. Angesichts der aktuellen Trends der Globalisierung und der Integration in den internationalen Bildungs- und Berufsraum wächst die Notwendigkeit, die fremdsprachliche kommunikative Kompetenz bei Studierenden agrarwissenschaftlicher Fachrichtungen zu entwickeln.

In der Studie wurde ein umfassender Ansatz verwendet, der die Analyse wissenschaftlicher Quellen, die Zusammenfassung von Erfahrungen in der Lehre fremdsprachlich ausgerichteter Fachdisziplinen sowie die empirische Beobachtung des Lernprozesses umfasst. Es wurden die wesentlichen Ansätze zur Entwicklung fremdsprachlicher kommunikativer Kompetenz ermittelt, wobei die Simulation realer beruflicher Situationen eine besondere Rolle spielt. Es wurde nachgewiesen, dass die Integration traditioneller und moderner Lehrmethoden, einschließlich multimedialer Ressourcen und digitaler Technologien, die Effizienz der fremdsprachlichen Ausbildung von Agrarstudierenden erheblich verbessert. Es wurden die Hauptprobleme der Ausbildung identifiziert, darunter ein unzureichendes Wissen über berufliche Terminologie und eine begrenzte Praxis realer beruflicher Kommunikation. Die Forschung betrachtet umfassend die Fragen der fremdsprachlichen beruflichen Kommunikation zukünftiger Agrarfachkräfte und legt den Fokus auf die Verbindung kommunikativer und kompetenzorientierter Ansätze. Zur Verbesserung der Lehrpläne wird die Erweiterung des praktischen Anteils sowie die aktive Nutzung digitaler Technologien vorgeschlagen.

Die gewonnenen Ergebnisse können bei der Entwicklung von Bildungsprogrammen, didaktischen Materialien und Empfehlungen für Lehrkräfte an agrarwissenschaftlichen Hochschulen genutzt werden. Die Umsetzung der vorgeschlagenen Ansätze wird zur Ausbildung wettbewerbsfähiger Fachkräfte beitragen, die in der Lage sind, effektiv im internationalen beruflichen Umfeld zu agieren.

**Schlüsselwörter:** fremdsprachliche Kommunikation, agrarische Bildung, berufliche Kommunikation, digitale Technologien, interaktive Methoden, kompetenzorientierter Ansatz.

**Einleitung.** Unter den modernen Bedingungen der Globalisierung und der europäischen Integration unterliegt die Landwirtschaft erheblichen Veränderungen, was erhöhte Anforderungen an das Niveau der beruflichen Ausbildung von Fachkräften im Agrarsektor mit sich bringt. Ein wesentlicher Bestandteil dieser Ausbildung ist die Entwicklung von Fähigkeiten zur professionellen fremdsprachlichen Kommunikation, die eine effektive zwischenmenschliche und geschäftliche Interaktion im beruflichen Umfeld fördert. Das professionelle Beherrschen einer Fremdsprache wird zu einem bedeutenden makroökonomischen Faktor, da die Nachfrage nach Fachkräften steigt, die nicht nur eine Fremdsprache sicher beherrschen, sondern auch in der Lage sind, durch internationale Kontakte mit ausländischen Partnern bedeutende Ergebnisse zu erzielen. Daher besteht die vorrangige Aufgabe des Faches „Fremdsprache (berufsbezogen)“ an agrarwissenschaftlichen Hochschulen darin, die Bereitschaft zur professionell orientierten fremdsprachlichen Kommunikation im Agrarbereich zu entwickeln. In diesem Zusammenhang entsteht die Notwendigkeit, die Besonderheiten der Vorbereitung zukünftiger Agrarfachkräfte auf die berufliche fremdsprachliche Kommunikation zu untersuchen.

**Wissenschaftliches Problem.** Viele einheimische (K. Wyschnewezka, L. Gaponenko, I. Gladun, O. Zelikowska, A. Kowaltschuk, S. Kosak, S. Konowaltschuk, I. Korneva, A. Kusnezow, T. Losben, N. Logutina, O. Rezwan, N. Sajenko, L. Spodin u. a.) und ausländische Wissenschaftler (R. Arnon, R. De Beaugrande, L. Bimmer, G. Grossling, I. Ward, T. Hutchinson, A. Waters, J. Richards), insbesondere Agrarwissenschaftler wie S. Amelina, L. Baranowska, G. Beregowa, K. Bogarirew, S. Dziubata, N. Sujenko, A. Kutscher, O. Lasarew, O. Lytwynowa, J. Nikolajenko, O. Piddubzewa, O. Resunowa, K. Jakuschko und andere, haben die Besonderheiten der Vorbereitung auf die berufliche fremdsprachliche Kommunikation von Fachkräften verschiedener agrarwissenschaftlicher Disziplinen untersucht. Dennoch kann die Frage der spezifischen Vorbereitung auf die professionelle fremdsprachliche Kommunikation für Agrarfachkräfte noch nicht als vollständig gelöst betrachtet werden.

**Relevanz.** Die Entwicklung der modernen ukrainischen Gesellschaft erfordert, dass Hochschulen hochqualifizierte und wettbewerbsfähige Fachkräfte ausbilden, die nicht nur effektiv und qualitativ hochwertig in ihrer Muttersprache arbeiten, sondern auch eine Fremdsprache beherrschen. Dies trägt zur Etablierung freundschaftlicher Beziehungen mit ausländischen Unternehmen bei. Nach ihrem Abschluss sollten Absolventen in der Lage sein, mit fremdsprachiger Fachliteratur zu arbeiten, dialogische Kommunikation zu führen und ihre wissenschaftlichen Arbeiten in einer Fremdsprache zu präsentieren. In diesem Zusammenhang muss die Frage der Besonderheiten der Vorbereitung auf die berufliche fremdsprachliche Kommunikation eingehend untersucht werden.

**Analyse der Forschung.** Die berufliche Kommunikation ist ein integraler Bestandteil der Tätigkeit von Agrarfachkräften, da sie die Interaktion mit Kollegen, Partnern, Verbrauchern, staatlichen Institutionen und internationalen Organisationen umfasst. Sie setzt nicht nur die Beherrschung der Fachterminologie voraus, sondern auch die Fähigkeit, Verhandlungen zu führen, Produkte zu präsentieren, Entscheidungen zu begründen und in einem multikulturellen Umfeld zu interagieren.

In der pädagogischen Literatur gibt es eine Vielzahl von Ansätzen zur Definition des Begriffs „berufliche Kommunikation“. Sie wird unter anderem als „kommunikative Tätigkeit mit einem hohen Formalisierungsgrad“ (W. Sigert, L. Lang), als „eine Reihe von Techniken und Methoden, die die Umsetzung beruflicher Aufgaben gewährleisten“ (A. Schtscherbow), als „eine besondere Art der Tätigkeit“ (G. Andrejewa, A. Leontjew, B. Lomow), als „ein Instrument der beruflichen Tätigkeit moderner Fachkräfte“ (A. Mudrik) sowie als „ein offizieller Kontakt, der eine Rückkopplung voraussetzt: (W. Sementowska) interpretiert.

T. Bojewa, E. Komarowa und O. Tregubowa betrachten die berufsorientierte Kommunikation aus der Perspektive des Austauschs von Informationen mit beruflichem Wert. Sie definieren sie als eine Kommunikation, die im Arbeitsprozess zwischen Personen stattfindet, die durch einen gemeinsamen Beruf und ein entsprechendes Qualifikationsniveau verbunden sind, was das Vorhandensein eines gemeinsamen Fonds an beruflich relevanten Informationen gewährleistet.



In wissenschaftlichen Untersuchungen wird berufliche Kommunikation häufig mit geschäftlicher Kommunikation gleichgesetzt. Diese Begriffe gelten als Synonyme. So definiert S. Oschogow die geschäftliche (berufliche) Kommunikation als eine Form der Interaktion, die mit der Erfüllung gesellschaftlicher oder dienstlicher Pflichten verbunden ist. J. Nikolajenko erläutert in seiner Dissertation das Verhältnis dieser Begriffe folgendermaßen: Während die geschäftliche Kommunikation allgemeine Gesetzmäßigkeiten der menschlichen Interaktion im Rahmen gemeinsamer Tätigkeiten umfasst, spiegelt die berufliche Kommunikation spezifische Merkmale wider, die durch das jeweilige Berufsfeld bedingt sind [1, S. 5].

Berufliche Kommunikation kann formal (offiziell) oder informell (inoffiziell), gruppenbasiert oder zwischenmenschlich sein. Die formale berufliche Kommunikation erfüllt eine festgelegte soziale Funktion und ist sowohl inhaltlich als auch formal reguliert. Forscher betonen, dass Kommunikation als beruflich gilt, unabhängig von ihrer Form, sofern ihr Hauptinhalt mit einer gesellschaftlich bedeutenden gemeinsamen Tätigkeit verknüpft ist. Zu den wichtigsten Formen der beruflichen Kommunikation im Agrarsektor gehören Verhandlungen und geschäftliche Korrespondenz. Weniger verbreitet sind wissenschaftliche Vorträge auf Konferenzen.

Wenn die berufliche Kommunikation in einer Fremdsprache stattfindet, erhält sie den Status einer fremdsprachlich orientierten beruflichen Kommunikation. J. Nikolajenko hebt hervor, dass eine solche Kommunikation den Interaktionsprozess zwischen Fachkräften darstellt, die durch eine gemeinsame berufliche Tätigkeit verbunden sind, jedoch in einer Umgebung agieren, in der die Sprache für mindestens einen der Beteiligten nicht die Muttersprache ist.

A. Sinchenko betont, dass fremdsprachliche berufliche Kommunikation für zukünftige Agrarwissenschaftler die Fähigkeit voraussetzt, berufliche Absichten als Kommunikationsmittel zu übermitteln. L. Gaponenko definiert fremdsprachliche berufliche Kommunikation als interpersonelle Interaktion im Rahmen des professionellen Informationsaustauschs, die Rückkopplung, kognitive und emotionale Einflussfaktoren sowie die Berücksichtigung kultureller und etikettebezogener Normen von Muttersprachlern umfasst.

K. Jakuschko untersucht in seiner Dissertation fremdsprachliche Kommunikation unter Studierenden agrarwissenschaftlicher Hochschulen nicht nur als den Gebrauch lexikalisch-grammatikalischer Strukturen (J. Nikolajenko), sondern auch als einen Prozess, der nonverbale Kommunikationsmittel (O. Wowk), den Einsatz von Symbolen und Zeichen (A. Wolkow), spezifische somatische Merkmale zukünftiger Agrarwissenschaftler (N. Grabowski), die Entwicklung linguistisch-soziokultureller Kompetenz (L. Jermakowa) sowie die dialogische Interaktion von Textstrukturen (G. Maletzke) einschließt.

Daher integriert fremdsprachliche berufliche Kommunikation die Merkmale beruflich orientierter Interaktion und fremdsprachlicher Verständigung, indem sie sich auf die vielfältigen Ressourcen einer Fremdsprache in ihren unterschiedlichen Aspekten stützt.

Eine der bedeutendsten wissenschaftlichen Arbeiten im Bereich der Vorbereitung zukünftiger Agrarfachkräfte auf die berufliche Kommunikation ist die Doktorarbeit von L. Baranowska. In ihrer Forschung begründete sie ein didaktisch-methodisches System der stufenweisen Ausbildung zur beruflichen Kommunikation für Studierende agrarwissenschaftlicher Hochschulen. Dieses System stellt eine Gesamtheit miteinander verbundener struktureller und funktionaler Komponenten dar, die auf die Entwicklung kommunikativer Fähigkeiten im Verlauf der beruflichen Ausbildung ausgerichtet sind [2, S. 145].

Die strukturierte Modellierung des vorgeschlagenen Systems umfasst folgende Bestandteile:

1. Zielsetzung, die die Aneignung von Wissen und die Entwicklung von Fähigkeiten für eine effektive berufliche Kommunikation beinhaltet;
2. Lehrinhalte, die psychologisch-pädagogisches und linguistisches Wissen sowie Kenntnisse aus berufsbezogenen und fachspezifischen Disziplinen umfassen;
3. Studierende, als zentrale Subjekte des Lernprozesses;
4. Wissenschaftlich-pädagogisches Personal, also Lehrkräfte, die den Lernprozess gestalten;

5. Pädagogische Einflussfaktoren, darunter die Interaktion mit den Lernenden unter Einsatz verbaler und nonverbaler Kommunikationsmittel;
6. Phasen der Ausbildung in beruflicher Kommunikation, die sich in drei Stufen gliedern: psychologisch-kommunikative, verbal-kommunikative und fachlich-kommunikative Phase;
7. Ergebnis, d. h. ein gefestigtes System psychologischer, linguistischer und beruflicher Kenntnisse sowie die Fähigkeit zur Nutzung der literarisch geprägten Fachsprache [2, S. 288].

Die Wissenschaftlerin betont, dass jede der drei Ausbildungsstufen mit den Inhalten entsprechender Lehrdisziplinen korreliert. Die psychologisch-kommunikative Phase ist mit dem Fach „*Grundlagen der Psychologie und Pädagogik*“ verknüpft, die verbal-kommunikative Phase mit dem Fach „*Fachsprache für landwirtschaftliche Berufe*“, während die fachlich-kommunikative Phase mit den Kernfächern der Berufsausbildung übereinstimmt.

In der psychologisch-kommunikativen Phase besteht die Hauptaufgabe in der Entwicklung kommunikativer Fähigkeiten. Dazu schlägt die Forscherin folgende Maßnahmen vor:

- Simulation von Situationen der freundschaftlichen und geschäftlichen Kommunikation mit anschließender Analyse von Zielsetzung, Inhalt und Organisation dieser Interaktionen;
- Diskussion über die Zweckmäßigkeit des Einsatzes verbaler und nonverbaler Kommunikationsmittel;
- Lösungen für kommunikationsbezogene Entscheidungsaufgaben in Konfliktsituationen;
- Strategiewahl zur psychologischen Selbstverteidigung in Fällen psychischen Unbehagens, einschließlich Mechanismen wie Substitution, Projektion, Intellektualisierung, Rationalisierung und Sublimierung.

Diese Methodik trägt dazu bei, dass zukünftige Agrarfachkräfte nicht nur sprachliche Kompetenz erwerben, sondern auch in der Lage sind, sich professionell und effizient im beruflichen Umfeld zu verständigen.

In der zweiten Phase der beruflichen Kommunikation steht das Erlernen theoretischer Grundlagen der verbalen beruflichen Kommunikation sowie die Verbesserung schriftlicher Fähigkeiten im Mittelpunkt. Dies umfasst insbesondere das Erlernen sowohl stilistisch neutraler als auch fachlich geprägter normativer Sprachmittel.

In der fachlich-kommunikativen Phase vertiefen die Studierenden ihr Wissen in den jeweiligen Fachdisziplinen und entwickeln berufliche Kompetenzen weiter, wodurch sich ihre Kommunikationsfähigkeiten verbessern. L. Baranowska betont, dass die Simulation berufsbezogener Rollensituationen durch Lehrkräfte diesen Prozess erheblich unterstützt. Solche Simulationen beinhalten nicht nur die Bearbeitung beruflicher Aufgaben, sondern auch die aktive Beteiligung an kommunikativen Prozessen, die den Einsatz effektiver Strategien verbaler und nonverbaler Interaktion erfordern [2, S. 228].

S. Amelina betrachtet die Vorbereitung von Studierenden agrarwissenschaftlicher Hochschulen auf die berufliche Kommunikation als integralen Bestandteil ihrer beruflichen Ausbildung [3]. Besonders relevant ist dabei ihr Hinweis auf internationale agrarwissenschaftliche Hochschulen, in denen die berufliche Kommunikation als Pflichtfach für Agrarstudierende gilt. Dies ist auch für die Entwicklung der nationalen Bildungspraxis von großer Bedeutung.

In ihrer Doktorarbeit entwickelte S. Amelina ein konzeptionelles Modell zur Förderung der Kultur der beruflichen Kommunikation bei Studierenden agrarwissenschaftlicher Universitäten. Diese Kommunikationskultur wird als Schlüsselement zur Verbesserung der beruflichen Qualifikation betrachtet. Ihr Modell basiert auf systemischen, kulturwissenschaftlichen, humanistischen, personalisierten und handlungsorientierten Ansätzen [4, S. 110]. Ein zentraler Bestandteil dieses Modells ist der dialogische Ansatz im Unterricht. Dieser fördert die intellektuelle Interaktion und kreative Zusammenarbeit zwischen Lehrkräften und Studierenden und stimuliert deren aktive Beteiligung an der Kommunikation.

Angesichts der Bedeutung der dialogischen Form der beruflichen Kommunikation in der Agrarwirtschaft, die durch Mobilität, Dynamik und produktive Interaktion in der beruflichen Tätigkeit gekennzeichnet ist, definiert S.

Amelina die Kultur des Dialogs als eine Schlüsselkomponente der Qualität beruflicher Kommunikation.

Sie betont, dass ein hohes Niveau der Dialogkultur ein Spiegelbild des subjekt-subjekt-orientierten Charakters professioneller Kommunikation ist. Entsprechend sollte die Organisation beruflicher dialogischer Kommunikation auf folgenden Prinzipien beruhen [5]: Emotionale und persönliche Offenheit der Kommunikationspartner; Psychologische Ausrichtung auf gegenseitiges Verständnis; Verzicht auf eine bewertende Haltung, stattdessen Vertrauen und Aufrichtigkeit im Ausdruck von Gefühlen und Emotionen. Diese Prinzipien tragen wesentlich zur Entwicklung einer qualitativ hochwertigen beruflichen Kommunikation bei und stärken die interaktive Kompetenz zukünftiger Agrarfachkräfte.

Im Rahmen dieser Forschung gewinnen die von S. Amelina entwickelten methodischen Empfehlungen zur Durchführung von Trainings zur Entwicklung beruflicher dialogischer Kommunikationsfähigkeiten besondere wissenschaftliche Bedeutung. Zudem hat sie das psychologisch-pädagogische Seminarprogramm für Lehrkräfte agrarwissenschaftlicher Hochschulen mit dem Titel „Dialog im Lernen“ konzipiert.

Das Hauptziel dieses Seminars besteht darin, Lehrkräfte auf die Implementierung dialogischer Technologien im Unterricht vorzubereiten. Es soll ihre Aktivität in der Interaktion mit Studierenden steigern und einen Übergang von autoritären Lehrmethoden hin zu einem partnerschaftlichen Kooperationsmodell fördern [6]. Die Forscherin hebt zudem hervor, dass spezifisch organisierte Trainings ein äußerst effektives Mittel zur Entwicklung folgender Fähigkeiten darstellen: Kontaktaufnahme und Aufbau einer Kommunikationsbeziehung, Argumentationsfähigkeit und die Formulierung einer fundierten Position, Aktives Zuhören, Interesse am Gesprächspartner wecken [6]. Diese methodischen Ansätze tragen dazu bei, dass zukünftige Agrarfachkräfte nicht nur sprachliche und kommunikative Kompetenzen erwerben, sondern auch ein tiefgehendes Verständnis für die Prinzipien der interaktiven beruflichen Kommunikation entwickeln.

Darüber hinaus haben die von S. Amelina entwickelten Lehrkurse eine gewisse Bedeutung im Kontext der Forschung, darunter „Rhetorische Kunst“, „Sprachmodell des modernen Informationsraums“ und „Führen von Geschäftsverhandlungen“. Diese Disziplinen werden den Studierenden als Wahlfächer angeboten und können im Rahmen der Ausbildung von Fachkräften für den Agrarsektor genutzt werden. Besonders hervorzuheben ist auch ihr Lehrbuch „Trainings zur Entwicklung von Fähigkeiten und Fertigkeiten im dialogischen Kommunizieren“[6], das in der Ausbildung zukünftiger Fachkräfte im wirtschaftlichen Bereich der Agrarbranche Anwendung finden kann.

Die Forscherin V. Kruček entwickelte ihre eigene pädagogische Technologie zur Ausbildung kommunikativer Kompetenzen bei Studierenden agrarwissenschaftlicher Hochschulen im Prozess des Studiums psychologisch-pädagogischer Disziplinen. Diese Technologie zielt auf den Aufbau einer kommunikationsorientierten Interaktion sowie auf die Sicherstellung einer Subjekt-Subjekt-Interaktion zwischen den Teilnehmern des Lehr- und Erziehungsprozesses ab [7, S. 11]. Das von der Autorin entwickelte Modell der pädagogischen Technologie zur Ausbildung kommunikativer Kompetenzen bei Studierenden umfasst folgende Komponenten: die Definition des Ziels der Tätigkeit und ihrer zentralen Aspekte, die Beschreibung des Prozesses zur Entwicklung kommunikativer Kompetenzen, die Phasen der Lehrtätigkeit, die Richtungen der Umsetzung von Bedingungen zur Förderung kommunikativer Fähigkeiten, die Methoden der Entwicklung kommunikativer Kompetenzen sowie die Formen der pädagogischen Kommunikation.

Insgesamt erfolgt die Umsetzung dieses Modells in mehreren Phasen:

1. Diagnose des Entwicklungsstands kommunikativer Kompetenzen der Studierenden, wobei drei Komponenten berücksichtigt werden: inhaltliche, motivationale und operationale;
2. Formulierung der Lernziele und der Entwicklung kommunikativer Fähigkeiten;
3. Bewertung der Effektivität der Umsetzung von Bedingungen zur Entwicklung kommunikativer Kompetenzen;
4. Anpassung der Lehrinhalte an die Bedürfnisse der Studierenden;

5. Bestimmung eines Methodensystems zur Förderung kommunikativer Fähigkeiten;
6. Organisation eines kommunikationsorientierten Lehrprozesses [7, S. 161].

Gemäß dem entwickelten Modell muss der Dozent für psychologisch-pädagogische Disziplinen in der Anfangsphase den Stand der kommunikativen Kompetenzen der Studierenden bewerten. Sollte dieser Stand als unzureichend eingestuft werden, ist es erforderlich, das Ziel ihrer Entwicklung unter Berücksichtigung der fördernden Faktoren und Bedingungen zu setzen. Am Prozess der Ausbildung kommunikativer Kompetenzen sind sowohl der Dozent für psychologisch-pädagogische Disziplinen (als handelndes Subjekt) als auch die Studierenden und die Lehrenden der Fachdisziplinen (als Objekte der Tätigkeit) beteiligt.

Nach der Anpassung des Lehrmaterials an die Bedürfnisse der Studierenden im Bereich der kommunikativen Tätigkeit sowie der Entwicklung spezifischer Fähigkeiten muss der Dozent für psychologisch-pädagogische Disziplinen einen kommunikationsorientierten Lehrprozess organisieren. Dabei sollte die Arbeit nicht nur mit den Studierenden, sondern auch mit den Lehrenden der Fachdisziplinen durchgeführt werden, um deren kommunikative Kompetenz zu verbessern.

Nach Ansicht von V. Kruček ist für eine effektive Entwicklung kommunikativer Kompetenzen bei Studierenden ein ganzheitlicher Ansatz empfehlenswert. Dazu gehören: Durchführung von Vorlesungen, Vorbereitung und Durchführung von Lehrveranstaltungen durch die Studierenden selbst, Teilnahme an Konferenzen, Durchführung von Trainingseinheiten (Testverfahren, Überzeugung, Suggestion, autogenes Training, Nachahmung, Situationsmodellierung, Diskussionen, Gespräche, Brainstorming, situationsbezogene Rollenspiele), Verfassen von Referaten sowie das Studium und die Diskussion von Fachliteratur zu Kommunikationsproblemen.

Zur Verbesserung der kommunikativen Kompetenz von Lehrkräften an agrarwissenschaftlichen Hochschulen schlägt V. Kruček folgende Maßnahmen vor: Durchführung wissenschaftlich-praktischer Seminare, sprachliche Praktika,

Teilnahme an Diskussionsrunden zu kommunikativen Fragestellungen, Testung der kommunikativen Kompetenz, psychologische Beratung, Arbeit mit Fachliteratur, Studium innovativer pädagogischer Ansätze sowie der Besuch von offenen Unterrichtsstunden.

Wie die Forscherin betont, übernehmen die Lehrkräfte der Fachdisziplinen unter diesen Bedingungen eine doppelte Rolle: Sie sind nicht nur Objekte des Bildungsprozesses, sondern auch aktive Subjekte bei der Entwicklung kommunikativer Kompetenzen der Studierenden.

Ein wesentlicher Aspekt der Ausbildung kommunikativer Kompetenzen ist der Einsatz interaktiver Methoden, die zur Entwicklung der kommunikativen Interaktion beitragen. Gleichzeitig fördern psychologische Einflussmethoden alle drei Komponenten der Kommunikation, insbesondere jedoch die kommunikative und perzeptive Dimension [7, S. 138]. Besondere Aufmerksamkeit widmet V. Kruček dem sozialpsychologischen Training, insbesondere dem Training kommunikativer Kompetenzen, das sie als zentrales Instrument für deren Entwicklung betrachtet. In diesem Zusammenhang entwickelte die Forscherin ein Kommunikations-Training, das folgende Ziele verfolgt: Erweiterung des Informationsfeldes der Studierenden agrarwissenschaftlicher Hochschulen, Vermittlung adaptiver Verhaltensmuster sowie Entwicklung kommunikativer Fähigkeiten.

Das Programm umfasst sechs Sitzungen, von denen jede spezifische Übungen mit definierten Zielen beinhaltet. Beispielsweise gibt es Übungen zur Entwicklung perzeptiver Fähigkeiten, verbaler und nonverbaler kommunikativer Kompetenzen sowie zum aktiven Zuhören und zur Konzentration.

Die Ergebnisse der von V. Kruček durchgeführten Studie wurden in den Lehrbetrieb der Nationalen Agraruniversität und der Staatlichen Agraruniversität Bila Zerkwa integriert, was die Wirksamkeit der vorgeschlagenen pädagogischen Technologie zur Entwicklung kommunikativer Kompetenzen bei Studierenden bestätigte.

In ihrer Dissertation entwickelte J. Nikolaienko ein Modell zur Vorbereitung von Studierenden agrarwissenschaftlicher Fachrichtungen auf die berufliche Kommunikation in einer fremdsprachlichen Umgebung. Dieses Modell umfasst den



allgemeinen (kommunikativen) Ansatz, Zielsetzungen, Prinzipien, Inhalte, Technologie und erwartete Ergebnisse.

Das zentrale Merkmal dieses Modells besteht in der kommunikativen Ausrichtung jedes einzelnen Elements sowie in der Anwendung einer modularen interaktiven Technologie als praktischem Mittel zur Entwicklung eines kommunikationsfähigen Kompetenzniveaus der Studierenden für die berufliche Kommunikation in einer Fremdsprache [1, S. 145].

Die Entwicklung dieser Fähigkeiten basiert auf folgenden Prinzipien: sprachlich-kognitive Aktivität, Problemorientierung, Individualisierung, Funktionalität, Situativität, Innovationscharakter, berufsbezogene Ausrichtung der Lernaktivitäten, interdisziplinäre Verknüpfung der Fremdsprache mit den Fachdisziplinen sowie kulturologischer Ansatz.

Das von J. Nikolaienko vorgeschlagene Modell besteht aus vier zentralen Komponenten:

1. Zielkomponente – definiert den allgemeinen Ansatz und das Ziel der Ausbildung,
2. Inhaltskomponente – beschreibt die Prinzipien und begründet die Lehrinhalte,
3. Organisations- und Methodikkomponente – erläutert die Technologie der Ausbildung,
4. Evaluations- und Ergebniskomponente – bestimmt den Grad der Zielerreichung.

Das Modell sieht die umfassende Aneignung theoretischer Grundlagen der beruflichen Tätigkeit (fachliche Ausbildung) sowie die Entwicklung praktischer Fähigkeiten und Fertigkeiten für die fremdsprachliche berufliche Kommunikation (fremdsprachliche kommunikative Ausbildung) vor.

Die Umsetzung dieser Technologie umfasst drei zentrale Phasen, in denen sich die Rollen der Lehrkräfte und der Studierenden im Lernprozess verändern:

1. Vorbereitungsphase – Einführung in neues lexikalisches Material und erste Festigung durch bedingt-sprachliche Übungen. In dieser Phase wird die Kommunikation durch die Lehrkraft organisiert und kontrolliert.

2. Trainingsphase – Aktivierung der kommunikativen Tätigkeit der Studierenden durch Modellierung beruflicher Kommunikationssituationen in Paar- und Gruppenarbeit.
3. Kreativphase – die Studierenden organisieren ihre sprachliche Tätigkeit selbstständig, indem sie an Planspielen und Projektarbeiten teilnehmen [1, S. 197].

Nach Auffassung von J. Nikolaienko ist die Situationsmodellierung die zentrale Methode zur Entwicklung der Bereitschaft der Studierenden zur beruflichen Kommunikation in einer Fremdsprache, während in der Kreativphase Planspiele und Projektarbeiten als effektivste Methoden gelten. Die Forscherin betont, dass der Lernprozess im Format einer situativen Modellierung organisiert werden sollte, die möglichst realitätsnah an die berufliche Kommunikation angelehnt ist und problemorientierte Aufgabenstellungen umfasst.

In diesem Zusammenhang schlägt sie folgende Szenarien für die Studierendenarbeit vor: „Erstes Kennenlernen“, „Exkursion auf einen Bauernhof“, „Kennenlernen neuer Freund“, „Erfahrungsaustausch“, „Arbeit auf dem Bauernhof“ [1, S. 117]. Die Anwendung dieser Methodik fördert die Entwicklung kommunikativer Fähigkeiten der Studierenden, stärkt ihre fremdsprachliche Kompetenz und bereitet sie auf die reale berufliche Kommunikation vor.

J. Nikolaienko ist der Ansicht, dass das Planspiel die effektivste Methode zur Vorbereitung von Studierenden auf die berufliche Kommunikation in einer fremdsprachlichen Umgebung in der kreativen Phase ist, da es die reale berufliche Tätigkeit möglichst genau nachbildet. In diesem Zusammenhang schlägt die Forscherin vor, folgende Planspiele zu nutzen: „Pressekonferenz“, „Bewerbungsgespräch für ein Auslandspraktikum“, „Agrarmesse“ [1].

Neben Planspielen empfiehlt J. Nikolaienko den Einsatz von Projektarbeit als wichtigen Bestandteil der Vorbereitung von Agrarstudierenden auf die berufliche Kommunikation. Beispiele für solche Projekte sind „Der beste Bauernhof Ihrer Region“, „Ihr eigener Hof-Projekt“, „Internationale Ausstellung“ und weitere [12, S. 125].

Die Forscherin legt zudem besonderen Wert auf Gruppenarbeit, insbesondere auf die Methode des „Brainstormings“. Diese Methode erfordert, dass Studierende

innerhalb eines begrenzten Zeitraums eine möglichst große Anzahl an Hypothesen zur Lösung eines bestimmten Problems entwickeln, wodurch kritisches Denken und kommunikative Fähigkeiten gefördert werden.

Es wird angenommen, dass einige Vorschläge von J. Nikolaienko – unter Berücksichtigung einer entsprechenden Anpassung – effektiv zur Vorbereitung zukünftiger Agrarökonomen auf die berufliche Kommunikation eingesetzt werden können. Insbesondere sollte beachtet werden, dass die vorgeschlagenen Methoden ursprünglich für die Ausbildung von Studierenden zur fachlichen Kommunikation in einem englischsprachigen Umfeld entwickelt wurden und primär auf Agronomen, Mechaniker und Technologen ausgerichtet sind. Dennoch lassen sie sich zur Förderung der kommunikativen Kompetenz von Studierenden wirtschaftswissenschaftlicher Agrarstudiengänge adaptieren.

Viele Forschende sind der Ansicht, dass die Projektmethode eine effektive Herangehensweise zur Entwicklung der Bereitschaft für fremdsprachliche, berufsbezogene Kommunikation darstellt. Allerdings weist diese Methode einige Besonderheiten auf, die bei der Unterrichtsplanung berücksichtigt werden müssen.

Zu den Besonderheiten der Anwendung der Projektmethode im Unterricht zählen:

- Arbeit in kleinen Gruppen, die auf eine gemeinsame Lösung der gestellten Aufgabe abzielt, gefolgt von einer Diskussion der erarbeiteten Vorschläge;
- Aufgaben, die über den Rahmen des Lehrplans hinausgehen und kollektive Lösungsansätze erfordern.

Der Einsatz der Projektmethode erfordert die Anwendung eines breiten Spektrums an problemorientierten, forschungsbasierten und explorativen Ansätzen, die einerseits auf die Erzielung eines realen praktischen Ergebnisses abzielen und andererseits eine umfassende Problemlösung unter Berücksichtigung verschiedener Faktoren und Bedingungen ermöglichen [1].

Demnach können Themen und Aufgaben der Projektarbeit aus dem realen Leben übernommen werden. Verschiedene Aspekte des gesellschaftlichen und

wirtschaftlichen Lebens sowie ihre wechselseitigen Zusammenhänge können Gegenstand der Projektarbeit sein.

Im Verlauf der Projektdurchführung wird die ursprüngliche Idee in ein praktisches Instrument transformiert, das die Unterthemen, Aufgaben, Suchrichtungen für Informationen definiert und die Formulierung von Hypothesen zu den erwarteten Ergebnissen der Projektarbeit unterstützt.

Nach Ansicht von S. Schtscherbyna umfasst der Einsatz der Projektmethode im Fremdsprachenunterricht an Hochschulen drei Phasen.

Die erste Phase beinhaltet die Formulierung der zentralen Fragestellung sowie die Diskussion möglicher Lösungsansätze. In dieser Phase analysieren die Studierenden gemeinsam mit der Lehrkraft den Inhalt und die Grenzen des Projekts und formulieren Hypothesen zu potenziellen sprachlichen Schwierigkeiten, die auftreten könnten. Dabei werden mögliche Interviewthemen sowie Informationsquellen wie Printmedien, Fernseh- und Radiosendungen besprochen [8, S. 45].

Besondere Aufmerksamkeit sollte der Datensammlung in mündlicher und schriftlicher Form gewidmet werden, die während des gesamten Forschungsprozesses andauert. Unabhängig von der Quelle – sei es eine Enzyklopädie, Zeitschriftenartikel oder mündliche und schriftliche Berichte – muss die gesammelte Information in direktem Bezug zur Thematik der Untersuchung stehen. Da die Studierenden bereits mit der Problematik vertraut sind, übernehmen sie eigenständig die Auswahl und Analyse der Textmaterialien und diskutieren diese anschließend in Gruppen.

Die zweite Phase umfasst die Sammlung von Materialien zu einem ausgewählten Thema sowie die Diskussion der erzielten Ergebnisse. In dieser Phase führen die Studierenden Interviews, nehmen Gespräche auf, sammeln Druck- und Anschauungsmaterialien.

Es ist wichtig zu betonen, dass sie dabei verschiedene Sprachfertigkeiten – Lesen, Schreiben, Sprechen und Hörverstehen – in realen kommunikativen Situationen kombinieren und anwenden. Zudem entwickeln sie zusätzliche sprachliche Kompetenzen, insbesondere:

- die Identifikation sprachlicher Elemente (Lexik, Syntax),
- die Formulierung von Hypothesen über den Inhalt einer Botschaft (Antizipation) sowie
- deren Überprüfung.

Diese Prozesse ergeben sich aus der Notwendigkeit, die Sprache zu verstehen und effektiv einzusetzen [8, S. 82].

Bei der Entwicklung eines Projekts sollten methodische Prinzipien zur Gestaltung eines Übungssystems beachtet werden. Insbesondere ist der Grundsatz relevant, dass die Hauptarten von Übungen der jeweiligen Sprachaktivität entsprechen sollten und dass die verschiedenen Sprachaktivitäten sich im Lernprozess gegenseitig positiv beeinflussen.

Die dritte Phase beinhaltet die Präsentation der erzielten Ergebnisse. Sie umfasst sowohl Diskussionen während der Durchführung des Projekts als auch eine abschließende Reflexion. In dieser Phase gibt die Lehrkraft Empfehlungen und kommentiert die Ergebnisse der Arbeit, während die Studierenden ihre eigene Leistung analysieren und das erarbeitete Produkt selbstständig bewerten.

Ein zentrales Element dieser Phase ist die Abschlusspräsentation, deren Format durch die Art des Endprodukts bestimmt wird. Dieses kann als mündlicher Vortrag, Zeitung, Karte oder Video präsentiert werden.

Wir sind der Ansicht, dass bei der Bewertung eines Projekts folgende Bewertungskriterien berücksichtigt werden sollten: 1) Bewusstheit bei der Formulierung des Problems, der Auswahl des Projektthemas, seiner praktischen Relevanz und der Bedeutung der geleisteten Arbeit; 2) Begründetheit der vorgeschlagenen Lösungen, Ansätze und Schlussfolgerungen; 3) Einhaltung der Projektphasen, Grad der Eigenständigkeit sowie Vollständigkeit der Arbeit; 4) Kreativität und Originalität in der materiellen Umsetzung und Präsentation des Projekts; 5) Qualität der Ausarbeitung; 6) Qualität des Vortrags, einschließlich der Vollständigkeit der Präsentation, der Argumentationskraft und Überzeugungskraft; 7) Tiefgehendes Fachwissen, allgemeine Bildung und fachliche Kompetenz; 8) Antworten auf Fragen, die anhand ihrer Vollständigkeit und Argumentation bewertet werden.

In der Arbeit von O. Piddubzeva wird für Studierende agrarwissenschaftlicher Fachrichtungen der Spezialkurs „Fremdsprachliche Fachkommunikation für Agrarwissenschaftler: vom Lernen zur Praxis“ vorgestellt. Dieser Kurs zielt darauf ab, die sprachlichen und kommunikativen Fertigkeiten der Agrarstudierenden zu verbessern, die für die fremdsprachliche, berufsbezogene Kommunikation erforderlich sind. Das Kursmaterial wurde von der Wissenschaftlerin unter Berücksichtigung der kommunikativen Bedürfnisse zukünftiger Agrarspezialisten ausgewählt und umfasst folgende Themenbereiche: Grammatische Themen: Vergangenheitsformen (Präteritum, Perfekt), Partizip II, Futur, Steigerungsstufen der Adjektive, Passiv, Nebensätze. Lexikalische Themen: „Landwirtschaftlicher Betrieb“, „Gemüsebau“, „Obstbau“, „Technik und Ausstattung“. Kommunikative Themen: „Moderne Technologien in der Landwirtschaft“, „Entwicklung des Gemüsebaus in der Ukraine“, „Probleme und Perspektiven des Gemüsebaus“, „Besonderheiten und Perspektiven der Intensivierung des Obstbaus“, „Die größten Hersteller von Landmaschinen“.

Auf der Grundlage der Zielsetzung des Spezialkurses, der ausgewählten Themen sowie der ermittelten kommunikativen Bedürfnisse der Studierenden hat O. Piddubzeva die Unterrichtseinheiten strukturiert und einen vorläufigen Aufgabenplan vorgeschlagen [9, S. 189]. Nachfolgend werden diese detailliert betrachtet.

#### Thema 1: Landwirtschaftlicher Betrieb (3 Unterrichtseinheiten)

Unterrichtseinheit Nr. 1 (2 Stunden) „Betriebstypen“ Hauptarbeitsformen: Einführung in den Grundwortschatz zum Thema „Betriebstypen. Erzeugnisse landwirtschaftlicher Betriebe. Landarbeiter“; Lesen des Textes „Betriebstypen“; lexikalisch-grammatische Übungen (Assoziationen, Synonyme, Antonyme); Frage-Antwort-Übungen.

Unterrichtseinheit Nr. 2 (2 Stunden) „Landwirtschaft. Präteritum“ „Hauptarbeitsformen: Lesen des Textes „Geschichte der Landwirtschaft“; Vor- und Nachtextübungen; Einführung in die Grammatik „Präteritum“; lexikalisch-grammatische Übungen; Online-Aufgaben mit Computerprogrammen; Diskussion über „Moderne Technologien in der Landwirtschaft“.

Unterrichtseinheit Nr. 3 (2 Stunden) „Getreide. Nebensätze  
“Hauptarbeitsformen: Lesen des Textes „Was ist Getreide?“; Übungen  
(Assoziationen, Frage-Antwort, Kreuzworträtsel); Einführung in die Grammatik  
„Nebensätze“; Online-Aufgaben mit Computerprogrammen; Projektpräsentation  
„Moderne Produktionstechnologien in der Landwirtschaft“; Online-Testaufgabe  
(Multiple Choice).

#### Thema 2: Gemüsebau (4 Unterrichtseinheiten)

Unterrichtseinheit Nr. 4 (2 Stunden) „Gemüsebau“ Hauptarbeitsformen:  
Einführung in den Grundwortschatz zum Thema „Gemüsebau. Pflanzen. Gemüse“;  
Lesen des Textes „Gemüsebau“; lexikalisch-grammatische Übungen.

Unterrichtseinheit Nr. 5 (2 Stunden) „Entwicklung des Gemüsebaus in der  
Ukraine. Perfekt“ Hauptarbeitsformen: Einführung in die Grammatik „Perfekt“;  
Online-Aufgaben mit Computerprogrammen; lexikalisch-grammatische Übungen;  
Diskussion über „Entwicklung des Gemüsebaus in der Ukraine“.

Unterrichtseinheit Nr. 6 (2 Stunden) „Gemüse“ Hauptarbeitsformen: Lesen des  
Textes „Gemüse“; Vor- und Nachtextübungen; Rollenspiel „Im Gewächshaus“;  
Projektpräsentation „Bodentemperatur und ihre Bedeutung für Pflanzen“.

Unterrichtseinheit Nr. 7 (2 Stunden) „Probleme und Perspektiven des  
Gemüsebaus. Partizip II“ Hauptarbeitsformen: Einführung in die Grammatik  
„Partizip II“; Online-Aufgaben mit Computerprogrammen; lexikalisch-grammatische  
Übungen; Diskussion „Probleme und Perspektiven des Gemüsebaus“; Online-  
Testaufgabe (Multiple Choice).

#### Thema 3: Obstbau (4 Unterrichtseinheiten)

Unterrichtseinheit Nr. 8 (2 Stunden) „Die Birne“ Hauptarbeitsformen:  
Einführung in den Wortschatz „Obstbau. Früchte. Beeren“; Lesen des Textes „Die  
Birne“; Vor- und Nachtextübungen; situationsbezogene Simulation „Auf einer  
Konferenz“.

Unterrichtseinheit Nr. 9 (2 Stunden) „Besonderheiten und Perspektiven der  
Intensivierung des Obstbaus. Steigerung der Adjektive“ Hauptarbeitsformen:  
Einführung in die Grammatik „Steigerung der Adjektive“; Online-Aufgaben mit

Computerprogrammen; lexikalisch-grammatische Übungen; Diskussion „Besonderheiten und Perspektiven der Intensivierung des Obstbaus“.

Unterrichtseinheit Nr. 10 (2 Stunden) „Obstanbau“ Hauptarbeitsformen: Einführung in den Wortschatz „Obstanbau“; lexikalisch-grammatische Übungen; Rollenspiel „Im Unternehmen“; Projektpräsentation „Düngemittel: Arten und Anwendung“

Unterrichtseinheit Nr. 11 (2 Stunden) „Beeren. Futur“ Hauptarbeitsformen: Einführung in die Grammatik „Futur“; Online-Aufgaben mit Computerprogrammen; lexikalisch-grammatische Übungen; Fallstudie; abschließende thematische Prüfung (Multiple Choice).

#### Thema 4: Technik und Ausstattung (4 Unterrichtseinheiten)

Unterrichtseinheit Nr. 12 (2 Stunden) „Landwirtschaftliche Maschinen“ Hauptarbeitsformen: Einführung in den Wortschatz „Landwirtschaftliche Maschinen. Arbeitsarten. Automobil“; lexikalisch-grammatische Übungen (Assoziationen, Synonyme, Antonyme); Lesen des Textes „Landwirtschaftliche Maschinen“; Vor- und Nachtextübungen; Rollenspiel „In der Werkstatt“.

Unterrichtseinheit Nr. 13 (2 Stunden) „Automobil. Passiv“ Hauptarbeitsformen: Einführung in die Grammatik „Passiv“ Online-Aufgaben mit Computerprogrammen; lexikalisch-grammatische Übungen (Übersetzung, Entsprechungen in der Muttersprache); Fallstudie; Projektpräsentation „Kombinierte Maschinen“.

Unterrichtseinheit Nr. 14 (2 Stunden) „Arbeitsarten. Nebensätze“ Hauptarbeitsformen: Einführung in die Grammatik „Nebensätze“; Online-Aufgaben mit Computerprogrammen; lexikalisch-grammatische Übungen; Rollenspiel „Landwirtschaftsausstellung“.

Unterrichtseinheit Nr. 15 (2 Stunden) „Landwirtschaftliche Technik“ Hauptarbeitsformen: Lesen des Textes „Landwirtschaftliche Technik“; Textbearbeitung (Frage-Antwort, Entsprechungen in der Muttersprache, synonyme Konstruktionen); Diskussion über „Die größten Hersteller landwirtschaftlicher Technik“; abschließende thematische Prüfung (Multiple Choice).



Die Analyse wissenschaftlicher Arbeiten hat gezeigt, dass die Entwicklung kommunikativer Kompetenzen zukünftiger Agrarspezialisten durch den Einsatz traditioneller und innovativer Lehrmethoden erfolgt. Zu den wichtigsten Ansätzen zählen: der kompetenzorientierte Ansatz, der kommunikative Ansatz, der Einsatz interaktiver Lehrtechnologien. Nachfolgend werden diese Ansätze näher betrachtet.

Der kompetenzorientierte Ansatz zielt darauf ab, die beruflichen Kommunikationsfähigkeiten der Studierenden durch die Simulation realer Arbeitssituationen, Fallstudienmethoden und Rollenspiele zu entwickeln. Laut T. Sorotschan bedeutet der kompetenzorientierte Ansatz eine Neuausrichtung vom Prozess auf das Ergebnis im handlungsorientierten Sinne. Dies umfasst nicht nur den Umgang mit Wissen, sondern auch die Fähigkeit, sich zu verändern und an neue Anforderungen des Arbeitsmarktes anzupassen, Informationen zu verwalten, aktiv zu handeln, schnelle Entscheidungen zu treffen und lebenslang zu lernen [10, S. 10]. Unserer Meinung nach richtet der kompetenzorientierte Ansatz den pädagogischen Prozess auf die Entwicklung der fremdsprachlichen kommunikativen Kompetenz aus, die ein integraler Bestandteil des Bildungs- und Qualifikationsprofils eines Agrarfachmanns ist. Er umfasst nicht nur das Erlernen von Wissen, Fertigkeiten und Fähigkeiten, sondern auch deren praktische Anwendung, was eine effektive Anpassung an die berufliche Interaktion fördert. Der Bildungsprozess wird unter Berücksichtigung der Relevanz der Lernergebnisse für den zukünftigen Beruf, der Anpassung der Ausbildung an die realen Anforderungen des dynamischen Arbeitsmarktes und der Entwicklung eines Potenzials für eine schnelle Eingliederung in das berufliche Umfeld gestaltet.

Der kommunikative Ansatz legt den Fokus auf die Entwicklung der mündlichen und schriftlichen Sprachfertigkeiten, den aktiven Einsatz fachterminologischer Begriffe sowie die interkulturelle Kommunikation. In der Arbeit von O. W. Sawtschenko wird der kommunikative Ansatz als „die Fähigkeit einer Person definiert, sprachliche Kenntnisse, Interaktionsweisen mit Menschen in unmittelbarer Umgebung sowie in Distanzkommunikation, Teamarbeit und das Beherrschen verschiedener sozialer Rollen in einer bestimmten

Kommunikationssituation anzuwenden" [5]. In unserer Untersuchung verstehen wir kommunikative Kompetenz als die Fähigkeit, sprachliche Mittel effektiv und zielgerichtet im Einklang mit den individuellen und gesellschaftlichen Kommunikationsanforderungen einzusetzen. Diese Kompetenz wird in verschiedenen Kommunikationsbereichen realisiert, darunter: die persönliche Sphäre – zwischenmenschliche Interaktion im privaten Umfeld, einschließlich freundschaftlicher Beziehungen und individueller Interessen; die öffentliche Sphäre – soziale Kommunikation, in der eine Person als Mitglied der Gesellschaft oder als Vertreter einer bestimmten Organisation auftritt; die berufliche Sphäre – Kommunikationsprozesse, die mit der beruflichen Tätigkeit und der Erfüllung dienstlicher Aufgaben verbunden sind; die Bildungs- und Lernumgebung – Kommunikation im Kontext organisierten Lernens sowohl in Bildungseinrichtungen als auch im Rahmen autodidaktischer Weiterbildung.

Die kommunikative Ausrichtung des Fremdsprachenunterrichts erfordert eine Neuausrichtung und Anpassung aller Komponenten des Lehrprozesses. Traditionelle Methoden, die hauptsächlich auf mechanischem Auswendiglernen basieren, erweisen sich nicht immer als effektiv, da sie die Studierenden nicht zur aktiven Sprachverwendung anregen. Sie schränken den Wortschatz ein und reduzieren den Lernprozess auf die bloße Reproduktion eingprägter Texte.

Vorrangig sollten stattdessen Methoden sein, die aktives Denken fördern und die Studierenden dazu ermutigen, ihre Gedanken in der Fremdsprache auszudrücken. Eine der effektivsten Methoden in diesem Zusammenhang ist die kommunikative Aufgabe. Deren Entwicklung erfordert einen kreativen Ansatz, da sie auf interessantem, realitätsnahen Material basieren sollte, das lebensnahe Situationen widerspiegelt und die Vorstellungskraft der Studierenden anregt. Ein wesentliches Merkmal der kommunikativen Aufgabe ist die Verbindung eines kommunikativen Ziels mit einem problemorientierten und kognitiven Aspekt, den die Studierenden zu lösen versuchen. Dadurch erhält die Aufgabe den Charakter einer Lernübung, die folgende Phasen umfasst: Einführung, Einübung, Festigung, Wiederholung, Erweiterung sowie Integration von Wissen, Fertigkeiten und Fähigkeiten.

Kommunikative Aufgaben basieren auf spielerischer, simulativer und freier Kommunikation. Ihr Einsatz fördert nicht nur die sprachlichen Kompetenzen, sondern auch das kritische Denken und die Fähigkeit der Studierenden, sich in realen Situationen effektiv in der Fremdsprache zu verständigen.

Nach Ansicht von L. Bajdak hängt „die Wirksamkeit des kommunikativen Ansatzes im Fremdsprachenunterricht in hohem Maße von externen pädagogischen Faktoren ab“ [11]. Insbesondere spielen die individuelle Bereitschaft der Studierenden zur sprachlichen Aktivität, ihr Motivationsniveau, die materielle und technische Ausstattung des Lehrprozesses sowie die fachliche Kompetenz der Lehrkraft eine entscheidende Rolle.

Beim Fremdsprachenunterricht beschränken wir uns nicht nur auf eine einzelne Kommunikationssphäre. Daher umfasst die entwickelte kommunikative Kompetenz ein breites Spektrum an Interaktionen, das eine effektive Integration der Person in verschiedene soziale und berufliche Kontexte ermöglicht.

Immer mehr Wissenschaftler befassen sich mit der Frage der Effektivität interaktiver Lehrtechnologien im Fremdsprachenunterricht an Hochschulen. So betont L. Semak in ihren Untersuchungen die Bedeutung interaktiver Technologien für das Fremdsprachenlernen. Sie stellt fest, dass interaktive Methoden die aktive Einbindung der Studierenden in den Lernprozess fördern, ihre Motivation steigern und die Effizienz der Materialverarbeitung erhöhen [12]. Insbesondere hebt L. Semak den Einsatz spielerischer Lehrtechniken hervor, die es ermöglichen, realitätsnahe Kommunikationssituationen zu schaffen, die sich an der beruflichen Praxis der Studierenden orientieren. Dies trägt nicht nur zur Entwicklung sprachlicher Fähigkeiten, sondern auch zur Förderung beruflicher Kompetenzen bei.

Auch O. Rezunowa untersucht Möglichkeiten zur Verbesserung des Fremdsprachenerwerbs durch interaktive Technologien. Sie verweist auf den Einsatz mobiler Anwendungen im Lernprozess, die es den Studierenden ermöglichen, sich das Material selbstständig und in ihrem eigenen Tempo anzueignen [13]. O. Rezunowa unterstreicht, dass mobile Anwendungen eine Individualisierung des Lernprozesses ermöglichen, indem sie das Lehrmaterial an die Bedürfnisse der

einzelnen Studierenden anpassen und so einen interaktiven Zugang zum Spracherwerb gewährleisten.

Interaktive Lehrtechnologien umfassen den Einsatz elektronischer Plattformen, Webinare, multimedialer Mittel und Simulationsprogramme zur Nachbildung einer beruflichen Umgebung. Der Begriff „Technologie“ wird traditionell mit dem Bereich der materiellen Produktion assoziiert, hat sich jedoch unter modernen Bedingungen zu einem integralen Bestandteil des pädagogischen Fachvokabulars entwickelt.

In der Untersuchung von V. Smelikowa wird Technologie als ein „strukturiert-systematischer, zielgerichteter und organisierter Tätigkeitsprozess definiert, der komfortable Bedingungen für Lehrkräfte und Studierende schafft und die Erreichung der festgelegten Lernziele gewährleistet“ [14]. Case-Technologien gehören zur Gruppe der didaktischen Methoden, die auf der Lösung konkreter Problemstellungen (Cases) basieren. Diese Lehrmethode erfordert die eigenständige Bearbeitung didaktischer Materialien durch die Studierenden in gedrucktem oder multimedialem Format, die in speziellen Cases strukturiert sind. Nach Ansicht von T. Paschtschenko besteht das Wesen der Case-Technologie in der Analyse konkreter Situationen, die zur kollektiven Diskussion und Entscheidungsfindung im Rahmen eines bestimmten Fachbereichs führen soll [15]. Ein wesentlicher Vorteil dieser Methode liegt in ihrer Flexibilität, die eine effektive Kombination mit anderen Lehransätzen ermöglicht und das Spektrum methodischer Verfahren erweitert. Da Case-Technologien die Modellierung problematischer Situationen auf der Grundlage realer Ereignisse erfordern, fördern sie die Entwicklung kritischen Denkens, den Erwerb von Fremdsprachen, die allgemeine kulturelle Bildung der Studierenden sowie das Studium technischer und sogar philosophischer Disziplinen.

Das Hauptziel der Case-Methode besteht in der gemeinsamen Diskussion und Analyse einer vorgeschlagenen Situation, die in bestimmten Lebens- oder Berufskontexten auftreten kann. Anschließend wird eine praktische Problemlösung erarbeitet. Der abschließende Lernprozess umfasst: die Bewertung der vorgeschlagenen Lösungsstrategien, die Auswahl der optimalsten Entscheidung im Kontext der vorgegebenen Aufgabenstellung. Obwohl die Auswirkungen von Case-

Technologien auf die Vorbereitung auf berufsbezogene Kommunikation noch nicht ausreichend erforscht sind, lässt sich auf Basis internationaler Erfahrungen annehmen, dass ihr Einsatz zur Entwicklung notwendiger kommunikativer Fähigkeiten bei zukünftigen Fachkräften beitragen kann.

Aufgrund der vielfältigen methodischen Ansätze zur Begründung dieser Lehrmethode erfordert ihre Anwendung eine präzise Definition zentraler Begriffe, darunter: „Case“ (Fallstudie), „Situation“ oder „situative Aufgabe“, „Analyse“ und „Situationsanalyse“. In seiner Arbeit „Situationsanalyse oder die Anatomie der Case-Methode“ definiert J. Surmin eine Situation als einen Zustand eines Prozesses, der ein bestimmtes Problem oder einen Widerspruch enthält, dessen Lösung für die Beteiligten von entscheidender Bedeutung ist. Ein Eingriff in diesen Prozess führt zu Mehrdeutigkeit und eröffnet verschiedene mögliche Entwicklungsszenarien, die den Verlauf von einem unerwünschten zu einem gewünschten Ergebnis lenken können.

In der pädagogischen und linguistischen Wissenschaft wird der Begriff „situative Aufgabe“ häufig als Synonym für den Begriff „Case“ verwendet, der aus dem englischsprachigen Bildungssystem stammt. Diese Analogie ist vermutlich auf die Übersetzungsnuancen zurückzuführen: Im Englischen kann das Wort „case“ sowohl eine Situation als auch einen Fall bezeichnen. Daher werden beide Begriffe oft austauschbar verwendet, obwohl eine genauere Analyse gewisse Unterschiede erkennen lässt.

L. Lin definiert den Case als die Beschreibung realer Ereignisse, die einer detaillierten Analyse bedürfen, um das zugrunde liegende Problem zu identifizieren und gemeinsam eine Strategie zu seiner Lösung zu entwickeln. Somit stellt ein Case eine reale Geschichte dar, die für Bildungszwecke adaptiert wurde.

D. Skodt betont, dass die Case-Methode stets eine aktuelle Problemstellung, die Notwendigkeit einer Entscheidungsfindung sowie in der Regel eine zentrale Figur – eine Einzelperson oder eine Gruppe – umfasst, die sich in einer zu lösenden Situation befindet.

Die Analyse der Forschungsarbeiten von K. Kowaljowa, A. Koreneva, T. Paschtschenko und anderen Autoren führt zu der Schlussfolgerung, dass sowohl

Cases als auch situative Aufgaben reale Situationen widerspiegeln, mit denen Studierende in ihrer zukünftigen beruflichen Tätigkeit konfrontiert werden könnten.

Im praktischen Sinne trägt die Lösung solcher Aufgaben zur Entwicklung einer Vielzahl allgemeinkultureller und beruflicher Kompetenzen bei, insbesondere zur Ausbildung der fremdsprachlichen kommunikativen Kompetenz.

Jedoch hebt A. Panfilowa die Unterschiede zwischen einer situativen Aufgabe und einem Case (bzw. einer konkreten Situation) hervor: Eine situative Aufgabe enthält eine klare Problemstellung und erfordert häufig Berechnungen, wobei das Ergebnis meist in Form von numerischen Werten, Diagrammen oder Formeln dargestellt wird. Das Konzept der Situation ist breiter als das der situativen Aufgabe. Eine situative Aufgabe verlangt die Anwendung spezifischer Theorien, Methoden und Prinzipien, während die Case-Methode ein breiteres Spektrum an Fähigkeiten entwickelt. Situative Aufgaben haben in der Regel eine eindeutige Lösung und einen einzigen Weg zu deren Erreichung, wohingegen Cases mehrere Lösungsansätze und alternative Herangehensweisen an das Problem zulassen.

Der Begriff „Situationsanalyse“ hat eine doppelte Bedeutung. Einerseits bezeichnet er den Prozess der Zerlegung einer Situation in ihre einzelnen Komponenten (im Gegensatz zur Synthese). Andererseits stellt er eine wissenschaftliche Forschungsmethode zur Analyse einer Situation dar. Alle Analysearten, die in der wissenschaftlichen Erkenntnis verwendet werden, lassen sich in zwei Gruppen unterteilen: Instrumentelle Analysen, wie etwa die Kausalitätsanalyse, die Faktoren isoliert, die eine bestimmte Situation beeinflusst haben. Analysen, die sich dem Forschungsobjekt selbst annähern, wie beispielsweise die Situationsanalyse als solche.

Die Analyse der wissenschaftlichen Literatur zeigt, dass die Einführung der Case-Technologie in die Ausbildung von Bachelor- und Masterstudierenden im modernen Hochschulsystem durch verschiedene Faktoren begründet wird.

Besonderheiten der Case-Technologie als Lehrmethode

1. Sie ist eine synergetische Technologie, die eine tiefgehende Auseinandersetzung der Gruppe mit der Problemstellung ermöglicht, das Wissen erweitert, den Erfahrungsaustausch sowie neue Erkenntnisse fördert.
  2. Sie integriert entwicklungsfördernde Lehrmethoden, einschließlich individueller, gruppenbezogener und kollektiver Entwicklung sowie der Förderung persönlicher Kompetenzen der Teilnehmenden.
  3. Sie ist eine spezifische Form des projektbasierten Lernens, bei der das Problem nicht nur im Rahmen der Zusammenarbeit der Studierenden gelöst wird, sondern sich direkt aus dem Case ergibt, der sowohl als technische Aufgabenstellung als auch als Informationsquelle dient.
  4. Die Erfolgsorientierung ist ein zentraler Bestandteil der Methode, da sie die positive Motivation stärkt und die kognitive Aktivität steigert.
- Effektivität der Case-Technologie in der Hochschulausbildung

Die Analyse wissenschaftlicher Literatur und praktischer Erfahrungen bestätigt die Wirksamkeit der Case-Methode für die Ausbildung von Studierenden in verschiedenen Fachrichtungen, da:

- Cases einen professionellen Kontext enthalten (aktuelle Probleme des jeweiligen Fachbereichs), was eine interdisziplinäre Verknüpfung und die Umsetzung eines kompetenzorientierten Ansatzes ermöglicht.

- Die Arbeit mit Cases eine produktive Interaktion der Studierenden in der Fremdsprache erfordert, wodurch deren fremdsprachliche kommunikative Kompetenz von Bachelor- bis auf Masterniveau verbessert wird.

- Gruppenarbeit, begleitet durch Selbst- und Fremdbewertung, die soziale Anpassung erleichtert, Selbstregulationsfähigkeiten entwickelt und die Lernmotivation steigert.

- Die Case-Methode eine effektive Form der Kommunikation darstellt, in der sowohl die Rolle des Lehrenden als auch die des Studierenden von zentraler Bedeutung ist.

- Die aktive Rolle der Lehrkraft die Spezifik der fachlichen Ausbildung, aktuelle Anforderungen an den zukünftigen Beruf sowie methodische Besonderheiten des Fremdsprachenunterrichts berücksichtigt.

- Die aktive Rolle der Studierenden sich in der gezielten Bearbeitung der Case-Materialien, der Teilnahme an Diskussionen, der Entscheidungsfindung, der kreativen Problemlösung und der argumentativen Vertretung der eigenen Position ausdrückt.

- Die Erfolgsorientierung als zentraler Motivationsfaktor dazu beiträgt, Selbstvertrauen zu stärken, berufliche Kompetenzen zu entwickeln und sprachliche Kommunikationsbarrieren in der Fremdsprache zu überwinden.

Nach Ansicht von A. Malaewa bietet die Einführung der Case-Technologie in den Lehrprozess eine Reihe von Vorteilen:

1. Jede berufliche Tätigkeit erfordert die Lösung problematischer Situationen, und die Case-Methode trägt zur Entwicklung der Fähigkeit bei, effektiv in unvorhersehbaren Bedingungen zu handeln.
2. Diese Methode ist besonders wirksam in der Erwachsenenbildung, da sie dem Qualifikationsniveau, der Motivation und dem Wunsch nach Selbstverbesserung der Lernenden entspricht.
3. Case-Technologien lassen sich organisch mit anderen Lehrmethoden kombinieren, einschließlich traditioneller Ansätze, indem sie sowohl normatives Wissen als auch dessen Anwendung in realen Situationen fördern.
4. Als innovative Methode wird das Case-Learning für die Ausbildung von Fachkräften verschiedener Bereiche empfohlen, was seine Relevanz und praktische Bedeutung bestätigt.

Didaktische Besonderheiten der Case-Methode

J. Surmin hebt eine Reihe von didaktischen Besonderheiten der Case-Methode hervor, die sie von anderen Lehrtechnologien unterscheiden:

- Sie ist ein forschungs- und analyseorientiertes Instrument, das Elemente wissenschaftlicher Analyse mit praxisbezogenen Untersuchungen kombiniert.

- Sie basiert auf kollektivem Lernen, fördert Gruppenarbeit, gegenseitigen Wissensaustausch und aktive Kommunikation.



- Sie ist ein wirksames Mittel zur Entwicklung des kritischen Denkens, da sie die Betrachtung einer Situation aus verschiedenen Perspektiven sowie die Entwicklung alternativer Lösungswege erfordert.

- Sie ermöglicht die Integration entwicklungsfördernder Methoden und trägt zur Förderung persönlicher Qualitäten der Teilnehmenden bei.

- Sie stellt eine besondere Form des projektbasierten Lernens dar, bei der Studierende nicht nur eine Lösung für das Problem suchen, sondern es auch unter Berücksichtigung verschiedener Ansätze analysieren.

- Sie motiviert Studierende zur aktiven Beteiligung am Bildungsprozess und stärkt ihr Selbstvertrauen in ihre beruflichen Fähigkeiten und Fertigkeiten.

Die Case-Methode ist ein effektives Instrument zur Vorbereitung zukünftiger Fachkräfte auf die Lösung realer beruflicher Herausforderungen und den Erwerb zentraler Kompetenzen.

Das Lernen mit Case-Methoden ermöglicht es den Studierenden nicht nur, Wissen von der Lehrkraft zu erwerben, sondern auch ihre eigenen Erfahrungen und Sichtweisen auszutauschen. Dieser Ansatz stärkt das Selbstvertrauen der Studierenden in ihre Fähigkeiten, fördert das aktive Zuhören und entwickelt die Kompetenz, Gedanken klar in der Fremdsprache auszudrücken.

Im Rahmen der beruflichen Ausbildung muss ein zukünftiger Fachmann lernen, Informationen aus professioneller Perspektive zu analysieren, sie kritisch zu reflektieren, eigenständig Entscheidungen zu treffen, deren potenzielle Folgen zu bewerten und optimale Handlungsstrategien zu erarbeiten.

In der pädagogischen Fachliteratur gibt es verschiedene Ansätze zur Klassifizierung von Cases. Laut den Forschungen von O. Smoljaninowa, E. Starodubzewa und J. Surmin können sie nach verschiedenen Kriterien eingeteilt werden, eines davon ist die didaktische Zielsetzung. Nach diesem Kriterium unterscheidet man:

- Praktische Cases – Diese dienen der Nachbildung realer Situationen durch die Erstellung eines praxisnahen Modells. Sie werden genutzt, um Studierende auf ähnliche Gegebenheiten vorzubereiten, ihre Entscheidungsfähigkeit zu schulen sowie

Kenntnisse, Fertigkeiten und Kompetenzen zu festigen. Solche Cases sollten möglichst detailliert und anschaulich gestaltet sein, um die Aneignung praktischer Kompetenzen zu fördern.

- Lehr-Cases – Sie enthalten typische berufliche Situationen, mit denen Studierende in ihrer künftigen Tätigkeit konfrontiert werden könnten. Der Fokus liegt auf didaktischen und erzieherischen Zielen, wodurch die dargestellten Situationen und Problemstellungen bis zu einem gewissen Grad vereinfacht oder abstrahiert sein können. Zwar vermitteln sie keine tiefgehende Analyse eines konkreten Falls, doch fördern sie analytisches Denken, die Fähigkeit zur Analogiebildung und das Ableiten von Lösungen aus ähnlichen Erfahrungen.

- Wissenschaftlich-forschungsorientierte Cases – Sie sind darauf ausgerichtet, wissenschaftliches Arbeiten und Forschungsaktivitäten der Studierenden zu stimulieren.

Ein alternativer Ansatz zur Klassifizierung von Case-Methoden wird von L. Kosyrewa vorgeschlagen, die Cases nach ihrem Zweck unterteilt:

- Illustrative Lehr-Cases – helfen den Studierenden, den Algorithmus zur Entscheidungsfindung in bestimmten Situationen zu erlernen.

- Lehr-Cases mit klarer Problemformulierung – beinhalten eine Situationsbeschreibung zu einem bestimmten Zeitpunkt und heben zentrale Probleme hervor, die analysiert werden müssen. Die Aufgabe der Studierenden besteht darin, eigenständig eine Lösung für die identifizierte Problemstellung zu entwickeln.

- Lehr-Cases ohne eindeutige Problemformulierung – sind komplexer als der vorherige Typ, da das Problem in Form von statistischen Daten, Meinungsumfragen oder Positionen von Behörden dargestellt wird. Die Aufgabe der Studierenden besteht darin, das Problem zu identifizieren, alternative Lösungswege zu definieren und vorhandene Ressourcen zu bewerten.

- Anwendungsaufgaben – konzentrieren sich auf die Suche nach Lösungswegen für eine konkrete Situation.

Einen weiteren Klassifizierungsansatz bieten W. Dawydenko und N. Fedjanin, die sich auf die internationale Praxis der Case-Methoden stützen. Sie unterscheiden folgende Case-Typen:

- Strukturierte Cases (highly structured cases) – enthalten nur minimale zusätzliche Informationen. Studierende müssen spezifische Modelle oder Formeln zur Lösung anwenden.

- „Kurzvignetten“ (short vignettes) – kurze Cases von 1 bis 10 Seiten mit wenigen ergänzenden Materialien. Sie führen die Studierenden in zentrale Konzepte ein, die anhand vorhandenen Wissens analysiert werden müssen.

- „Große unstrukturierte Cases“ (long unstructured cases) – die anspruchsvollste Form, mit bis zu 50 Seiten Text. Sie enthalten entweder eine große Menge irrelevanter Informationen oder lassen kritische Details aus. Die Aufgabe der Studierenden besteht darin, wichtige Daten zu identifizieren und die optimale Lösung zu entwickeln.

- „Pionier-Cases“ (ground breaking cases) – erfordern nicht nur die Anwendung vorhandenen Wissens, sondern auch die Entwicklung neuer Lösungsansätze. In diesem Fall fungieren sowohl Lehrkräfte als auch Studierende als Forschende.

A. Dolgorukow schlägt eine weitere Unterteilung vor:

- Narrative Cases – enthalten eine detaillierte Beschreibung von Ereignissen, die mit konkreten Personen oder Organisationen verbunden sind.

- Nicht-narrative Cases – präsentieren Informationen in statistischer Form, mit Berechnungen und Datenauswertungen, die es den Studierenden ermöglichen, die Situation eigenständig zu rekonstruieren und eine Lösung zu erarbeiten.

Der Umfang eines Cases hängt von seinem Zweck ab: mini-Cases (1–2 Seiten) – geeignet für die Analyse im Rahmen einer praktischen Übung, mittelgroße Cases – konzipiert für eine zwei- bis dreistündige Bearbeitung, große Cases (zehn oder mehr Seiten) – können sich über mehrere Sitzungen erstrecken.

Üblicherweise werden Case-Studien in gedruckter oder elektronischer Form präsentiert. Allerdings erhöht der Einsatz grafischer Materialien wie Fotografien, Diagramme oder Tabellen deren Anschaulichkeit und Verständlichkeit für die Studierenden.

In jüngster Zeit gewinnt das multimediale Format von Case-Studien zunehmend an Bedeutung, da es eine noch effektivere Wissensvermittlung und kognitive Verarbeitung des Materials ermöglicht.

Die Analyse der Forschungen von A. Dolgorukow, E. Michailowa, O. Sydorenko und J. Surmin, sowie die Erfahrungen nationaler und internationaler Pädagogen, die Case-Technologien implementieren, zeigen, dass die Wahl der geeigneten Case-Typen vom Bildungsniveau der Studierenden abhängt:

- Auf Bachelor-Niveau, wo die akademische Ausbildung mit Elementen quasiberuflicher Vorbereitung dominiert, empfiehlt sich der Einsatz von kurzen bis mittelgroßen Lehr- und Praxis-Cases. Diese können in Erzählform, als Essays oder als eine Sammlung statistischer Daten dargestellt werden.

- Auf Master-Niveau, wo die Studierenden komplexere quasiberufliche und berufsorientierte Aufgaben bewältigen, sind umfangreiche, prognostische Cases mit analytischen Anhängen besonders effektiv. Ihre praktische und forschungsbezogene Ausrichtung wird durch die Verwendung von Quellen wie Organisationsberichte, analytische Gutachten oder strategische Dokumentationen gewährleistet.

N. Wolkowa betont die Bedeutung der Berücksichtigung spezieller, beruflicher, altersbedingter und weiterer Interessen der Studierenden bei der Auswahl von Lehrmaterialien. Dies ermöglicht die Abdeckung eines breiten Themenspektrums, während gleichzeitig das Interesse aller Teilnehmenden an der Diskussion gewahrt bleibt.

Ein weiterer wichtiger Auswahlkriterium für Cases ist der Grad ihrer Problemorientierung: Effektive Cases sollten die aktive Beteiligung der Studierenden an der Diskussion fördern. Daher sollte das Lernen mit einfacheren Situationen beginnen und schrittweise zu komplexeren Cases übergehen [16].

Nach L. Linn sollte ein hochwertiger Case folgende Charakteristika aufweisen:

- In Form einer interessanten, fesselnden, manchmal sogar dramatischen Geschichte präsentiert werden, deren Ausgang offenbleibt.

- Hohen didaktischen Wert besitzen, d. h. die Aneignung theoretischer Kenntnisse fördern und deren praktische Anwendung ermöglichen.

- Kein eindeutiges Lösungsszenario enthalten, um das kritische Denken der Studierenden anzuregen.

- Charaktere (Akteure) umfassen, die sich in einer Situation der Entscheidungsfindung, eines Konflikts oder einer Wahl befinden.

- Eine tiefgehende Analyse der präsentierten Informationen, die Formulierung von Hypothesen und die Bewertung möglicher Konsequenzen erfordern.

- Ausreichend Informationen für eine detaillierte Analyse bieten.

- Die kommunikative Interaktion zwischen den Studierenden fördern.

Zur Vorbereitung der Studierenden auf berufsorientierte Kommunikation werden im Unterricht häufig authentische Fallberichte (Reports) verwendet. Diese enthalten Beschreibungen realer Probleme, die in beruflichen Kontexten auftreten können. Die Arbeit mit solchen Cases erfolgt ausschließlich in englischer Sprache und setzt sowohl fachspezifische Kenntnisse als auch individuelle praktische Erfahrung voraus. Die Hauptaufgabe der Studierenden besteht nicht nur darin, die Situation zu verstehen, sondern auch eine optimale Lösung zu entwickeln und diese argumentativ zu begründen.

Ein wesentliches Merkmal solcher Case-Studien ist das Fehlen eines vorab festgelegten Analysewegs oder einer einzigen richtigen Lösung. Die Untersuchung der präsentierten Situationen ermöglicht es den Studierenden, ihre eigene Rolle innerhalb eines Teams zu simulieren und dabei erste Erfahrungen in der Entscheidungsfindung im beruflichen Kontext einer Fremdsprache zu sammeln.

Dies fördert die Entwicklung von Fähigkeiten zur schnellen Reaktion und die Fähigkeit, fundierte Entscheidungen unter realen Bedingungen zu treffen.

Die Quellen für Case-Studien sind häufig: Online-Ressourcen, Massenmedien (Fernsehen, Printmedien), Offizielle Dokumente wie Untersuchungsberichte. In einigen Fällen werden Case-Studien auch in visuellen Formaten präsentiert,

beispielsweise in Form von Videosequenzen oder Kurzfilmen. Nach der Auswahl des Materials muss die Unterrichtseinheit sorgfältig geplant werden. Dies umfasst: die Definition der zentralen Arbeitsphasen, die Festlegung der didaktischen Aktivitäten, die Formulierung spezifischer Lernaufgaben.

Einsatz von Case-Studien in verschiedenen Unterrichtsphasen:

- In der Einführungsphase (Lead-in) – zur aktiven Einbindung der Studierenden in das Thema der Unterrichtseinheit sowie zur Einführung neuer lexikalischer oder grammatikalischer Strukturen im Kontext.
- In der Phase der praktischen Anwendung des Materials – zur Schulung des Leseverständnisses und zur Diskussion der Inhalte der Case-Studie, beispielsweise in Form von Dialogen und Fragerunden.
- In der Sprachproduktionsphase – zur Organisation von Gruppendiskussionen (problemorientierte Dialoge, konzeptionelle Diskussionen) oder Rollenspielen, die reale berufliche Situationen simulieren.

Der Einsatz von Case-Technologien im Lehrprozess fördert kritisches Denken, kommunikative Fähigkeiten, berufliche Kompetenz, die Fähigkeit zur effektiven Teamarbeit. Phasen der Case-gestützten Ausbildung im berufsbezogenen Fremdsprachenunterricht Laut den Forschungen von W. Wiszpolka umfasst die Anwendung von Case-Technologien im berufsorientierten fremdsprachlichen Unterricht zwei zentrale Phasen: Die Vorbereitungsphase (außerhalb des Unterrichts) und die Umsetzungsphase (im Unterricht). In jeder dieser Phasen übernehmen Lehrkräfte und Studierende spezifische Aufgaben, um eine effektive Integration der Case-Methodik in den Lernprozess zu gewährleisten.

Vorbereitungsphase der Case-gestützten Unterrichtsmethode

Aufgaben der Lehrkraft:

- Auswahl von Cases, die für das jeweilige Fachgebiet beruflich relevant sind.
- Inhaltsanalyse des ausgewählten Cases, einschließlich der Untersuchung zentraler Fakten und Zusammenhänge zwischen den Akteuren, um die wesentlichen Problemstellungen im Material zu identifizieren.

- Festlegung des methodischen Modells der Unterrichtseinheit sowie die Entwicklung einer Strategie für die Gruppeninteraktion der Studierenden in den verschiedenen Arbeitsphasen.
- Modellierung der Diskussion mit einer strukturierten Planung der Einleitung, Entwicklung und Schlussphase.
- Antizipation möglicher Fragen, Argumente und Gegenargumente, um den Diskussionsverlauf gezielt zu lenken. (Fragen spielen eine zentrale Rolle in der Diskussion, da sie die Studierenden bei der Situationsanalyse anleiten, Positionen klären, Diskussionen anregen, kritisches Denken fördern und die Ableitung von Schlussfolgerungen erleichtern. Daher ist ihre präzise Formulierung ein essenzieller Bestandteil der Vorbereitung.)
- Auswahl und systematische Aufbereitung sprachlicher Mittel (lexikalische, grammatikalische und stilistische Strukturen), um mögliche Verständnisprobleme im Umgang mit dem Case-Material zu minimieren.
- Formulierung der Hausaufgabe.

Aufgaben der Studierenden:

- Intensive Bearbeitung des Case-Materials mit Fokus auf die Analyse der zentralen Aspekte.
- Erledigung der Hausaufgabe, die erste analytische Aufgaben zum Case enthält. (Diese Aufgaben dienen nicht nur dazu, sich mit dem Case vertraut zu machen, sondern auch, sich vertieft mit seinem Inhalt auseinanderzusetzen, die Beziehungen zwischen den Akteuren zu untersuchen sowie neue Vokabeln, idiomatische Wendungen und syntaktische Strukturen zu erlernen, die Verständnisprobleme bereiten könnten.)
- Einarbeitung in die Bewertungskriterien, die bei der Analyse des Cases angewendet werden.

Umsetzungsphase der Case-Technologie im berufsbezogenen fremdsprachlichen Unterricht

Aufgaben der Lehrkraft:

- Einführungsgespräch führen, in dem die Aufgaben des Cases erläutert und die Lernziele definiert werden.
- Bildung von Kleingruppen zur gemeinsamen Bearbeitung des Cases.
- Organisation und Moderation der Diskussion, um eine aktive Beteiligung der Studierenden zu gewährleisten und eine kreative Lernatmosphäre zu fördern.
- Bewertung des individuellen Beitrags jedes Studierenden zum Analyseprozess des Cases.
- Zusammenfassung der Diskussion und abschließendes Statement.

Aufgaben der Studierenden:

- Herausarbeitung der zentralen Informationen des Cases, Formulierung von Zusammenfassungen und Referaten der Hauptfakten.
- Integration des erworbenen Wissens mit beruflichen Erfahrungen und Anpassung der Informationen an reale Bedingungen.
- Identifikation der wichtigsten Analyseobjekte auf Makro- und Mikroebene.
- Erkennung expliziter und impliziter Ursache-Wirkungs-Zusammenhänge.
- Detaillierte Analyse des Cases, Identifikation des Kernproblems, Vergleich verschiedener Lösungsansätze, Ableitung von allgemeinen Schlussfolgerungen und argumentative Begründung der eigenen Position.
- Teilnahme an Brainstorming-Sitzungen, Entwicklung neuer Ideen und alternativer Lösungen.
- Formulierung begründeter mündlicher Äußerungen im Rahmen von Gruppendiskussionen.
- Rezeption, Analyse und Interpretation der Äußerungen anderer Teilnehmender im Verlauf von aktiven Lernformaten (Planspiele, Diskussionen).
- Reflexive Analyse der eigenen Kenntnisse und Fähigkeiten, die im Rahmen der Case-Bearbeitung erworben wurden.

Der Einsatz von Case-Technologien im fremdsprachlichen berufsbezogenen Unterricht fördert kritisches Denken, kommunikative Kompetenz, berufliche Handlungskompetenzen, Entscheidungsfähigkeiten in realen Arbeitssituationen.



Auf der Grundlage der Analyse der Forschungen von N. Wolkowa und J. Surmin wurde von W. Smelikowa ein orientierendes Modell für eine Unterrichtseinheit mit Case-Technologien für zukünftige Fachkräfte entwickelt. Diese Modellstruktur umfasst drei zentrale Elemente: Phase, Aktivität, Aufgabe. Der strukturierte Ansatz zur Arbeit mit Case-Studien fördert die Entwicklung von kritischem Denken, beruflichen Kompetenzen und kommunikativen Fähigkeiten. Nachfolgend wird dieses Modell detaillierter betrachtet.

#### 1. Erste Auseinandersetzung mit dem Problem

- Aktivität: Arbeit in Kleingruppen zur Erstellung einer kompakten Fallbeschreibung.
- Aufgaben: Formulieren Sie eine kurze (maximal acht Sätze) Beschreibung der Situation unter Berücksichtigung aller zentralen Aspekte. Füllen Sie eine Tabelle mit den zentralen Informationen des Cases aus oder beantworten Sie gezielte Fragen. Präsentieren Sie Ihre Fallbeschreibung und hören Sie sich die Präsentationen der anderen Gruppen an. Bestimmen Sie, welche Darstellung am präzisesten und vollständigsten ist.

#### 2. Identifikation der Ausgangsbedingungen

- Aktivität: Kritische Analyse der Fakten und Identifikation möglicher Fehler.
- Aufgaben: Listen Sie Merkmale auf, die auf Abweichungen von der Norm oder den erwarteten Bedingungen hinweisen. Bestimmen Sie Faktoren, die zur Entstehung des Problems beigetragen haben könnten.

#### 3. Definition des Ziels

- Aktivität: Formulierung von Hypothesen zur Situation.
- Aufgaben: Identifizieren Sie zentrale Aussagen der Fallcharaktere. Analysieren Sie die Einschränkungen, unter denen die Beteiligten agieren, sowie ihre verfügbaren Optionen. Bewerten Sie die Entscheidungen der Beteiligten und ihre Konsequenzen.

#### 4. Durchführung der Analyse

- Aktivität: Verknüpfung der Fakten mit dem theoretischen Wissen der Studierenden.

- Aufgaben: Bestimmen Sie, welche Grundsätze verletzt wurden. Identifizieren Sie theoretische Modelle und Konzepte, die auf die gegebene Situation angewendet werden können.

#### 5. Diagnose der Problemsituation

- Aktivität: Identifikation der zentralen Probleme im Case.
- Aufgaben: Formulieren Sie die Hauptprobleme der Situation (Diskrepanz zwischen Zielen und Handlungen). Priorisieren Sie die Probleme nach ihrer zeitlichen Dringlichkeit und ihrem Einflussgrad.

#### 6. Analyse der Fallfakten

- Aktivität: Beantwortung von Fragen der Lehrkraft zur genauen Problemdefinition.
- Aufgaben: Bestimmen Sie die Ursachen des Problems. Identifizieren Sie, welche Akteure am stärksten von der Situation betroffen sind.

#### 7. Entwicklung und Bewertung von Alternativen

- Aktivität: Identifikation möglicher Lösungen und Auswahl der besten Option.
- Aufgaben: Entwickeln Sie alternative Lösungsansätze für das Problem. Wählen Sie die 2–3 vielversprechendsten Optionen aus. Definieren Sie Kriterien zur Bewertung der Alternativen. Analysieren Sie die möglichen Konsequenzen jeder Lösung.

#### 8. Entwicklung eines Handlungsplans

- Aktivität: Erstellung eines detaillierten Aktionsplans zur Problemlösung.
- Aufgaben: Wählen Sie die optimale Vorgehensweise. Entwickeln Sie einen Plan zur Umsetzung der Lösung sowie Kriterien zur Bewertung ihrer Effektivität. Präsentieren Sie Ihren Plan vor der Gruppe. Begründen Sie Ihre Entscheidung und diskutieren Sie sie mit anderen Gruppen (z. B. in Form eines Rollenspiels wie einer „TV-Debatte“, einer Gerichtsverhandlung oder einer Expertenrunde).

#### 9. Abschlussphase

- Aktivität: Zusammenfassung durch die Lehrkraft und Reflexion durch die Studierenden.

- Aufgaben: Führen Sie eine reflexive Analyse Ihrer eigenen Arbeit durch. Schreiben Sie eine kurze Prognose über den möglichen Ausgang des Falls. Bewerten Sie Ihre eigene Beteiligung an der Gruppenarbeit. Informieren Sie sich über die Hausaufgabe.

Eine der am häufigsten verwendeten Lernplattformen in Hochschulen ist Moodle. Diese Plattform stellt ein leistungsfähiges Instrument zur Steigerung der Effizienz des Fremdsprachenlernens dar, da sie traditionelle Lehrmethoden mit modernen Technologien kombiniert. Die Analyse der wissenschaftlichen Literatur hat eine Reihe von Vorteilen der Nutzung dieser Plattform im Bildungsprozess hervorgehoben:

1. Flexibilität und Zugänglichkeit: Moodle ermöglicht orts- und zeitunabhängiges Lernen, sodass Studierende ihren individuellen Lernrhythmus und Zeitplan selbstständig festlegen können.
2. Vielfalt an Lernressourcen: Die Plattform unterstützt eine breite Palette an interaktiven Aktivitäten, darunter Foren, Chats, Videokonferenzen und interaktive Übungen, die die Lernmotivation und das Interesse der Studierenden fördern.
3. Monitoring und Bewertung: Moodle stellt Werkzeuge zur Verfügung, mit denen der Lernfortschritt der Studierenden überwacht, Tests durchgeführt und individuelles Feedback bereitgestellt werden kann, was eine objektivere Bewertung der Lernleistungen ermöglicht.

Trotz zahlreicher Vorteile hängt die Effektivität der Nutzung von Moodle maßgeblich von der aktiven Beteiligung der Lehrkräfte und Studierenden ab. Wie die Forscher O. Swyrydiuk und L. Weremjuk betonen: „Moodle stimuliert weder das Lehren noch das Lernen; die Wirksamkeit dieser Plattform liegt in der aktiven und interaktiven Beteiligung der Lehrkräfte“ [17].

Daher ist es für eine maximale Nutzung der Plattform entscheidend, dass:

- Lehrkräfte und Studierende angemessen auf die Arbeit mit Moodle vorbereitet werden.
- Die Plattform methodisch sinnvoll in den Lehrprozess integriert wird, wobei die Fachspezifik und die Bedürfnisse der Lernenden berücksichtigt werden.

Trotz der Vorteile moderner Lehrmethoden gibt es eine Reihe von Problemen, die die Entwicklung kommunikativer Kompetenzen in agrarwissenschaftlichen Studiengängen erschweren: 1. Unzureichendes Fachvokabular – Studierende verfügen über ein begrenztes Wissen über berufsbezogene Terminologie. 2. Eingeschränkte Praxis in realer beruflicher Kommunikation – fehlende Möglichkeiten, Fachwissen in authentischen Kommunikationssituationen anzuwenden. 3. Mangel an systematischem Ansatz in der Lehre der beruflichen Kommunikation – es fehlt eine strukturierte, kontinuierliche Vermittlung von Kommunikationskompetenzen. 4. Geringe Motivation der Studierenden für die Beschäftigung mit kommunikationsbezogenen Disziplinen.

Um die Effektivität der Ausbildung künftiger Fachkräfte im Agrarsektor in Bezug auf die berufsbezogene Kommunikation zu verbessern, sollten folgende Maßnahmen ergriffen werden:

- Optimierung der Lehrpläne durch die Integration von Disziplinen zur beruflichen Kommunikation.
- Erweiterung des praktischen Anteils der Ausbildung durch Praktika, internationale Austauschprogramme und Kooperationen mit Unternehmen.
- Intensivere Nutzung digitaler Technologien, insbesondere künstlicher Intelligenz und virtueller Realität, zur Förderung interaktiver Lernprozesse.
- Förderung eines interdisziplinären Ansatzes, der Wirtschaft, Management, Marketing und Fremdsprachen im Kontext der Agrarwissenschaften integriert.

**Schlussfolgerungen.** Die Vorbereitung zukünftiger Fachkräfte im Agrarsektor auf die berufliche fremdsprachliche Kommunikation ist eine aktuelle und vielschichtige Aufgabe der modernen Bildung. Die Analyse wissenschaftlicher Studien und didaktischer Praxis zeigt, dass eine effektive Ausbildung einen ganzheitlichen Ansatz erfordert, der traditionelle und innovative Lehrmethoden kombiniert. Zu den zentralen Komponenten dieses Prozesses gehören: die Entwicklung fremdsprachlicher kommunikativer Kompetenz durch die Simulation realer beruflicher Situationen, den Einsatz von Case-Methoden, Rollenspielen und die aktive Verwendung von Fachterminologie; die Förderung mündlicher und

schriftlicher Sprachfähigkeiten, um Absolventen auf internationale Konferenzen, Verhandlungen und wissenschaftlichen Austausch vorzubereiten; die Nutzung multimedialer Plattformen, Webinare, E-Learning-Kurse und mobiler Anwendungen zur Verbesserung des Lernprozesses; die Analyse beruflich orientierter Situationen, die Studierende auf reale kommunikative Herausforderungen im Agrarsektor vorbereiten; ein flexibles Lernmanagementsystem, das es Studierenden ermöglicht, Lerninhalte individuell zu erarbeiten, Aufgaben zu bearbeiten und gezieltes Feedback zu erhalten. Trotz bedeutender Fortschritte in der Vorbereitung zukünftiger Agrarwissenschaftler auf die berufliche fremdsprachliche Kommunikation bestehen weiterhin mehrere Herausforderungen: unzureichende Kenntnisse der Fachterminologie, begrenzte Möglichkeiten zur realen Kommunikation mit Muttersprachlern, fehlender systematischer Ansatz im Unterricht der beruflichen Kommunikation, geringe Motivation der Studierenden zur aktiven Nutzung der Fremdsprache im beruflichen Kontext. Zukünftige Forschungsperspektiven liegen in der Digitalisierung des Lehrprozesses und der Weiterentwicklung von Bildungsprogrammen. Die Vorbereitung zukünftiger Fachkräfte im Agrarsektor auf die berufliche fremdsprachliche Kommunikation erfordert einen systematischen Ansatz, der moderne sprachwissenschaftliche, pädagogische und technologische Methoden integriert. **Weiterführende Forschung** in diesem Bereich wird zur Ausbildung hochqualifizierter Fachkräfte beitragen, die in der Lage sind, effektiv in einem globalisierten Marktumfeld zu agieren.

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## Section 2

### “Professional, interpersonal and intercultural communication”

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#### TRAINING OF SPECIALISTS IN MORAL, ETHICAL AND PROFESSIONAL COMMUNICATION

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**Abstract:** *The paper analyzes the methods of educating the future specialist's competencies for moral, ethical and professional communication. These aspects are the basis for effective interaction in the professional environment and society. The research material is structured into 4 large blocks covering the variety of moral, ethical, interpersonal and professional manifestations of oneself as a specialist in a team. The moral principles of people's communication depend on the moral values that characterize the personality. The important moral principles of professional communication are achieving agreement, unity, understanding, simplifying misunderstandings; establishing and maintaining love, harmony and trust in society and the team; expressing goodwill, support and respect for people; the ability to listen without interrupting, to think, to comprehend the problems of others in the team and society. Ethical principles of communication structure the linguistic and behavioral manifestations of the personality, build the ethics of professional activity. The ethical principles of professional interaction include: benevolence, the desire for good and benefit to all; conscientiousness, sincerity and openness in dealing with people; compassion and sympathy for people, sharing grief or joy with them; gratitude for everything, satisfaction with work, the ability to appreciate even the smallest services; overcoming anger, forgiving insults, eradicating hostility with people. It is important to study the interaction of individuals with their resumes, experience and seniority in the professional environment at the level of communication of formed, educated, trained, qualified professionals. Interpersonal communication in the professional environment is implemented in the following principles of people's behavior: establishing a friendly atmosphere at work; establishing personal boundaries and rules for violating these boundaries in the team; asking for help and thanking for services; providing and accepting support, insurance; communicating with colleagues, partners and clients. The actual professional communication of a specialist is characterized by the following manifestations of people in the team: use of professional terminology; ability and skills to express themselves professionally; professional etiquette and its verbal expression; conducting a conversation, dialogue; public speaking.*

**Keywords:** *moral principles, ethical principles, interpersonal communication, professional communication, personality's manifestation, training students.*

**Introduction.** The subject of moral, ethical, interpersonal and professional communication is one of the main ones in the study of the interaction of specialists in



various fields of activity. In modern society, where professional ethics is gaining increasing importance, the correct organization of communication contributes to the establishment of trust, communication efficiency and harmony in the team.

**The purpose of the research** is to outline and comprehend moral, ethical, interpersonal and professional principles of professional communication. The peculiarity of professional communication is the necessity to adhere to moral and ethical principles, which ensure not only the effectiveness of activities, but also a positive impact on social relations. The ability to communicate, listen, show goodwill and respect for others are basic skills that are necessary for every specialist.

The importance of studying the subject is proved with the fact, that most of the professional functions are implemented right in professional communication. This study allows us to better understand how moral and ethical principles affect professional interaction, as well as what practical approaches can be used to improve communication in a professional environment. Determining the relevance of this subject is a priority, since morality and professional ethics are the basis of successful interaction in any field of activity.

**A research problem.** The scientific problem of moral, ethical and professional communication of a specialist lies in the lack of attention to the analysis and implementation of effective communication models based on moral and ethical principles. In the modern professional environment, communication is not only a means of transmitting information, but also a tool for forming trusting relationships, supporting teamwork and achieving strategic goals.

Lack of due attention to ethical aspects in professional communication can lead to conflicts, loss of trust, deterioration of the working atmosphere and low efficiency of activity. In addition, insufficient consideration of issues related to moral principles and professional ethics makes it impossible to create universal standards of behavior for specialists in different fields.

The scientific problem also includes the need to study the specifics of communication in different professional fields, taking into account the diversity of cultural, social and individual characteristics. This complicates the search for

universal recommendations for improving the moral and ethical aspects of professional communication.

Thus, the relevance of solving this problem lies in creating a systematic approach to the formation of moral and ethical standards in professional communication, which will contribute to effective interaction, building trusting relationships, and maintaining an ethical climate in the team.

**Relevance of the research.** The relevance of the subject of moral, ethical and professional communication of a specialist is due to the rapid development of society, technology and professional activity, where communication plays a major role. In the modern world, which is characterized by globalization, increased competition and multiculturalism, effective communication built on moral and ethical principles is becoming an important factor in success in any professional field.

The main reasons for the relevance of the topic are the importance of professional ethics, which is the basis of trust. In many areas of activity, such as services, business and medicine, adherence to moral and ethical principles is becoming the key to building trusting relationships between specialists and their clients or partners. An important role is played by the growing role of teamwork, because most modern professions require effective interaction in teams, where moral and ethical norms contribute to harmony and coordinated work. The relevance is also due to the need to prevent conflicts, since the lack of an ethical approach to communication can lead to conflicts, loss of employee motivation and deterioration of the working environment. It is worth noting the challenges of the digital age, when professional communication increasingly takes place in a virtual environment, which requires the adaptation of ethical norms to new communication conditions.

The relevance of the study also lies in the need to form standards of moral and professional communication that will contribute to the sustainable development of society, ensuring an ethical climate in the professional environment and improving the quality of professional duties. The development of recommendations for the implementation of moral and ethical principles in the communication of specialists

will be a significant contribution to increasing the efficiency of professional activity and improving interpersonal relationships in professional communities.

**Analysis of publications.** Studies of business communication emphasize the importance of ethical, moral and professional principles in interaction. Works of Hrytsenko T. B. (2007) and Oliynyk O. I. (2009) examine the foundations of ethics, honesty, openness and the importance of non-verbal aspects of communication. Maistrenko S. (2008, 2011) focuses on Christian moral principles, such as mercy and mutual respect, which strengthen harmonious relationships.

Psychological aspects are revealed in the studies of Omelyanenko T. (2008) and Kovalenko O. G. (2020), which emphasize the importance of empathy, active listening and support. Speech culture, according to Kucherenko D. (2023), is fundamental for the formation of a positive image. The principles of ethics in business, as noted by Baranivskyi V. et al. (2008), include fairness and transparency, necessary for successful interaction. In general, studies demonstrate that adherence to moral and ethical norms is the basis of effective communication in a professional environment.

**The aim of the research.** The purpose of this work is to study and analyze the moral, ethical and professional aspects of a specialist's communication, as well as to develop recommendations for improving communication in a professional environment.

The tasks that contribute to achieving this goal are:

- 1) determining the basic principles of moral and ethical communication in professional activities;
- 2) analyzing the features of communication in the context of professional duties and interpersonal relationships;
- 3) identifying the main problems and challenges associated with observing moral and ethical norms in a professional environment;
- 4) assessing the impact of moral and ethical aspects on the effectiveness of professional communication;
- 5) developing recommendations for implementing moral and ethical principles in the practice of professional communication.

The study is aimed at increasing the level of awareness of the importance of moral and ethical values in communication and their role in forming a harmonious working environment. Studying this topic will also allow you to deepen your understanding of the importance of professional ethics for the effective performance of professional tasks and building trusting relationships in the team.

**Objectives of the study.** The main objectives of this study are:

- 1) to reveal the essence of moral, ethical and professional communication in a professional environment;
- 2) to determine the basic principles and foundations of moral and ethical communication of a specialist;
- 3) to analyze scientific approaches to the study of moral and ethical communication;
- 4) to investigate the influence of moral and ethical norms on the effectiveness of communication in professional activities;
- 5) to identify the main problems that arise in the process of professional communication and suggest ways to solve them;
- 6) to develop recommendations for the implementation of moral and ethical principles in professional communication;
- 7) to analyze the prospects for the development of moral and ethical communication in the conditions of a modern information society.

Completing these tasks will allow you to comprehensively study the moral, ethical, and professional aspects of communication, as well as identify practical tools for their improvement in professional activities.

**Scientific novelty.** The scientific novelty of the study lies in a comprehensive analysis of the moral, ethical and professional aspects of a specialist's communication, taking into account the challenges of modern society, in particular digitalization, globalization and the growing role of intercultural communication.

The scientific novelty of the study lies in clarifying the concept of moral and ethical communication in the context of professional activity, which allows taking into account the specifics of modern working conditions. An important aspect is the

systematization of moral and ethical principles, which are fundamental for ensuring effective communication in a professional environment. The study also identifies the main problems and challenges associated with compliance with moral and ethical norms in the process of professional communication, especially in the context of remote work and digital communications. In addition, recommendations have been developed to improve professional communication by introducing moral and ethical standards into the practice of interaction between specialists. Prospects for using the latest information and communication technologies to support ethical communication and increase its effectiveness have also been proposed.

Overall, this study contributes to the development of theoretical and practical approaches to the study and improvement of moral, ethical, and professional communication, which contributes to increasing its significance in professional activities.

## **Research material.**

### **1. Moral communication.**

#### **1.1. Moral principles of human communication.**

Moral norms and principles are certain requirements and prohibitions that regulate the activities, behavior of people, their interaction and communication. Those norms and principles established by people in society at a certain stage of its development are a certain model of behavior and are mandatory for implementation.

Moral principles have a general social meaning and apply to all people, personifying that which is general, basic and primary that makes these requirements possible and constitutes the value basis of society, human relationships. Moral principles support and sanction in a generalized form the social foundations of life, social order, communication. They claim to be absolute, do not allow exceptions. Being generalized, moral principles reflect the socio-historical conditions of human existence, their essential needs.

Along with other areas of human life, moral principles and norms regulate the process of human communication, because it is during communication that people reconcile their own and public interests. Moreover, communication between people should take place according to these moral principles and norms. However, for

individual life and human behavior, they are only a prerequisite for the formation of humanistic attitudes towards communication.

### **Moral values in business communication.**

Moral principles of communication are the basis of effective interaction between people, as they determine the norms of behavior, promote harmonious relationships and ensure mutual understanding. The main moral principles include honesty, respect, goodwill, responsibility and empathy. Adherence to these principles contributes to the formation of trusting relationships, avoids conflict situations and provides a comfortable environment for communication.

In the professional sphere, moral values play an important role in establishing effective communication and building an ethical corporate culture. Business communication is based on such moral principles as mutual respect, objectivity, impartiality and responsibility for words and actions. The ability to listen to the interlocutor, constructively express one's point of view and find compromises in controversial situations is especially important.

Moral values in business communication play a crucial role in the formation of trusting relationships, the development of professional reputation and the effectiveness of cooperation between specialists. Adherence to moral principles helps to strengthen a person's authority, since honesty, responsibility and decency are the basis of a positive image of any specialist. In a professional environment, trust is one of the main factors determining the success of interaction between partners, clients and colleagues. People who adhere to ethical norms in communication command more respect, and their opinion is valued, which strengthens business ties and increases the level of cooperation [1].

Ethical negotiation is an important aspect of moral values in business communication. Avoiding manipulation, dishonest techniques and conflict situations creates favorable conditions for reaching agreements that are built on honesty and mutual benefit. When negotiators adhere to ethical norms, they can discuss issues openly, find compromises and avoid tension. Mutual honesty in business communication helps to avoid misunderstandings, builds trust and increases the effectiveness of cooperation.

Respect for the interlocutor, regardless of his status, social position or beliefs, is the basis of effective communication. Recognition of the equality of dialogue participants promotes productive communication and creates comfortable conditions for interaction. Showing a respectful attitude to the opinions of others helps to avoid conflict situations, improves the atmosphere in the team and promotes the development of constructive dialogue. Business communication based on respect helps to increase employee motivation, strengthen corporate culture and establish long-term partnerships.

Objectivity and fairness in decision-making is another important moral aspect of business communication. The absence of a biased attitude towards people and situations allows ensuring equal conditions for all communication participants. Making decisions based on facts, and not subjective sympathies or personal interests, contributes to the creation of a fair working environment. When objectivity reigns in the team, each employee feels appreciated for real merits, which increases his motivation and level of involvement in the common cause.

In modern conditions, an important aspect is ethical behavior in the digital environment, where such principles as confidentiality, responsibility for information and avoidance of misinformation play a special role. Thus, moral values in business communication contribute to strengthening partnership relations, effective teamwork and professional development of the individual.

The main moral principles and their manifestation in business communication are: honesty – open and truthful expression of opinions, avoiding manipulation and deception; respect – recognition of the dignity and rights of the interlocutor, avoiding rudeness and humiliation; kindness – showing empathy, willingness to help, maintaining a positive atmosphere in the team; responsibility – keeping one's word, fulfilling duties, being responsible for the consequences of decisions; objectivity – the ability to impartially assess the situation, not succumbing to personal sympathies or antipathies; confidentiality – protecting private information, maintaining professional secrecy, avoiding gossip; tolerance – recognizing the right of each person to their own views, avoiding discrimination; ethics – adhering to professional norms, speech ethics, and business etiquette rules. In general, such range helps to

understand how moral principles affect the quality of business communication and contribute to building effective relationships in a professional environment.

### **1.2. Achieving agreement, unity, understanding, simplifying misunderstandings.**

The incredible acceleration of the rhythm of modern life, caused by the transition of society to the post-industrial stage of its development, negatively affects the well-being and psychophysical state of the individual, leads to fatigue, information stress, depression and nervous breakdowns. And this, in turn, provokes conflicts in various spheres of social and professional activity of people. In an effort to protect themselves from these harmful phenomena, managers of enterprises and organizations of various industries are increasingly turning to psychological science today, in which they seek theoretical justification of mechanisms and practical recommendations for harmonizing relations with subordinates and partners, balancing their internal state, preventing and resolving various conflicts, etc. Misunderstandings always arise, and especially in relationships between different people. A small quarrel can sow the fruit of a big offense. We can either water this seed or not give it the opportunity to grow and develop further. Of course, we cannot read other people's minds, so someone can understand our words and actions in their own way, instead of listening, they do not hear us. All people are completely different, each of us experiences various life difficulties and against their background we ourselves change without realizing it. We can be mistakenly attributed to something that is not our essence.

But if we react to everyone's opinion too violently, it can all lead to a loss of self-esteem. And this becomes an impetus for misunderstandings and conflicts. We often draw conclusions about a person and their actions without even knowing the true reason. Without sorting out the heated argument, we begin to be offended, a conflict arises that could have been avoided, and we interpreted everything in our own way. You need to immediately resolve such situations, talk, and not be proud.

There are such main components that overcome misunderstandings, these are: mutual respect, mutual understanding, mutual assistance. In my opinion, an ideal relationship without misunderstandings simply does not exist. People do not appreciate what they have, each other, to a greater extent. People begin to put themselves above someone. Like, I am better than him. They think only about themselves, their desires and



experiences, only his point of view is correct. Although it is possible, if you learn to share your happiness and joy with someone else, learn to experience and take into account the interests of another, and then it is possible.

If a misunderstanding has arisen, then in no case should you avoid it in order to resolve this misunderstanding, even when you need to pause to think. You also do not need to keep negative emotions in yourself, because often this turns into one big insult, and later into a big conflict. You need to understand the person with whom you have a conflict, put yourself in their shoes, and let the person know that you care.

Concentrate on solving the problem, and in no case move on to some personal relationships, do not remember what happened before. If this is a misunderstanding with a person close to you, let them know that your friendship does not end there. People tend to make mistakes. In order to resolve the conflict, friendly cooperation is needed. Listen to each other, thoughts, points of view, and then try to resolve the situation with joint efforts. But there are cases when it is very difficult to find a single whole, that is, a compromise. Then you need to formulate your thoughts differently so that the interlocutor understands you as best as possible.

Resolve misunderstandings quickly, do not hold grudges for a long time. Because negative emotions, various experiences have a detrimental effect on a person's health. Try to live in peace and harmony, love everything that surrounds you, and appreciate every minute of life. Not to offend and not to be offended ourselves, to understand that we are human and we are prone to mistakes, to forgive and live life to the fullest.

*Achieving agreement* and unity in communication are important aspects both in everyday life and in professional activities. Effective communication promotes mutual understanding, eliminates misunderstandings and helps to establish harmonious relations between interlocutors. The main factors that contribute to achieving agreement are:

- 1) mutual respect – perception of the interlocutor's opinion without prejudice;
- 2) active listening – attentive perception of information, clarifying questions, analysis of words and intonations;

3) clarity and accessibility of statements – avoidance of complex structures, ambiguity, use of understandable terms;

4) tolerance – recognition of different points of view, avoidance of aggression and criticism without grounds;

5) search for compromise – willingness to find solutions that satisfy both parties.

Clearing misunderstandings is a key aspect of effective communication, as it helps to avoid conflicts, ensure mutual understanding and establish productive cooperation between people. Misunderstandings can arise for various reasons, including misinterpretation of information, different worldviews or lack of clarity in communication. Often, people perceive what is said based on their own experience, emotional state or personal beliefs, which can lead to distortion of the content of the message. In such cases, it is important to use certain methods that will help to clarify the situation and avoid tension in communication [2].

One of the most effective ways to avoid misunderstandings is to clarify details during communication. Instead of making assumptions, it is necessary to ask questions that will help to better understand the opinion of the interlocutor. This allows not only to obtain accurate information, but also to demonstrate interest in the conversation and respect for the other point of view. Open dialogue is another important tool in resolving controversial issues. Being willing to discuss complex topics without being overly emotional or imposing your own position helps to find a compromise and reduce tension in a conversation.

Flexibility in accepting alternative points of view also plays an important role in easing misunderstandings. The ability to go beyond your own vision of the situation and try to understand the arguments of the other side helps to reduce conflict and form a culture of mutual respect. Each person has their own unique life experience that influences their thoughts and judgments, so it is important not only to express your position, but also to listen carefully to the interlocutor, trying to understand his motives and logic.

Controlling emotions is another important factor that contributes to effective communication and reducing the number of misunderstandings. An aggressive tone,

harsh statements or emotional outbursts can lead to an escalation of a conflict, even if it arose due to a minor difference of opinion. Self-control and the ability to remain calm in tense situations help to find a common language and avoid unnecessary arguments.

Thus, simplifying misunderstandings in communication is based on openness, flexibility, attentiveness and emotional self-control. It is important not only to correctly formulate your thoughts, but also to actively listen, analyze the information received and treat the point of view of others with respect. This helps to improve communication, strengthen mutual trust and build harmonious relationships in any environment.

We summarize the main methods of achieving agreement and avoiding misunderstandings in the following range: active listening – concentration on the interlocutor, clarifying details, demonstrating interest; paraphrasing – reformulating the words of the interlocutor to check for correct understanding; open question – using questions that help reveal the interlocutor's position; diplomatic approach – using tactful statements to avoid conflict; compromise – taking into account the interests of both parties to achieve a mutually beneficial agreement; emotional control – managing one's own emotions, avoiding aggression and sharp reactions.

Therefore, achieving agreement, unity and understanding is based on mutual respect, attentiveness and willingness to find compromises. Using appropriate methods allows you to avoid misunderstandings and promotes effective communication in any field of activity.

### **1.3. Means of establishing and maintaining love, harmony and trust in society and the team.**

Love, harmony and trust are the basis of any healthy society and successful team. They contribute to mutual understanding, support, constructive communication and effective work. The formation of such relationships requires appropriate approaches and the use of certain means that help establish and maintain a positive microclimate.

The basis of harmonious relations in society and the professional environment is compliance with ethical norms and moral principles that regulate relationships between people. The rules of politeness, honesty, openness and justice contribute to the creation of an atmosphere of trust in which everyone feels heard and respected.

Honesty in communication allows you to avoid conflicts and misunderstandings, while openness in expressing opinions contributes to a productive discussion of important issues. Mutual respect and adherence to fair principles help to avoid prejudice and discrimination, which has a positive effect on the general moral climate in society and teams.

An integral factor in establishing harmonious relationships is active listening and empathy, which allow for a deeper understanding of the feelings, emotions and needs of the interlocutor. The ability to listen attentively without interruption, analyze what is said and show compassion helps to avoid conflict situations and establish trusting relationships. Empathy allows a person to perceive the point of view of another, even if it differs from their own, which contributes to the creation of a tolerant environment.

An important aspect of harmonious communication is support and mutual assistance, which are a manifestation of care and responsibility for others. Willingness to help in difficult situations, participation in joint projects and mutual support create an atmosphere of mutual trust. A person who feels support from others becomes more confident in their actions and open to interaction. This approach is especially important in a professional environment, where teamwork and cohesion affect the effectiveness of task performance.

Constructive dialogue is another important means of establishing harmony in communication. It is important not to avoid difficult topics, but to seek compromises and joint solutions that satisfy all parties. Discussing controversial issues in an open and tolerant manner prevents misunderstandings and provides a healthy atmosphere of cooperation. An important element of constructive dialogue is also the ability to resolve conflicts without escalating the situation, which is possible due to openness to discussion, the ability to express one's arguments correctly and without insults, as well as the willingness to listen to another point of view [3].

Common goals and values are the foundation for unity in a team or society. When people share a common vision of development, they more easily find common ground and mutual understanding. Awareness of a common goal helps to strengthen

team spirit and creates a positive mood among team members. This is especially important for organizations, companies, and social groups where cohesion and cooperation play a key role in achieving success.

Reducing conflict and maintaining team harmony are extremely important aspects of any work environment. When employees work together, conflicts often arise as a natural reaction to differences in opinions, work styles, and personality traits. However, there is a way to create a harmonious and productive team where conflicts are resolved constructively and employees work towards achieving common goals.

The first and most important step in reducing conflict is to create open communication within the team. This means that each team member should be able to freely share ideas and opinions.

- Encouraging the free exchange of ideas and opinions. This is an important aspect of communication that helps create an atmosphere where employees feel free to express their opinions without fear of criticism or rejection.

- Actively listening to others. It is important not only to express your own opinions, but also to actively listen to other team members. This helps to understand the views and perspectives of others, which can be useful in resolving conflicts.

Effective communication is a key element in reducing conflicts. To do this, it is important to develop communication skills:

- Empathy skills. Empathy means the ability to understand and feel the feelings of others. Developed empathy skills help to better cooperate with colleagues and understand their needs and perspectives.

- Conflict resolution skills. Conflict resolution skills allow you to effectively deal with conflicts that do arise. They include the ability to identify the roots of conflict, find compromises and seek joint solutions.

- A harmonious team is a key factor in successful and productive work. Maintaining harmony in the team requires constant effort and attention from management and all team members.

- Example of a leader. Management plays an important role in shaping the culture and atmosphere in the team. Leaders must be an example for others, demonstrating

professionalism, ethical behavior and emotional intelligence. Their actions and deeds affect the entire team and determine the standards that should be followed.

- **Creating a Healthy Climate.** Management is also responsible for creating a healthy work climate. This includes creating transparent rules and policies, encouraging open communication, and providing open access to resources and opportunities for all employees.

- **Promoting Self-Realization.** A team where employees feel they have the opportunity for personal and professional growth is often more motivated and collaborative. Management can support self-realization by providing opportunities for employees to develop their skills and express their individuality.

- **Implementing a Reward System.** Establishing a reward system for achievements and contributions to teamwork can encourage employees to be more actively involved and increase morale in the team.

- **Training and Development of Employees.** Investing in training and professional development of employees makes the team more competitive and prepared for challenges. Management should facilitate the learning and development of its employees.

- **Continuous Analysis and Improvement of Processes.** An improvement culture involves the continuous analysis and optimization of business processes. Management and the team work together to improve work methods and processes, which helps to increase efficiency and maintain harmony. Maintaining harmony in the team is a process that requires attention, tolerance and effort from all team members. Management plays an important role in forming and maintaining harmony, and employees work together to develop and improve their team. This cooperation contributes not only to increasing productivity, but also to improving the overall climate in the work environment.

Let's summarize the main methods for establishing and maintaining love, harmony, and trust in *term*, its *interpretation*, and *example of application of the notion in real professional sphere*. *Mutual respect* – treating others with respect, regardless of status or opinion (employees of the company, regardless of their

position level, communicate as equals, demonstrating respect for each other). *Honesty and openness* – direct but tactful expression of one's thoughts without manipulation (the manager gives honest but constructive feedback to the employee, helping him improve his work performance). *Empathy* – the ability to understand the feelings of other people, support in difficult situations (a colleague supports an employee who is going through a difficult period, and offers help). *Cooperation and teamwork* – performing tasks together, joining forces to achieve common goals (the team collaborates on a common project, distributing responsibilities according to each person's skills). *Positive communication* – using constructive criticism, encouragement, and motivation instead of negative comments (instead of criticism, the manager emphasizes the employee's strengths and motivates him to develop). *Tolerance*– accepting different points of view and cultural differences, lack of prejudice (employees are open to working with colleagues from different cultures and respect differences in views). *Developing trust* – keeping promises, being responsible for their words and actions (the company director fulfills promises to increase salaries, which strengthens trust in the team).

Establishing and maintaining love, harmony, and trust requires constant work and a conscious approach. Adherence to moral and ethical standards, sincere communication, and mutual support contribute to creating a positive environment both in society and in work teams.

#### **1.4. Expression of kindness, support and respect for people.**

Kindness, support and respect are important ethical components of communication that contribute to the establishment of trusting and harmonious relationships in society and the professional environment. These qualities help to avoid conflicts, create a positive atmosphere in the team and motivate people to productive cooperation.

Ways of expressing kindness, support and respect are the main elements of effective communication that contribute to the formation of harmonious relationships in society and the professional environment. One of the most important tools is verbal support, which includes the use of words of encouragement, compliments, expressions

of gratitude and highlighting the achievements of the interlocutor. This not only helps to strengthen social ties, but also motivates a person for further development, creating a positive atmosphere in communication.

In addition to words, non-verbal communication plays a significant role, which includes gestures, facial expressions, tone of voice and body position. A smile, a nod of understanding, an open posture, and a friendly look help establish trust and comfortable contact between people. Often, nonverbal signals can have even greater impact than words themselves, as they convey sincerity of intentions and emotional support.

An important aspect of friendliness is active listening, which involves attentively perceiving the interlocutor without interrupting, as well as providing feedback. This means not just listening, but also trying to understand the person's emotional state, asking clarifying questions, or demonstrating interest in the conversation. This approach contributes to a deeper understanding of the needs and problems of others, which is important in interpersonal and professional relationships.

One of the main factors of support is tolerance and acceptance of different points of view. It is important to recognize the right of each person to their own opinion, even if it differs from generally accepted beliefs. A respectful attitude towards worldview, cultural, and religious characteristics helps create an atmosphere of mutual understanding and prevents conflicts.

Willingness to help is another manifestation of kindness. Providing support in difficult situations, participating in joint projects, helping colleagues with tasks, or simply showing concern for others creates a positive work atmosphere and strengthens social ties. A person who feels supported becomes more confident in his or her abilities and is also ready to help others [4].

Ethical behavior plays a significant role in expressing respect, which involves observing the norms of business etiquette, treating interlocutors correctly, and avoiding offensive statements, conflicts, and manipulations. The ability to communicate tactfully, avoid harsh judgments, and respect the personal boundaries of others is the basis of harmonious interpersonal relationships.



Thus, kindness, support, and respect are manifested through words, nonverbal signals, active listening, tolerance, willingness to help, and adherence to ethical norms. These components help create a trusting atmosphere in any environment, promote productive cooperation, and ensure harmonious relationships between people.

Applying these principles in daily life and professional activities helps strengthen trust, improve relationships, and create a favorable environment for productive interaction.

### **1.5. The ability to listen without interrupting, to think, to comprehend the problems of others in the team and society.**

The ability to listen attentively to the interlocutor without interrupting is one of the most important skills of effective communication, which affects the quality of relationships between people in society and in work teams. It is the basis of understanding, mutual respect and cooperation, because it allows not only to receive information, but also to interpret it correctly, taking into account the context, the emotional state of the interlocutor and his intentions. The ability to listen helps to reduce conflicts, create a positive atmosphere for discussing important issues, develop trust and effective cooperation.

The main aspect of active listening is the ability to control one's own reactions and avoid the temptation to interrupt the interlocutor. Very often, in the process of communication, a person forms an answer before his opponent finishes his thought, which can lead to misunderstandings and distorted perception of information. Refraining from premature comments, carefully monitoring the language of the interlocutor, his intonation and emotional coloring of the statements helps to understand the motives and intentions of the other party more deeply. This also demonstrates respect for the person who is speaking, because it is important for him to feel that his opinion is valuable and deserves attention.

The ability to think about the content of what is said allows you to analyze the situation objectively, without making hasty conclusions or judgments. Very often, communication is not only the transfer of information, but also a means of expressing emotions, which must be taken into account during communication. The ability to comprehend the problems of others, ask clarifying questions, and be interested in

details helps to avoid misinterpretation of words and helps to find constructive solutions in difficult situations [5].

The importance of attentive listening is especially noticeable in the work environment, where successful interaction between employees affects the effectiveness of the team. If everyone in the team has the opportunity to express their opinion and be heard, this creates an atmosphere of mutual respect and trust. Employees feel involved in the work process, their motivation increases, and the level of job satisfaction increases. The attentiveness of managers to the problems and needs of employees also plays an important role, because this not only contributes to the strengthening of corporate culture, but also helps to avoid professional burnout and reduced productivity.

In society, the ability to listen and understand the problems of others is the basis for the development of empathy, tolerance, and interpersonal understanding. Many social conflicts arise precisely because of people's unwillingness or inability to listen to each other. Hasty conclusions formed on the basis of personal prejudices or stereotypes often lead to an aggravation of misunderstandings and deterioration of relationships between people. The willingness to listen carefully to another person without aggression and defending one's own right is the basis of effective dialogue, which is especially important in times of social change, crisis situations, or political contradictions.

In addition, the developed listening skill is fundamental for professions that involve working with people, in particular, teachers, doctors, psychologists, managers, diplomats. In these areas, it is important not only to receive information from the interlocutor, but also to understand its emotional subtext, correctly interpret and react according to the situation.

To achieve mutual understanding in a conversation, the interlocutors must not only be able to speak, but also be able to listen to each other. The ability to listen reduces the number of misunderstandings and contributes to successful communication. With the ability to listen, the interlocutor expresses his own will - encourages the partner to open up, express thoughts, convey feelings, aspirations, intentions. And then a moment of sincerity, truthfulness arises, when cooperation,

cooperation of efforts, harmony become possible. In harmony, even insignificant forces are strengthened.

The ability to listen is one of the main indicators of the culture of a business person. Of all human qualities, the ability to listen is the most difficult. L. Feuchtwanger assured that a person needs 2 years to learn to speak, and 60 years to learn to listen.

Listening is not just silence, but active activity, a kind of work, it is preceded by a desire to hear, interest in the interlocutor. There are the following types of human reactions to the interlocutor's speech: evaluation, interpretation, support, clarification, sensitivity and understanding. Most often we deal with evaluation and feedback, less often with interpretation (interpretation). Clarification, support and understanding are the ideals to which one should strive in communication.

In order for listening to be effective, corresponding to a high level of moral culture of communication, it is desirable to minimize or better not to use them at all. Otherwise, a person begins to "measure" the thoughts and feelings of the interlocutor by his own standards, to compare them with his scale of values. Of course, this does not mean that one should not express one's own opinion. However, it is always desirable to remember the purpose of listening.

There are two types of listening: non-reflexive and reflexive. In the first case, we are talking about attentive listening with practically no verbal intervention. Often, this is what helps people express their feelings. Sometimes this listening is called minimal support. Non-reflective listening should be used when it is difficult for the interlocutor to convey his feelings (for example, he is very excited) or when he does not have sufficient command of the language (foreigner). "Non-reflective listening" is also called attentive silence, because, as they say, it is more difficult to remain silent well than to speak well. It is advisable to highlight in the conversation what can be used later; to find areas of mutual interest. The ability to take something useful from the conversation is one of the indicators of effective listening.

It is necessary to focus attention on ideas. In some cases, you can use such a technique of building a conversation, in which first a general idea of the subject is formed, then – detail, examples, and finally – a summary and a call to action. It is

important to choose ideas, separate facts from principles and beliefs, ideas from examples, reliable information from subjective opinion.

It is necessary to evaluate the content of the conversation, and not the appearance and manners of the interlocutor. It is very important to be able to distinguish whether the interlocutor is talking about reliable facts or expressing his assumptions. It is necessary to determine to what extent the interlocutor argues his statements. Before expressing your opinion, you need to listen to everything that the interlocutor says. You should concentrate your attention on the content of the conversation, and not on the appearance of the interlocutor. You cannot allow his voice, manners or appearance to interfere with listening. It is important to take into account that excessive criticality, negativity of perception and thinking of the listener interfere with the effective perception of information. In this case, his attention is directed to the mistakes, shortcomings of the interlocutor's speech and behavior and much less to what is new, valuable, useful in his words. The main goal of effective listening is the ability to fully concentrate your attention. You should focus on what the interlocutor is saying, follow his arguments and after each statement, return to his words in your thoughts, follow how the topic develops, analyze the facts stated by the interlocutor.

Useful tips or rules for effective listening.

1. Be able to demonstrate respect for the interlocutor
2. Be able to emphasize sincere interest.
3. Remember the names of the interlocutors.
4. Avoid unnecessary arguments.
5. Do not abuse criticism and condemnation of the interlocutor.
6. Be able to be a grateful listener and listen to the partner to the end.
7. Respect the opinion of the interlocutor.
8. Encourage the interlocutor using verbal and non-verbal means.

Thus, the ability to listen carefully, think about the essence of what is said, analyze the problems of others and avoid interruptions is an important social and professional skill. It contributes to improving the quality of interpersonal relationships, helps resolve conflicts and increases the level of mutual understanding. In the modern

world, where the information flow is becoming more and more intense, the ability to listen carefully and correctly perceive other people's messages is extremely valuable for maintaining harmony both in society and in the professional environment.

## **2. Moral and ethical principles of communication.**

### **2.1. Virtue, the desire for good and benefit for all.**

Virtue is a fundamental moral quality of a person that determines his behavior in society, his attitude towards others and the features of communication. This concept includes honesty, fairness, decency, responsibility and openness in relations with others. A person who is guided by the principles of integrity adheres to high moral standards, does not use manipulation or deception in communication and strives to maintain fair and mutually beneficial relations.

Communication built on the principles of integrity contributes to the formation of a healthy social environment, where trust, mutual respect and support reign. The absence of insincerity and ulterior motives allows you to establish strong interpersonal and professional ties in which each participant feels protected and valued. A person who acts with integrity not only speaks the truth, but also avoids situations that can cause negative consequences for others. This is manifested in a responsible attitude towards one's words and promises, the ability to admit one's mistakes, as well as in the ability to discuss any issues openly and honestly.

Equally important is the desire for good and benefit for all, which implies caring for the well-being of others, even if this does not bring immediate benefits to the individual himself. Such an approach is a sign of moral maturity and responsibility to society, as it contributes to building harmonious relationships and developing mutual assistance. People who strive for good for others are usually active participants in social processes, they help their neighbors, support virtuous initiatives, and strive to ensure that their actions benefit not only themselves, but also those around them. [6]

The ability to show goodwill and a sincere desire to help are important components of successful communication. People who demonstrate empathy, the ability to understand the feelings of others and provide support in difficult situations gain more trust and respect. This contributes to the formation of a healthy team,

where everyone feels valuable and can count on help. It is important to note that the desire for good does not mean blind submission to other people's interests or sacrificing one's own needs – it implies a conscious desire for harmonious coexistence, where both the interests of others and one's own are taken into account.

Integrity and the desire to benefit are especially important in a professional environment, where the interaction between people determines the effectiveness of the team's work. If employees openly share knowledge, support colleagues, help newcomers adapt, prompt and provide the necessary assistance in a timely manner, this increases productivity and creates a positive atmosphere in the team. Integrity in professional communication also means the absence of intrigue, manipulation and ulterior motives, which helps strengthen corporate culture and build trust between management and subordinates.

In public life, integrity plays a crucial role in creating healthy social interactions. People who adhere to moral norms and act in accordance with ethical principles contribute to the establishment of harmonious relationships and ensure the development of society. A culture of mutual assistance and mutual support creates an environment where everyone has the opportunity to feel safe, receive the necessary support and show their own initiatives.

Integrity and the desire for good are especially important in times of crisis or difficulty, when society needs to unite for the common good. At such moments, the true moral essence of a person is revealed, and it is those who act from a position of integrity who help others cope with difficulties and find solutions. The willingness to support others, even when this requires some effort or sacrifice, is a sign of the maturity of a society and its ability to develop.

We summarize the main principles of integrity and examples of their application in real professional sphere in the following formulas of connection of a term, its interpretation and example of its application. *Honesty* – tell the truth, avoid manipulation and dishonest communication methods (the employee admits his own mistake without hiding it). *Justice* – fair treatment of everyone without prejudice and discrimination (the manager distributes work tasks evenly among colleagues).

*Responsibility* – fulfillment of one's obligations and awareness of the consequences of one's actions (the employee completes work within the specified deadline). *Openness* – absence of hidden motives, transparency in relationships (the company's management publicly explains important decisions). *Mutual support* – willingness to help others without expecting reward (a colleague helps a new employee adapt to the team). *Altruism* – actions aimed at the benefit of other people, even without personal benefit (a person voluntarily participates in charitable projects). Therefore, integrity, the desire for good and benefit for all, is the basis for the formation of trusting, harmonious and stable relationships between people. They contribute to the construction of open and honest communication, strengthen social ties and help avoid conflicts. Practicing these principles in everyday life allows you to create an environment where respect, support and a common desire for the good of everyone reign.

## **2.2. Manifestations of conscientiousness, sincerity and openness in treating people.**

Conscientiousness, sincerity and openness are the basic moral and ethical principles of communication that determine the quality of interpersonal and professional relationships. These traits form trust between people, create a favorable communicative environment and contribute to harmonious coexistence. The ability to be honest, open and fair helps to avoid conflicts, resolve controversial situations and maintain mutual understanding.

Conscientiousness in communication means responsibility for one's words, actions and attitude towards other people. A conscientious person does not act out of selfish motives, does not use lies or manipulation to achieve their own goals. He always strives to act fairly and be responsible for his actions. In the business sphere, manifestations of conscientiousness are especially important, as they determine professional reputation, the ability to work in a team and maintain a healthy moral climate in the team. A conscientious employee does not avoid responsibility, fulfills his duties conscientiously and treats colleagues fairly, which contributes to increasing productivity and trust between employees.

Sincerity in communication is manifested in the absence of hypocrisy, falsehood and double standards. A sincere person speaks the truth, openly expresses his thoughts and feelings, without hiding essential details. He does not try to create a false impression or mislead others. Sincerity allows you to create honest and trusting relationships, because people value frankness and the ability to openly share their emotions. In a team, sincerity contributes to the formation of a friendly atmosphere, strengthens team spirit and helps to avoid misunderstandings that can lead to misunderstandings.

Frankness is an important component of effective communication, as it allows you to avoid misunderstandings, resolve conflicts and build strong relationships. A frank person speaks directly and honestly, without hiding important facts and without trying to manipulate information. However, it is important to understand that openness should not turn into rudeness or tactlessness. It is important to maintain a balance between openness and respect for the interlocutor, to express your thoughts in a way that does not offend another person [7].

Manifestations of conscientiousness, sincerity and frankness are important not only in interpersonal communication, but also in professional activities, political life, diplomatic negotiations and other areas where communication plays a major role. For example, a manager who sincerely shares the company's plans with his employees, demonstrates frankness in making decisions and shows conscientiousness in his attitude towards subordinates always receives more support from the team than one who hides important information or acts manipulatively.

These moral qualities also play an important role in friendly and family relationships. The ability to openly discuss problems, not hide your feelings and honestly express your own point of view strengthens relationships and creates an atmosphere of trust. In a society where people strive to be honest and open in communication, there are significantly fewer conflicts, suspicions and hostility.

Thus, conscientiousness, sincerity and openness are the main moral virtues that determine the culture of communication and the level of moral development of a person. They contribute to strengthening trust between people, help avoid conflicts



and create conditions for harmonious relations in both social and professional environments. A person who is guided by these principles will always enjoy the respect and support of others.

### **2.3. Compassion and sympathy for people, sharing grief or joy with them.**

Compassion and sympathy are among the most important moral and ethical qualities of a person that affect the quality of interpersonal relationships and the level of mutual understanding in society. They are based on empathy – the ability to feel and understand the emotional state of other people, sharing their experiences, difficulties or happy moments.

Compassion is the moral ability to understand the emotional state of another person, support them in difficult situations and try to alleviate their suffering. It is manifested in care, words of support, willingness to help not only with advice, but also with specific actions. A person who knows how to sympathize does not remain indifferent to other people's problems, but tries to find ways to help and console. In a professional environment, this quality plays an important role, especially in areas that involve working with people, such as medicine, education, social work, psychology.

Empathy, or the ability to share joy and success with others, is no less important than support in difficult moments. Often people easily find the strength to sympathize in difficult situations, but are not always able to sincerely rejoice in someone else's achievements. Empathy is a sign of generosity, openness and a positive attitude towards people. This ability is manifested in supporting, encouraging and sharing positive emotions with the interlocutor. In a team, such behavior helps to create a friendly atmosphere, strengthen team spirit and stimulate mutual support between employees [8].

Sharing grief or joy with other people strengthens social ties, helps to create trusting and strong relationships. A person who is able to sincerely share the feelings of others forms a circle of support around him, which will provide him with the same help at the right time. In a society where people are ready to empathize, there is more trust, understanding and solidarity.

An important aspect of compassion and empathy is not only awareness of the emotional state of another person, but also appropriate behavior aimed at support. In crisis situations, sometimes a simple presence, attentive listening, or a kind word is enough to make a person feel not alone in their experiences. During joy, it is important to express sincere admiration, recognize the successes of others, so that a person feels valuable and important.

Manifestations of compassion and empathy have a positive impact on all areas of human life – from personal relationships to the professional environment. They contribute to the establishment of trusting contacts, reduce the level of conflict and make society more cohesive. In professional activities, such qualities help managers effectively motivate the team, create a healthy moral climate, and increase the overall level of productivity.

Let us summarize the main manifestations of compassion and empathy in the following range of notions. *Listening without judgment* – the ability to listen attentively to a person without criticism or judgment. *Support in difficult situations* – helping people in difficult moments of their lives. *Showing empathy* – understanding and accepting the emotional state of another person. *Encouragement* – motivating and providing confidence in difficult situations. *Sharing joy* – sincere joy for the achievements and successes of other people. Therefore, the ability to sympathize and share joy with others is an important factor in harmonious coexistence in society. It helps to establish warm relationships, support others in difficult moments and sincerely share happy moments with them, making everyone's life more fulfilling and meaningful.

In a world where many people experience stress and anxiety, empathy is an extremely important quality that can be a real psychological support. Although the concept of “empathy” is often used in different contexts, its essence lies in the ability to understand and empathize with the emotional state of other people. In this article, we will consider what empathy is, what role it plays in our lives and how we can develop it.

Compassion has two aspects – understanding and empathy. Understanding means the ability to see a situation from the perspective of another person, to understand their

feelings and experiences. The second aspect, empathy, includes the ability to feel and experience the emotions of another person together with them. This allows us to be sensitive to the needs and suffering of other people, to create support and sympathy in their difficult moments. Compassion plays an important role in our lives. It helps us maintain positive relationships with others, maintain emotional health and create a favorable climate in the family, at work and in the social environment. Empathy supports us in difficult life situations, helping to strengthen our psychological resilience and change the world around us.

However, empathy is a skill that can be actively developed. To become more empathetic, we can:

1. Feel our own feelings. It is important to be aware of our own emotions and be able to manage them.
2. Listen to others. Active listening is a key element of empathy. This means being present during a conversation and showing interest in what the other person is saying.
3. Understand other people's stories. Try to put yourself in the other person's shoes, understand their thoughts, feelings and experiences.
4. Practice acts of kindness. Small acts of kindness can make a big difference. Helping those who are suffering, supporting people you know and strangers are ways to show empathy.

#### **2.4. Gratitude for everything, satisfaction with things, the ability to appreciate even the smallest services.**

Gratitude is an important component of moral and ethical communication, which contributes to harmonious interpersonal relationships, the formation of a positive environment and the strengthening of social ties. The ability to be grateful is not just a gesture of politeness, but an indicator of internal culture, moral maturity and respect for others. Gratitude helps people feel their significance, motivates them to do good deeds and creates an atmosphere of mutual support.

The concept of gratitude encompasses not only the usual words of gratitude, but also an inner feeling of satisfaction with things that happen in life. A person who is able to appreciate even the smallest pleasures and achievements lives more

consciously, perceives the world around them from a positive side and is less likely to feel dissatisfaction or disappointment. Contentment means not only accepting reality as it is, but also the ability to see meaning in daily activities, find joy in simple things, and strive for harmony in life.

One manifestation of gratitude is the ability to appreciate even the smallest services and efforts made by other people. Often, society takes for granted the help of colleagues, friends, or family, although even the smallest act of attention deserves gratitude. A simple “thank you” can improve mood, increase a person’s motivation, and strengthen interpersonal relationships. It is especially important to express gratitude in a professional environment, where recognition of efforts and work results contributes to increased productivity and strengthened corporate culture [9].

Gratitude is also an important element of emotional intelligence. A person who knows how to express gratitude is better aware of the value of human relationships, understands that any action, even the smallest, can have a meaning for another person. When sincere gratitude is shown in communication, it helps to create an atmosphere of trust, form a culture of mutual respect and promote positive interaction between people.

The practice of gratitude has a positive effect on a person’s emotional state. Psychological studies prove that people who practice gratitude daily feel happier, have lower levels of stress and are more resilient to life’s difficulties. Awareness of even the smallest benefits that a person receives from others helps to avoid negative thinking and focus on the positive aspects of life.

Therefore, the ability to express gratitude, be satisfied with one’s work and appreciate even the smallest services is an important basis for moral and ethical communication. This is not only a way of expressing politeness, but also a way to create a friendly society where people openly demonstrate their gratitude, support each other and strengthen social ties.

## **2.5. Overcoming anger, forgiving offenses, eradicating enmity with people.**

The ability to overcome anger, forgive offenses and eradicate enmity are important aspects of moral and ethical communication that contribute to harmonious

interpersonal and social relations. Enmity, offenses and uncontrolled negative emotions destroy relationships, reduce the quality of communication and become the cause of many conflicts. That is why the ability to manage one's emotions, find the strength to forgive and strive for peaceful resolution of conflicts is the basis of constructive communication and the development of a healthy society.

*Anger* is a natural emotion that arises in situations where a person feels injustice, disappointment or threat. However, if it is not controlled, it can lead to conflicts, aggression and the destruction of relationships. It is important to learn not only to be aware of your emotions, but also to be able to manage them. One of the most effective ways to overcome anger is to develop self-control and emotional self-regulation. Practicing deep breathing, analyzing the situation, redirecting attention to positive aspects, or even simply pausing before responding can help reduce tension and avoid impulsive reactions.

*Forgiveness* is essential for maintaining peace of mind and restoring mutual understanding between people. When a person holds a grudge, he continues to experience negative emotions that can affect his psychological state and overall well-being. Forgiveness does not mean approving or justifying the unjust actions of another person, but rather a way to free himself from the burden of negative feelings. The ability to forgive helps to reduce emotional stress, helps restore harmony in relationships, and reduces the likelihood of further conflicts [10].

*Eradicating hostility* requires a conscious desire for peace and constructive dialogue. Hostility between people or groups often arises due to misunderstandings, differences in views, or long-standing conflicts that have not been resolved. To overcome this, it is necessary to develop a culture of mutual respect, a willingness to compromise and the ability to admit mistakes. An important step in eradicating hostility is also open communication, during which the parties can discuss their differences, express their feelings and find common solutions.

*The practice of peaceful conflict resolution* is of great importance both in everyday life and in the professional environment. In a team where hostility exists, the working atmosphere becomes tense, which negatively affects productivity and

interaction between employees. Preventing conflicts through open dialogue, respect for the opinions of others and joint search for solutions helps create a favorable environment for cooperation.

Effective anger management:

- Understanding your own emotions and identifying your anger triggers.
- Identifying and changing harmful thoughts that fuel your anger.
- Using calming strategies such as deep breathing, meditation, and physical activity.
- Developing emotional intelligence skills such as compassion, empathy, and effective communication.
- Seeking support from a professional counselor or therapist if anger is consistently interfering with your well-being and relationships.

Anger is a natural human emotion. It is important to understand that anger is not a problem in itself, but rather a way in which we react to events and situations in our lives. The path to effective anger management is to understand its causes, find ways to calm down, develop emotional intelligence, and, if necessary, seek professional support. Confident anger management skills can improve our well-being and preserve our relationships with other people.

Enmity, as a deeply rooted feeling of hostility, hatred and disagreement, is a destructive force that divides people, inflames conflicts and undermines the foundations of peaceful coexistence. It can manifest itself at different levels: from personal relationships to intergroup conflicts and international wars. Eradicating enmity is a difficult but extremely important task that requires a comprehensive approach and joint efforts.

Eradicating enmity is a task not only for governments and international organizations, but also for every person. Everyone can contribute to creating a more tolerant and just world by adhering to the following principles

- Be an example of tolerance and respect for others.
- Resist discrimination and violence in any form.
- Support victims of violence and discrimination.

- Disseminate truthful information and counter disinformation.
- Support intercultural dialogue and exchange.
- Raise children in a spirit of tolerance, respect.

Examples of the application of the main methods of overcoming anger and forgiveness are given in the following range of notions. *Control of emotions* – developing the ability to control impulsive reactions (the employee avoids emotional responses in conflict). *Situation analysis* – objective consideration of the situation, avoiding hasty conclusions (a person analyzes the circumstances before reacting). *Practice of forgiveness* – conscious choice to let go of resentment and negativity (a person does not hold grudges after an apology from a colleague). *Constructive dialogue* – discussion of a problem without aggression, aimed at finding a solution (two colleagues peacefully discuss the cause of a misunderstanding). *Change of focus of attention* – redirecting attention to positive moments and personal development (a person concentrates on their own achievements, not on the conflict). Therefore, overcoming anger, forgiving offenses and eradicating hostility are necessary elements of constructive communication. People who know how to control negative emotions, forgive others and strive for peace contribute to the creation of a harmonious environment based on trust, respect and mutual understanding. This not only helps to avoid conflicts, but also makes life more peaceful, balanced and happy.

### **3. Interpersonal communication in a professional environment.**

#### **3.1. Establishing a friendly workplace.**

A friendly workplace is a key factor in increasing productivity, motivating employees, and fostering harmonious relationships within the team. It is based on the principles of mutual respect, open communication, support, and willingness to cooperate.

One of the key elements in creating a friendly workplace is mutual respect. In a team where each employee feels valued and important, there is greater interest in achieving goals together. It is also important to adhere to a fair distribution of responsibilities and recognize the contribution of each team member [11].

Open communication helps reduce misunderstandings and build trust. Management that regularly informs employees about goals, achievements, and

challenges creates an atmosphere of transparency and mutual support. Employees, in turn, should be able to freely express their ideas, opinions, and suggestions.

Emotional support is another important aspect. In difficult situations, colleagues should be ready to provide help or moral support. This increases team cohesion and helps to overcome stressful situations.

To maintain a friendly atmosphere, it is also important to prevent conflicts and resolve them in a timely manner. A constructive approach to disputes, based on mutual respect, allows you to avoid tension and creates a favorable environment for the development of professional relationships.

In addition, managers can influence the atmosphere by recognizing the achievements of employees. A system of incentives, such as bonuses, public thanks or even small symbolic gifts, helps to increase job satisfaction and motivates employees to further success.

Relationships between colleagues in a team are a strong springboard for the effective work of the entire team, a healthy friendly atmosphere and friendly relations within. A friendly atmosphere at work is an important factor in ensuring the productivity, satisfaction and well-being of employees.

Psychological climate is a complex emotional and psychological state of the team, reflecting the general psychological mood and the degree of satisfaction of employees with various factors of the team's life.

A positive psychological climate in the work environment affects the efficiency and effectiveness of employees, creating a favorable atmosphere for their work. Relationships between colleagues and management, which are formed within the framework of the psychological climate, are of great importance for the satisfaction of employees and their motivation to achieve high results.

The success and effectiveness of employees are inextricably linked with the psychological climate in the workplace. Creating a positive atmosphere and a favorable environment has a great impact on the productivity and effectiveness of employees. Relationships between colleagues, the level of communication, the degree



of job satisfaction – all this determines the psychological climate, which affects the overall productivity of the team.

Optimal performance and efficiency of employees directly depend on a positive psychological climate in the workplace. Creating a favorable atmosphere affects productivity, employee satisfaction and the overall success of the organization. To achieve these goals, due attention should be paid to the implementation of recommendations aimed at improving the psychological environment in the workplace.

Creating a supportive psychological environment. The successful operation of an organization and the achievement of high efficiency of employees largely depend on the psychological environment in which they work. Creating a favorable atmosphere and a positive psychological climate contributes to increasing productivity and efficiency of work.

One of the key aspects of creating a favorable psychological environment is providing comfort and support for employees. This may mean providing opportunities for self-expression, recognition of achievements, support in solving problems and creating positive relationships between colleagues. Such an environment contributes to the development of a sense of importance and value of each employee, which in turn has a positive effect on their motivation and commitment to work.

The second important aspect is creating opportunities for personal and professional growth of employees. Providing opportunities for learning, development and expansion of competencies not only contributes to improving the skills and knowledge of employees, but also stimulates their self-realization and self-improvement. Taking into account the individual needs and interests of employees, the organization can ensure the creation of a stimulating environment that has a positive effect on their efficiency and effectiveness.

In addition, it is important to ensure open and trusting communication within the organization. Active listening, openness to employees' ideas and opinions, taking into account their opinions and contributions contribute to creating an atmosphere of

mutual understanding and cooperation. This helps to avoid conflicts and improves teamwork, which in turn stimulates employee productivity and effectiveness.

Therefore, establishing a friendly atmosphere at work is an important task for each member of the team. Mutual respect, support, transparency and willingness to cooperate create conditions under which each employee feels valued and motivated to achieve common goals.

### **3.2. Setting personal boundaries and rules for violating these boundaries in the team.**

Personal boundaries are the invisible line that defines what is acceptable or unacceptable for a person in communication and interaction with others. They cover physical, emotional, social and professional space and play an important role in creating harmonious working relationships. In a team where the personal boundaries of each employee are respected, a friendly atmosphere is formed, which contributes to productivity, trust and comfort at work.

Setting personal boundaries in a team begins with awareness of one's own needs and communication with colleagues about one's expectations. A person must clearly determine what is acceptable for them in communication and what is a violation of their space. This applies to both physical boundaries (for example, personal workspace, inviolability of personal belongings) and emotional ones (the right to a personal opinion, unwillingness to discuss certain topics).

In a professional environment, it is important to set clear boundaries regarding the distribution of responsibilities and working hours. For example, an employee has the right to time for focused work without unnecessary interruptions or to have their personal time respected after the workday. The ability to say "no" without feeling guilty is another important aspect of setting personal boundaries, as it helps to avoid being overwhelmed with tasks that are not within the employee's competence.

Despite setting boundaries, situations may arise in the team when these boundaries are violated – consciously or unconsciously. The most common cases of violating personal boundaries include intrusive communication, personal questions, interference in work processes without permission, manipulation or gossip. This also

includes excessive workload, when an employee is delegated tasks outside his competence without proper compensation or taking into account his capabilities [12].

To avoid such situations, it is important to know how to respond correctly to boundary violations. One of the most effective methods is to calmly but confidently communicate your discomfort and clearly set boundaries. For example, if a colleague is consistently interrupting you during a conversation or meeting, you can politely but firmly remind them of the importance of finishing their thoughts before the other person starts speaking.

In many cases, an effective way to prevent violations of personal boundaries is to establish generally accepted rules for communication in the team. For example, companies may have established working hours after which colleagues should not be disturbed, rules for work correspondence, or norms of ethical behavior in communication.

In general, establishing personal boundaries in the team is an integral part of effective cooperation. This allows each employee to feel comfortable and protected in the work environment, minimizes stress and conflicts, and also promotes productivity and harmonious interaction between team members. Adhering to established boundaries and responding correctly to their violation are key factors that help create a healthy work microclimate.

### **3.3. Asking for help and expressing gratitude for a service.**

The ability to ask for help and express gratitude for a service provided are important components of effective communication in a professional environment. These skills help strengthen working relationships, create an atmosphere of trust and mutual respect in the team.

Asking for help is not a sign of weakness, but an indication of openness to cooperation and recognition that everyone may need support. In a professional environment, it is important to formulate a request clearly, politely and constructively.

It is worth specifying what exactly the problem or task is, what kind of help is needed, and determine the expected results. For example: “I need help preparing a report. Can you check the data in the table by tomorrow morning?”

The request should sound polite, without any hint of coercion. Using phrases like “Could you help...” or “I would be grateful for your support...” contributes to a positive perception. It is also necessary to take into account the schedule of colleagues so as not to create inconvenience or overload for them.

Asking for help also demonstrates a willingness to cooperate. The person who asks for support recognizes the professionalism and value of the other party, which strengthens the bonds in the team.

Gratitude is an important stage of any interaction. It not only expresses gratitude, but also motivates employees to continue supporting each other. The main principles of gratitude:

1) timeliness – gratitude should be expressed immediately after receiving help or a service; this emphasizes sincerity and respect;

2) definition of contribution – it is worth specifying what exactly you are grateful for;

3) variety of forms – gratitude can be both verbal (words of gratitude during communication) and written (a letter, message or official thank you). In some cases, symbolic gifts or public recognition are appropriate.

Interaction through requests and thanks helps to build trust and strong relationships in the team. People who feel that their efforts are appreciated become more motivated, and the atmosphere in the team becomes more friendly [13].

Regarding ethical aspects, requests for help should not be intrusive or used to shift responsibility. Thanks should be sincere and proportional to the amount of help. A culture of mutual help should be maintained in the team to avoid situations where requests become a burden for others.

Examples of use:

1) request: Could you review this data and give your feedback by the end of the day? This will help me avoid mistakes;

2) thanks: Thank you for your help in resolving this issue. Thanks to you, we avoided a delay.

Therefore, the ability to correctly ask for help and sincerely express gratitude is important for effective communication, which helps strengthen relationships and improve the work environment.

### **3.4. Providing and receiving support, reassurance.**

Support in the team plays a key role in creating a healthy work environment, increasing productivity and reducing stress levels among employees. It can manifest itself in various forms - emotional support, professional assistance, financial or organizational support. Providing and receiving help creates an atmosphere of trust and mutual respect, which contributes to team cohesion and increased work efficiency.

A culture of mutual assistance and support is an important element of effective work in any team. Employees who feel that they can count on the help of colleagues feel more confident, adapt more easily to changes and cope better with difficulties.

Support can be expressed in the following forms:

- 1) emotional support – moral encouragement, friendly conversation, encouragement of colleagues, which helps reduce stress and increase motivation;
- 2) informational support – providing useful information, tips, sharing knowledge, which helps employees perform their tasks more effectively;
- 3) practical assistance – direct participation in solving the task, connecting to work to relieve a colleague during a difficult period;
- 4) organizational support – creating comfortable working conditions, providing resources that facilitate the work process and promote productivity.

A special role in providing support is played by management. Leaders who support their employees contribute to the formation of loyalty to the company, increasing motivation and improving corporate culture. This can manifest itself in the form of a flexible schedule, career opportunities, additional resources for completing tasks or creating a comfortable working atmosphere [14].

No less important is the ability to accept help. Often people refuse support because of the desire to demonstrate independence, fear of appearing weak or unwillingness to burden others. However, in a work environment, refusal of support can lead to overload, burnout and reduced efficiency.

Accepting help requires awareness of one's own needs and capabilities, openness to cooperation, willingness to work in a team, adequate response to the offer of help, without feeling ashamed or embarrassed, and expressing gratitude for the support provided.

In many organizations, an important aspect of social support is also the insurance system. It may include health insurance, accident insurance, pension provision, or liability insurance.

The main types of insurance that support employees in difficult situations:

- 1) health insurance – covers the costs of treatment and preventive measures;
- 2) accident insurance – protects employees in case of injuries or other unforeseen situations;
- 3) pension insurance – provides financial support in the future;
- 4) professional liability insurance – is especially important for specialists working in areas associated with high risks (medicine, law, finance).

Workplace insurance helps employees feel more confident, reduces anxiety, and creates an additional level of social protection.

Support and insurance are interrelated elements of employee social protection. If mutual assistance in the team allows for quick resolution of work issues, then insurance mechanisms ensure stability and financial security in the long term. The combination of personal and organizational support creates a favorable working environment that increases employee productivity, loyalty, and overall job satisfaction.

Providing and receiving support is an integral part of effective interaction in any team. People who support each other create an atmosphere of trust, help reduce stress, and create conditions for productive work. Insurance, in turn, provides an additional level of protection, guarantees stability and social security for employees. The formation of a culture of support and social protection helps strengthen corporate culture and increase the efficiency of the organization as a whole.

### **3.5. Communication with colleagues, partners and clients.**

Effective communication with colleagues, partners and clients is a key factor for success in a professional environment. It helps to strengthen trusting relationships,

ensures effective cooperation and helps to avoid conflicts. In the process of interaction with each group, it is necessary to take into account the peculiarities of communication in order to achieve harmonious cooperation.

Communication with colleagues is based on cooperation, respect and openness. Creating a friendly atmosphere helps to strengthen trust, increase motivation and team cohesion. An important aspect is the effective distribution of tasks according to the strengths of each employee, which increases team productivity. In the event of misunderstandings, it is necessary to use a constructive approach, including open dialogue and mutual respect, which helps to avoid conflict situations and ensures harmonious coexistence in the team. For example, regular team meetings allow you to discuss goals and work results, contributing to harmonious interaction between colleagues.

Communication with partners requires professionalism, honesty and a focus on mutually beneficial cooperation. An important principle is openness in communication, which allows you to avoid hidden motives and manipulation. Fulfillment of promises and obligations is the basis for strengthening trust and stable business relationships. In case of disagreements or conflicts, it is necessary to find compromise solutions that take into account the interests of both parties. For example, concluding contracts with clearly defined terms of cooperation, deadlines and distribution of responsibilities contributes to effective business management and long-term partnership.

Communication with clients is based on a client-oriented approach, which ensures a high-quality level of interaction. One of the main aspects is active listening, which allows you to better understand the client's needs and offer optimal solutions. Compliance with professional etiquette helps create a positive image of the company and maintain long-term relationships with clients. Speed and quality of service play an important role, since prompt responses and high quality of services or goods provided significantly increase the level of customer satisfaction. For example, if a consultant responds quickly to a request, provides detailed information, and offers several options for solving a problem, this strengthens trust and a positive impression of the client [15].

For effective interaction with all participants in the professional environment, it is necessary to take into account the general principles of communication. It is important to show empathy, which allows you to understand the emotional state of the interlocutor and adjust the communication style accordingly. Positive communication helps create a favorable working environment through the use of constructive phrases and a polite tone. Maintaining confidentiality is especially important when discussing sensitive issues, which ensures trust and stability in business relationships.

Here we have to consider the principles of communication with colleagues in terms, their interpretation and examples of real application. *Friendly atmosphere* – creating trust and support between employees (organizing regular team discussions to summarize). *Teamwork* – effective division of tasks, taking into account the strengths of each (project planning taking into account the competencies of employees). *Conflict resolution* using open dialogue to resolve misunderstandings (peaceful discussion of controversial issues without aggression or pressure). *Honesty and transparency* – open discussion of the terms of cooperation without ulterior motives (conclusion of clear contracts with prescribed conditions). *Compliance with agreements* – fulfillment of obligations and agreements (timely completion of tasks within the framework of the contract). *Ability to compromise* – finding common solutions to satisfy the interests of both parties (discussion of conditions that suit both parties in case of disagreements). *Active listening* – understanding the client's needs and finding appropriate solutions (the consultant listens carefully to the client's requests and offers solutions). *Professional etiquette* – adherence to the norms of politeness and professionalism in communication (use of polite wording in correspondence and conversations). *Speed and quality of service* – prompt response to customer requests while ensuring high quality of services (quick response to customer requests with detailed recommendations). In general, effective communication with colleagues, partners and customers contributes to the achievement of professional goals, improvement of the working atmosphere and strengthening of trust. Adherence to the principles of mutual respect, honesty and empathy helps to create harmonious and productive relationships in any professional environment.



## **4. Professional communication of a specialist.**

### **4.1. Use of professional terminology.**

Professional terminology is an important element of effective communication of a specialist, as it ensures accuracy, clarity and correct interpretation of information among colleagues, partners and clients. The use of specialized terms contributes to the clear formulation of thoughts, increasing the level of competence and effectiveness of communication in a professional environment.

One of the main functions of professional terminology is to ensure unambiguous understanding between specialists in a particular field. The use of standardized concepts allows to avoid differences in the interpretation of terms and promotes rapid exchange of information [16]. For example, in medicine, the concepts of “hypotension” and “hypertension” have a clear meaning and are not subject to ambiguous interpretation, which guarantees the accuracy of diagnosis and treatment.

Terminology also performs the function of professional identification, allowing a specialist to demonstrate his competence in a certain field. Using precise technical terms creates an impression of professionalism and authority, which is especially important when negotiating, advising clients, or giving public speeches. In the field of law, for example, the precise use of the terms “claim,” “jurisdiction,” or “jurisdiction” helps avoid legal inaccuracies.

However, it is important to consider that the use of professional terminology should correspond to the level of awareness of the audience. Excessive saturation of the text with specialized terms can make it difficult to perceive information for people who are not specialists in a particular field. For example, in technical fields, when communicating with clients, it is advisable to explain complex terms in simple words or use metaphors for better understanding.

Professional terminology is the basis for effective communication in the scientific and academic environment. Researchers use terms to clearly convey concepts and the results of their research. In an international context, knowledge of English-language terminology is of particular importance, since many specialized scientific publications and technical documentation are published in English [16].

Important notions of this sphere can be represented in the following terms that have a clear meaning in a particular field to avoid misunderstandings. *Professional identification* – demonstrating professionalism and competence in communicating with colleagues, clients, and partners (a lawyer uses the terms “jurisdiction” and “liability” to precisely define legal boundaries). *Adaptation to the audience* – explaining complex terms in simple words or adapting them to the level of understanding of the interlocutor (an IT specialist explains to a client that “server environment” means a platform for running applications). *International aspect* – the importance of knowledge of English-language terminology for international cooperation and professional communication (an engineer knows English terminology for reading technical specifications of international companies). *Application in scientific activities* – the use of specialized terms in scientific publications and technical documentation for the accuracy of information transmission (a scientist uses the terms "cognitive flexibility" or "algorithmic complexity" in his research). Therefore, the correct use of professional terminology is a key factor in successful communication of a specialist. It ensures accuracy, efficiency and professionalism of communication, contributes to the correct understanding of information and forms a positive image of a specialist in a professional environment.

#### **4.2. Skills and abilities to express oneself professionally.**

Communicative competence is a reliable foundation for healthy interpersonal relationships and professional success. Improving interpersonal communication skills can open up new opportunities for a person. When we correctly and accurately express our thoughts, our position becomes clear to other people. Therefore, it is more likely that we will be able to achieve mutual understanding.

Professional communication is a creative, guided process of exchanging messages, organizing mutual understanding, achieving optimal interaction, and getting to know each other in various types of activities of participants in professionally directed communication

Professional communication is formed in the conditions of a specific professional activity, and therefore to a certain extent absorbs its features and is an important part of this activity. In professional activity, people try to achieve not only general, but also personally significant goals, thanks to knowledge and skills, abilities. Professional communication is one of the universal realities of human existence, a specific type and a necessary condition for its activity. In professional communication, a specialist faces a myriad of unforeseen situations in which it is necessary to solve the tasks of mutual understanding and interaction in a new way, the solution of which cannot be implemented according to a known algorithm or template, although knowledge of general creative approaches to solving professional tasks usually helps to overcome difficulties. The specific features of professional communication are conscious, purposeful management of communication, the presence of a general and specific goal of communication, as well as scientific validity and a high professional level. In order for the contact to be truly deep, a person, in addition to professional knowledge, knowledge of communication, certain skills and abilities, must also have a positive communicative attitude towards communication, and an attitude not just towards establishing contact, but towards a person as a universal human value, then this contact will become humanized, and communication will take place at a high level.

Professional expression involves not only knowledge of the language, but also possession of specific skills, style and strategies that allow you to convey information as effectively as possible.

The ability to express oneself professionally is a basic skill for any specialist, as it affects the effectiveness of communication, interaction with colleagues, clients and partners, as well as career growth. Professional speech is distinguished by clarity, logic, structure and compliance with the norms of speech etiquette.

One of the main principles of professional speech is accuracy, which involves the use of the correct terms and formulations in accordance with the specifics of the activity. Statements must be understandable to the audience, so it is important to avoid ambiguous statements and vague phrases. Logic and consistency of speech help

interlocutors better perceive information, which is especially important in business communication and scientific communication.

Professional speech also requires that the style correspond to the communication situation. Business negotiations require a formal style, while in a team environment more relaxed communication is permissible. It is important to control intonation, speech rate, voice volume, and gestures to create a favorable impression and avoid misunderstandings [17].

Another important aspect is active listening skills, which allow you to correctly interpret what the interlocutor says, respond to his or her remarks, and build a constructive dialogue. The ability to listen attentively helps to avoid conflicts, promotes accurate understanding of information, and effective decision-making.

Rhetorical skills are also an integral part of professional speech. The ability to influence the interlocutor, convincingly argue your point of view, and speak to an audience plays an important role in many professional fields. The use of logical arguments, examples, and structured arguments enhances the persuasiveness of speech and helps achieve the set communicative goals.

Professional speech requires adherence to ethical norms and rules of business etiquette. Politeness, correctness, and tact in statements increase the level of trust and respect in communication. Using positive wording, avoiding an aggressive or overly emotional tone helps create a favorable atmosphere for interaction.

The main aspects of professional speech and their application in practice can be characterized in the range of examples. Accuracy of wording – using the correct terms and avoiding ambiguous statements (the doctor uses the term “cardiomyopathy” instead of the general “heart problem”). *Logic and consistency* – statements should have a clear structure and be subject to the logic of argumentation (the manager begins the presentation by defining the problem, and then offers a solution). *Correspondence of communication style* – using the appropriate level of formality in different situations (official tone in negotiations, but more relaxed in informal communication). *Active listening skills* – the ability to correctly interpret the words of the interlocutor, react to them and maintain a dialogue (the manager listens

carefully to the employee's questions and formulates an answer taking into account his needs). *Rhetorical skills* – using logical arguments, examples and arguments to influence the interlocutor (a lawyer convincingly justifies his position before the court). *Compliance with ethical norms* – using polite and correct formulations, tact in communication (a diplomat responds neutrally to a provocative question, avoiding conflict). Thus, the ability to express oneself professionally includes accuracy of formulations, logic and consistency, correspondence of speech style to the situation, active listening skills, rhetorical abilities and compliance with ethical norms. These skills allow a specialist to communicate effectively, argue his thoughts and build productive business relationships.

#### **4.3. Professional etiquette and its verbal expression.**

Professional etiquette is an important component of effective communication in a business environment. It defines the rules of speech behavior of a specialist, contributes to the formation of a positive image and creates a favorable climate for cooperation. Compliance with speech etiquette involves the use of correct expressions, politeness, compliance with the norms of business communication and the ability to adapt the communication style to the situation.

One of the main aspects of professional etiquette is the use of polite formulations. Addressing the interlocutor should be correct and correspond to his status, age or professional role. The use of polite words, such as “please”, “thank you”, “excuse me”, helps create a friendly atmosphere and demonstrates respect for the interlocutor. For example, in correspondence or oral communication, it is important to avoid harsh or tactless statements, and instead use diplomatic constructions.

Professional speech should be neutral and correct, regardless of the emotional state of the specialist. Using constructive criticism instead of accusations or insults helps to resolve conflict situations effectively. For example, instead of direct criticism like “You made a mistake” you should say “Maybe you should review this point again to avoid inaccuracies”. This allows you to maintain respect between the interlocutors and avoid tension.

An important aspect of the verbal expression of professional etiquette is compliance with the norms of business correspondence. Official communication involves the use of a clear text structure, correct addresses and closing phrases. For example, at the end of a letter, it is appropriate to use expressions such as “With best wishes” “Sincerely grateful for your attention” or “Respectfully”. This demonstrates professionalism and politeness in communication.

During oral business communication, it is important to consider not only words, but also intonation, speech pace, and non-verbal aspects of communication. Restraint, clarity, and confidence in the voice emphasize a professional communication style, while haste or a raised tone can create the impression of unprofessionalism or insecurity [18].

Compliance with professional etiquette also includes the ability to express gratitude and apologize in appropriate situations. If a specialist has made a mistake, it is worth expressing an apology clearly and concisely, for example: “I apologize for the inaccuracy in the previous message, I am already correcting the situation.” Expressions of gratitude should also be part of professional communication: “Thank you very much for the information provided, it was very useful”.

The following examples illustrate the main aspects of professional etiquette in verbal expression, which helps to create a comfortable environment for effective business communication. *Polite wording* – the use of polite words that demonstrate respect and create a positive atmosphere (“Please let me know your opinion on this matter”). *Correct expression of criticism* – avoiding harsh wording, using a constructive approach (“Perhaps this point should be clarified to avoid inaccuracies”). *Business correspondence* – adhering to a clear message structure, correct addresses and closing phrases (“With best wishes, [name]”). *Control over tone of speech* – clarity, confidence, calm pace of speech without aggressive notes (using an even tone even in tense situations). *Ability to express apologies* – sincerity in apologizing, avoiding excessive excuses (“I apologize for the inaccuracy, I am already correcting the situation”). *Expression of gratitude* – using words of gratitude in different situations (“Thank you very much for your support, it is very important to me”). Professional

communication etiquette involves using polite language, being correct in your statements, following the rules of business correspondence, and being able to control your tone and style of speech. Adhering to these principles helps create a positive work environment, increase trust, and improve communication effectiveness.

#### **4.4. Conversation, dialogue.**

In a professional environment, the ability to conduct a conversation and maintain a constructive dialogue is an important skill that affects the effectiveness of communication and interaction between employees, partners and clients. A competently organized dialogue allows you to avoid misunderstandings, reach compromises and form trusting relationships.

One of the main components of a successful conversation is the clarity and logic of statements. The interlocutors must understand each other, so it is important to use clear wording, avoid unnecessary complexity in explanations and adhere to a clear structure for expressing thoughts. At the same time, it is important to take into account the context of communication and adapt the style of speech to the situation.

Active listening is another important element of effective dialogue. It includes attentive attention to the words of the interlocutor, maintaining contact with appropriate reactions (nodding the head, short confirmations such as “I understand”, “yes, I agree”) and avoiding interruptions. This contributes not only to better understanding, but also to strengthening trust between the parties.

For successful dialogue, it is also necessary to take into account emotional intelligence, that is, the ability to recognize and regulate emotions during a conversation. The ability to control one’s own emotions and correctly respond to the emotions of the interlocutor allows you to avoid conflicts and maintain a constructive tone of communication [19].

It is also important to adhere to the principle of mutual respect. In a dialogue, it is necessary to take into account the point of view of the other party, even if it differs from your own. Using diplomatic formulations and avoiding categorical statements helps to maintain a professional atmosphere and helps to find a compromise.

One of the main aspects of conducting a professional conversation is argumentation. The statement of one's own position should be based on logic, facts and well-founded arguments. Using examples, statistical data or analogies enhances the persuasiveness of arguments and helps to better convey your opinion to the interlocutor.

During a dialogue, it is also important to control non-verbal signals – gestures, facial expressions and intonation. An open posture, eye contact and a friendly tone of voice contribute to creating a positive atmosphere of communication.

The following examples demonstrate the basic principles of conducting a dialogue and provides practical examples of their application in professional communication. *Clarity and logic* – the use of clear formulations and a structured presentation of thoughts (the employee explains project tasks, observing consistency and specificity). *Active listening* – attentive attitude to the interlocutor, maintaining contact and avoiding interruptions (the manager listens to the client, nods his head and summarizes his words for clarification). *Emotional intelligence* – control of one's own emotions and correct response to the emotions of the interlocutor (the manager remains calm in a stressful situation, helping the team find a solution). *Mutual respect* – compliance with ethical norms, taking into account the point of view of the interlocutor (the diplomat avoids critical remarks, uses polite formulations). *Argumentation* – the use of facts, examples and logical arguments to strengthen one's own position (the speaker justifies his idea, referring to analytical data). *Control of non-verbal signals* – use of eye contact, friendly tone of voice, open posture. During negotiations, the interlocutor maintains a confident but calm facial expression. Effective conversation and dialogue are based on clear formulations, active listening, emotional intelligence, mutual respect, reasoning of statements and control of non-verbal signals. These skills help to achieve productive results in business communication and strengthen professional relationships.

#### **4.5. Public speaking.**

Public speaking is an important component of professional activity, requiring a specialist not only in-depth knowledge of the topic, but also the ability to convey information to the audience clearly, confidently and convincingly. Speeches can have



different formats: presentations at conferences, reports at meetings, speeches to partners, clients or colleagues. The success of a public speech depends on preparation, speech structure, speech skills, non-verbal means of communication and interaction with the audience [20].

The first stage is the preparation of the speech, which includes determining the target audience, the main goal and main theses. It is important to develop a logical structure of the report: introduction, main part and conclusions. The introduction should attract the attention of the audience, outline the problem or topic that will be considered. The main part contains reasoned explanations, supported by examples, facts or statistics. The conclusions summarize the results, emphasize the main aspects and suggest possible solutions or further actions.

An important element of public speaking is the mastery of voice and speech. The pace of speech should be moderate, and the intonation should be expressive to maintain the interest of the audience. Excessive monotonous speech can cause the loss of attention of the listeners. Articulation and diction should be clear to avoid misunderstandings.

Nonverbal communication is no less important. During the speech, it is necessary to maintain eye contact with the audience, use open gestures and controlled facial expressions. Excessive gestures or avoidance of eye contact can negatively affect the perception of the speech [20].

To enhance the effectiveness of the speech, it is worth using visual materials, such as slides, graphs or diagrams. They help to better convey information and make the presentation more interesting. However, it is worth remembering that slides should not overload the audience with text – their function is to supplement, not replace, the speaker's words.

Interaction with the audience plays a significant role in public speaking. It is important to monitor the reaction of the audience, answer questions, and adapt your presentation to their interest. If the audience is not active, you can use rhetorical questions or involve the audience in the discussion.

Some notions of successful public speaking and their practical application are the following. *Preparing the speech* – determining the audience, the main goal, and

developing a logical structure for the report (the lecturer analyzes the composition of the audience and adapts the presentation to their interests). *Clear structure* – introduction to attract attention, the main part with arguments, and conclusions (the beginning of the report includes a question that stimulates the audience's interest). *Voice control* – expressive intonation, control of the pace of speech, clear articulation (the speaker changes his or her tone of voice at important points to emphasize their meaning). *Nonverbal communication* – maintaining eye contact, using gestures, and controlling facial expressions (the speaker looks at the audience, not at the notes or screen). *Using visuals* – reinforcing the content of the speech with graphs, charts, and slides (using a presentation with illustrations to explain complex information). *Audience interaction* – engaging the audience through questions, discussions, and reactions to their behavior (the speaker asks a rhetorical question to arouse interest). In general, successful public speaking is based on careful preparation, a clear structure, proper use of voice, nonverbal communication, visuals, and effective interaction with the audience. Possession of these skills allows a professional to convey information convincingly, influence the audience, and create a positive impression.

**Conclusions.** The study of professional, moral and ethical communication of specialists confirmed the importance of adhering to ethical principles in the professional environment. Moral and ethical principles of communication form the basis for trust, mutual respect and harmonious relations in the team. The use of professional terminology ensures the accuracy and unambiguousness of communication, which is especially important in complex professional areas. Public speaking skills and the ability to conduct a constructive dialogue contribute to the achievement of professional goals, and compliance with professional etiquette increases the level of trust and creates comfortable conditions for cooperation. In addition, the use of emotional intelligence in communication helps to control one's own emotions, take into account the state of the interlocutor and create a positive atmosphere for interaction. Recommendations:

1) in the professional environment, regularly organize trainings and seminars to develop communication skills, public speaking techniques and master ethical norms;

2) for personal development, practice methods of emotional self-regulation, active listening and improve rhetorical abilities;

3) to introduce a culture of open dialogue in teams, which contributes to resolving conflicts and establishing trusting relationships;

4) to introduce feedback systems in organizations, which help to assess the level of communication and identify opportunities for its improvement.

Following these recommendations will ensure the harmonious development of communication skills and promote effective professional communication.

**Prospects for further research.** Further research in the field of professional, moral and ethical communication of specialists is appropriate and relevant, since this topic directly affects the quality of interaction in the professional environment and the success of organizations. One of the promising areas is the development of innovative methods for increasing the communicative competence of employees, in particular through the integration of modern technologies, such as simulation simulators, VR platforms and interactive training programs.

An important aspect is also the study of the influence of cultural and social factors on the ethics of professional communication in the context of globalization. This will help to adapt approaches to intercultural communication and develop universal models of interaction in multinational teams. In addition, it is relevant to study the influence of emotional intelligence on professional communication. The study of this aspect can contribute to the development of specialized trainings that will help specialists more effectively manage their own emotions and build trusting relationships with colleagues, partners and clients.

Further analysis of the use of professional etiquette in the digital environment is also a promising area of research. In the context of remote work and the growth of online communication, it is important to identify new challenges and opportunities for maintaining ethical standards in the virtual space.

Therefore, the prospects for further research cover a wide range of issues that contribute to increasing the effectiveness and ethics of professional communication, as well as adapting to modern working conditions and technological changes.

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## COMMUNICATIVE LEADERSHIP AS A KEY TO FUTURE SPECIALISTS' PROFESSIONAL SUCCESS

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**Abstract.** *The research is devoted to the role of communicative leadership in the professional success of future specialists. It aims to explore the conception of communicative leadership and its significance for the development of a future specialist in any field. It is proved that communication is one of the key factors in leader's success. The author analyzes the main aspects of "communicative leadership". The demand for specialists who are able to cooperate and establish business relations with partners, including external ones, organize activities to achieve a common goal, overcome communication barriers, communicate professionally in the course of performing professional tasks, be able to make self-presentation, be leaders, etc has been substantiated. Key characteristics of successful communication are provided. The definition of communication of a leader has been given. It was founded that the cluster of communicative leadership comprises personal development of a leader, result orientation, strategic vision, conflict management, motivation, active listening skills, verbal and non-verbal communication, business communication etiquette, change management. The styles of communication of a leader and the models of initial communication have been outlined in the research. The areas in which a leader needs to master to communicate successfully are indicated. The role of dialogic communication which most corresponds to people's social and psychological nature has been pointed out. Recommendations on how to establish processes and build quality communications in a team have been presented. The main barriers to effective communication are considered. The research highlights the principles of active listening, conflict resolution, staff motivation, verbal and nonverbal communication, emotional intelligence, assertive behaviour.*

**Key words:** *communicative leadership, communication of a leader, professional training, future specialist.*

**Introduction.** In the twenty-first century, leadership is recognized as one of the key factors that determine the success of organizations. It is leadership development that is the focus of efforts in many countries today. James McGregor Burns, who received the Pulitzer Prize for his book *Leadership* (1978), noted that one of the universal aspirations of our time is the desire for exciting and creative leadership. John Maxwell noted that leadership is not about titles, positions, or places in organizational charts. It is about influencing others. Leadership is a focus on the future of the organization, new perspectives, opportunities; different values and, accordingly, new approaches and procedures; a new quality of human resource

management. The individuality of a person in interaction with others is realized through the style of communication – a system of principles, norms, methods, activity techniques and behavior of an individual. Communicative leadership is based on how a leader communicates with employees. Communication is the interaction between two or more people that means the exchange of cognitive or affective-evaluative (emotional-evaluative) type of information. Mutual understanding, emotions, authenticity, and empathy are important for effective leadership communication. Its purpose is to achieve favorable interpersonal relations, feedback that signals how the other party perceives information and treats the problem. Effective communication involves: personal development of the leader, result orientation, strategic vision, conflict management, motivation, active listening skills, verbal and non-verbal communication, business communication etiquette, change management, etc.

**Relevance of the research.** In modern conditions, communication is one of the key factors in the success of the leadership activity of a future specialist. Effective communication allows to organize information exchange between employees, make quick decisions, and achieve high corporate results. One of the key components of professional training is professional communication skills, which significantly increase their competitiveness in the regional labor market and improve the effectiveness of their well-considered decisions. Society needs specialists who are able to cooperate and establish business relationships with partners, including external ones, organize activities to achieve a common goal, overcome communication barriers, communicate professionally in the performance of professional tasks, be able to present themselves, be leaders, etc. The importance of communication to leadership has been emphasized by quite a few of scholars over the years (Tourish and Jackson, 2008, Fairhurst, 2011, Barge, 1994). Thus, we still lack an inclusive framework, which collects and integrates theories and empirical research results and provides a foundation to further develop leaders' communication.

**Analysis of publications.** The first studies of communicative leadership appeared in the 1970s and 1980s in the works of W. Redding, G. Morgan, and in the well-known publication L. Putnam, K. Roberts & L. Porter [1]. In Europe, Sweden is

the undisputed leader in the development of this important area of research (S. Hamrefors, K. Johansson). The topic of communicative leadership is also becoming widespread in Ukraine (Kalashnikova S., Kyzylova V., Nestulia O., Pashko L.).

**Oblective of the research.** The objective of this paper is to create theoretical groundwork around the concept of “communicative leadership”, which can contribute to further development of communication competence of a leader.

**The research methodology.** Literature review method.

**Research material.** Communicative leadership as a concept emerged in Sweden in the late 1990s. Since then, organizations have been using it to characterize activities based on interaction between organizational leaders and their employees and related to organizational results and changes: dialogue, setting and explaining goals, involvement in decision-making, creating energy and commitment, performance evaluation and feedback, knowledge sharing, establishing cooperation and implementing decisions. communicative initiative in communication; social role of the subject in relation to the organization of the group; social position of the participant in communication [2]. The concept emerged towards the end of the 1990s in reaction to a more complex business environment characterised by and demanding rapid change, and a movement towards a more value based leadership. Although the concept of communicative leadership was not clearly defined, it evoked notions such as “dialogue and feedback”, “communication that satisfies different needs”, and “co-ordination and synergy”. Communicative leadership mainly features a greater amount of accessibility and communication with the staff”. The concept of “communicative leadership” can be questioned, since leading others without communicating seems virtually impossible. However, connotations evoked by the concept seem to signify that communicative leaders are not only communicating that all leaders and members tend to do, but also they are good at communicating – thus this implies that this communicative competence is well-developed. In the scientific writing, the concept of communicative leadership so far only been used to discuss the role of communication departments within organisations, and how communication professionals increase their efficiency when it comes to their leadership skills. Communicative leadership skills are defined by the

communicative contribution of interlocutors to its implementation. As to the personality of the participant of communication, communicative leadership is an integrative characteristic that indicates a high level of communication competence. The speech of a communicative leader is an informational message that is meaningful and influential for his interlocutors. Thus, leadership communication is defined as: “the controlled, deliberate transfer of meaning with the help of which leaders affect one individual, group, organization, or community”.

Thus, a communicative leader is an addressee of the communication process, a member of a certain group who enjoys recognized authority and has influence on other participants in communication interaction. The main principles of such interaction are openness, insight, and the ability to actively listen to the communication partner and engage in a dialog with him or her.

According to the concept of communicative leadership, communicative leaders are primarily sociable, which makes them superior to non-communicative leaders in achieving their own and social goals, especially in managing people and motivating them. The use of the concept assumes that communicative leaders are better or superior to non-communicative leaders in achieving organizational goals and motivating employees [3]. The concept of communicative leadership has not yet been fully studied and developed in the scientific literature.

Leadership styles are patterns of behavior that leaders use to communicate with their staff. The style is manifested when they motivate, give orders and achieve goals. According to leadership styles, communication styles are also manifested. Scientists identify two initial models of communication:

The first model covers authoritarian, democratic and liberal communication styles of communicative leadership.

K. Levine, R. Lippit, and R. White were among the first scholars to study the communication styles of a communicative leader. The subject of their research was the impact of authoritarian, democratic, and liberal styles on group performance. Each of these styles has unique features that demonstrate the leader's relationship with other group members.



The authoritarian style of a communicative leader implies clear regulation and total control over behavior, the leader gives orders, instructions, and directions.

The democratic style of the communicative leader is expressed in the leader's consideration of the interests and opinions of all members of the social community, group or organization and their participation in management.

The liberal style of a communicative leader is sometimes called the style of non-interference or minimal interference in the course of the task. In this case, the manager acts as an intermediary in making contacts between group members, providing them with information and materials necessary to complete the task.

The second model distinguishes between subject-oriented (aimed at regulating people's joint activities) and personality-oriented (aimed at changing a specific person) leadership communications.

Leadership is an impact connected with social interaction in a group of people, on the recognition of professionalism and competence, where communication is a means of influence in the process of exchanging information, ideas, feelings or thoughts between people. It includes the transmission and understanding of messages. Communication can take many forms, such as verbal (spoken or written) or non-verbal (gestures, facial expressions, tone of voice, etc.). Communication – from the Latin “communicatio” - unity, transmission, connection, message. Communication has been the subject of study of two ancient scientific disciplines – logic and linguistics – since BC. Social psychology emerged only after the First World War. At this time, social psychology was born, and, as is often the case in science, in different countries: in Germany – W. Wundt, H. Steinthal, in France – G. Tard, T. Lebon. In the United States in the 20s and 30s, it was most developed. It is worth noting that it was during this period that communication issues took center stage in social psychology. Communication is considered by various sciences, both natural (physics, biology, chemistry) and humanitarian (philosophy, sociology, psychology). In biology, communication is understood to mean signaling methods of communication in animals, the interchange of information within cells and between cells. In linguistics, it is communication through language. Communication appears as a

phenomenon around which knowledge is integrated and differentiated; as an area of intersection of interests of various disciplines.

In modern reference literature, communication is understood as:

- ways of communication, connections; underground communication networks;
- forms of communication: telegraph, telephone, radio;
- the act of communication, communication between people, message, transfer of information;
- communication through language;
- in the philosophy of existentialism and personalism, communication is a process in which one lonely soul reveals itself to another, an intimate spiritual connection is established between people; communication is seen as the utmost form of interaction between people.

To obtain a status of a leader, you need to work simultaneously in four directions:

1. Development of personality traits that facilitate leadership behavior (self-confidence, determination, emotional intelligence, stress resistance, etc.)
2. Improvement of key skills that make up leadership behavior (communication and self-presentation skills, methods of influence and resistance to influence, motivation and self-motivation, etc.)
3. Improving one's situational competence, i.e. gaining experience in problem solving (both professional and interpersonal).
4. Developing a reputation as a leader, i.e., forming a perception of oneself as a competent, reliable and responsible person who is always ready to take control of the situation and “lead the team to victory.”

However, dialogic communication is the most appropriate for the social and psychological nature of people. That is why, by forming the “WE” community, we create the ground for joint creative activity, for friendly communication, for the disclosure and development of the personal potential of our partners. Dialogue at the

level of micro-communication becomes a form of sincere friendship and effective business cooperation that does not exclude principled disputes and differences of opinion.

**Roles of communication:**

1. **Persuasion and influence.** Effective communication can influence people's thoughts, beliefs and behaviour and it is realized through advertising, political talks or even personal conversations.

2. **Building relationships.** Communication plays a key role in building and continuing deep relationships between people. In case communication is efficient, it raises understanding, reciprocal respect and credence.

3. **Conflict resolution.** Excellent communication skills contribute to settling conflicts and prevent any misunderstanding. People who can express their views clearly and constructively usually find compromise solutions.

4. **Perception of information.** The style of communication can affect how information is received. For example, the correct use of different language or emotional tone can change the perception of an idea.

5. **Social integration.** Communication is a key aspect of social inclusion. It helps people build connections, establish contacts and feel part of a community.

6. **Media influence.** The media, such as television, radio, the Internet and social media, have a significant impact on society through the communication of information, ideas and opinions.

Understanding and using communication processes can contribute people to reach their goals, resolve problems and improve relationships with others.

Although a fully developed conceptualisation of “communication leadership” is not yet sufficiently represented in the scientific literature, I. Postolenko has put forward several aspects:

1. A communicative leader creates a positive climate in the team. The leader's behaviour has a ‘significant impact on the turn of a positive or negative process’. Employees evaluate the leader's behaviour as an indicator of the organisation's attitude towards them and the assessment of their performance.

2. A communicative leader practices reflexivity. Reflexivity is a form of relationally sensitive communication that emphasises that leaders invite and to make communication possible.

3. A communicative leader involves employees in taking decisions. Participation in decision-making contributes to better understanding of related issues, and participation increases employee commitment. When people collaborate on common goals, they are tend to compete less but collaborate more. While people work on issues together, their social ties increase, and thus their commitment to the decision grow.

4. A communicative leader encourages employees and invests in their development. Communicative leaders have transformational characteristics, i.e. they show respect for individual employees and encourage them to act to strengthen the work group. A strong emotional attachment to the team of employees, collective commitment along with visioning, leading by example, and intellectual stimulation are also characteristics of transformational leadership.

5. A communicative leader uses an inter-organisational network. Successful communication between members of the organisation allows leaders to gather valuable information about the problems the organisation faces and the actions that contribute to solve them'. In this way, the network encourages leaders to expand their expertise of the environment in the organization, the problems which different departments experience and the capabilities of their members.

6. A communicative leader gives and receives feedback. Feedback can have a powerful impact on employee attitudes and performance. Communicative leaders are trustworthy and give specific, balanced feedback on recent events over an appropriate time period and are not linked to pay or financial rewards. Communicative leaders are also seen as receptive to feedback, approachable and willing to listen. They also seek negative feedback from their peers and employees to realize which way they can improve their leadership.

7. A communicative leader listens to other colleagues and participates in the conversation. Essential leadership behaviours consist of everyday actions such as

listening and informal conversation. These elements are rarely recognised in the academic literature or popular press because they do not coincide with the idea of leadership as being about exerting strong influence and directing people. Communicative leaders can also be charismatic and visionary [3].

The above aspects characterise the “communicative” behaviour of leaders. In summary, a communicative leader involves organizational staff in communication, productively gives and asks for feedback, and practices participatory decision-making. Good leaders are commonly more “communicative”, e.g. they like to speak up and speak out at organizational gatherings; capable to explicate requirements and procedures; communicating with subordinates appeals to them. Good leaders are active, responsive listeners; they do not mind employees' so-called “stupid” questions; they are accessible; they are ready to accept proposals and complaints open-mindedly and give consent to relevant measures.

Good leaders (with some notable exceptions) ‘propose’ or ‘convince’, but not order or command, and they are responsive to the feelings and needs of the staff; in particular, they are sensitive about making remarks privately rather than publicly. Good leaders are more open in rendering information; they practice notification of forthcoming changes in advance and conveying the ‘why’ behind procedures and codes. These important communication principles are the core of what is anticipated of all leaders, at the lowest rank to the highest, in spite of how good the information systems or corporate code operates.

The above set of principles can be accused of being leader-centred and treating employees as passive followers. However, we acknowledge that employees are active communicators and that the implementation of communicative leadership concerns relations with/between employees and besides organisational context. We also argue that four important individual antecedents influence leaders' communication behaviour: communication awareness, familiarity, attitude and ability. Leaders with communication awareness consciously plan and tailor their communication to individuals and teams. Familiarity with communication can be gained through formal training and/or exercises in various types of communication courses, seminars and

workshops. Leaders' attitudes towards communication also influence their communication behaviour. That is, people who believe communication is essential also dedicate time and resources to meetings and conversations. Communication ability is related to both the communication competence of a person and the implementation of communication in a specific surrounding, which can boost or restrict communication.

In his work “Logic and Speech Communication”, G. P. Grice argues that the basis of oral communication is the condition of cooperation, which implies the willingness of the interlocutors to act in accordance with the definite purpose and target of communication. Thus, the principle of cooperation is the eagerness of partners to cooperate.

The principle of cooperation determines the basic rules of language communication. The author defines them as four categories (maxims):

1. The maximum amount (completeness) of information;
2. Maximum quality of information;
3. Maximum relevance (relevance);
4. Maximum of the way of expression (manner).

G. Grice associates the quantity maxim with the volume of information that needs to be brought about. Postulates of this theory:

- Your statement should contain no less information than it is needed.
- Your statement should not contain more information than it is needed.

This way, inadequate amount of information complicates the way of achieving the goal of communication; excessive information can sometimes be misleading, leading to irrelevant questions and reflections; the listener can mistakenly perceive excessive information as having some special meaning.

The author formulates the essence of the quality maxim as follows: ‘Strive to make the statement true’, and elaborates on this idea with two provisions:

- Do not share information what you think is false.
- Do not say share information about things for which you do not have good reason.

The maxim of conformity is about appropriateness, i.e. the appropriateness of the information conveyed to the subject of the conversation: 'Don't deviate from the topic'.

The maxim of the mode of expression do not concern about what is said, but the way it is said: 'Speak clearly'. This is specified in the following manner:

- Avoid ambiguity.
- Be laconic (avoid unnecessary statements).
- Be systematic.

In real-life communication, these regulations are not always observed and are often violated: sometimes people talk too much; they do not mean what they think; they do not keep to the point; their communication is unclear and fragmentary. Nevertheless, if the violation does not effect the key principle of cooperation, the interaction goes on and a definite level of understanding is realized.

J. Leach's principle of politeness refers to speech etiquette and is a set of several maxims;

1. **The maxim of tact.** This is the maxim of the boundaries of the personal sphere. Ideally, any communication act involves a certain distance. Topics that are potentially dangerous (private life, etc.) must not be touched.

2. **The maxim of generosity.** A successful communication act must be comfortable for the interlocutors. You should not bind your partner with a promise or oath.

3. **The maxim of approval.** That means positiveness in assessing others. In case the real picture of the world does not coincide with interlocutor's perception of the world, it to great extent complicates communication.

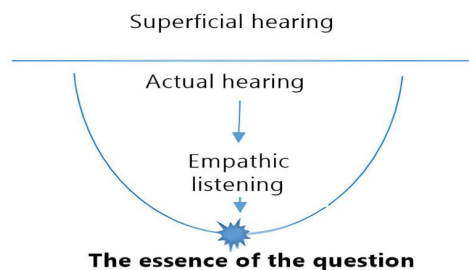
4. **The maxim of modesty.** This is an attitude of not accepting praise for yourself. Assuming the successful deployment of a communicative act is a realistic, objective self-assessment. Excessively high or low self-esteem can effect establishing contact.

5. **The maxim of consent.** This is the maxim of non-confrontation. It involves ignoring a conflict situation for the sake of solving a more serious issue – preserving

the subject of interaction, ‘eliminating the conflict’ by mutually adapting to the interlocutors’ communication tactics.

6. **The maxim of sympathy.** This is a position of benevolence that creates a favourable background for a promising substantive conversation. Unfriendliness makes the speech act impossible. A certain problem is created by the so-called ‘contact without participation’, when the interlocutors, while not being enemies, do not demonstrate goodwill towards each other. The maxim of benevolence makes it possible to count on a positive development of the speech situation with the outlined conflict. The formulated maxims are not absolute. The maxim itself does not ensure successful interaction between interlocutors. However, the application of the described principles allows us to more successfully organise speech communication and focus on compliance with communicative and ethical norms [4].

There is a link between effective leadership and active listening. Mark Twain said: ‘If we were supposed to talk more than listen, we would have two tongues and one ear.’ The ability to listen is one of the most important skills for those who work with people, especially those who interview clients to find out about their problems and service needs. Listening skills are a prerequisite for a correct understanding of the opponent's position, a correct assessment of the existing disagreements with him/her, and a key to a successful communication process.



**Fig. 1 Active hearing**

What can be the barriers to listening and hearing? We lose our attention and ability to hear when:



- we think we know what the other person is going to say; when we project (transfer) our thoughts and feelings or impressions and attribute them to the other person;

- we do not notice our stereotypes and prejudices, which are a filter for perception and attitude;

- we make false (erroneous) generalisations, when we use some data or previous experience to make many others, miss important details; in fact, attention may be switched to previous experience rather than the current situation;

- we are influenced by events that happened before or were discussed before the conversation, our impressions affect the perception of the current situation, we start comparing and lose objectivity;

- we are criticised (because we are primarily influenced by emotions and it takes time and effort to engage and listen to the substance of the issue;

- we are not interested or have other priorities and concerns, we are distracted;

- there is too much information or not enough new information;

- there is little time and we are in a hurry, not enough time to think;

- we feel unwell (both physically and emotionally);

- we need to listen for a long time because there is physical noise or the other person speaks too quietly, monotonously, with poor articulation, or there is too much distance.

Often people hear what they want or expect to hear, not what was actually said, we may just make it up (we may think it was) or not notice new things, details (because our perception is selective).

It is important to take into account all these barriers, many of which depend on our attitudes when we enter into communication.

Remember that information is filtered by our attention, our feelings, our fears, and our expectations. Our position deforms what we hear.

An extremely important prerequisite for successful communication is a genuine desire to hear the other person. It is important to remember that listening does not mean agreeing, but ‘active listening’ (active because you need to make an effort to do so) opens the door to understanding another person, another point of view, another experience. According to Jim Rohn, ‘One of the greatest gifts you can give someone is the gift of your attention.

Let’s not forget the technique of emphasising the importance of the client, which involves the use of encouraging statements such as the following: ‘Thank you for contacting us!’, “Your opinion is extremely important to us!”, “You have a really serious question”, “You are absolutely right to focus on...”, “You have correctly noted that...”, “How well you have noticed!”.

Showing empathy creates an environment in which a person feels safe and can open up. Active listening involves giving the person space to speak, encouraging them to speak, in particular by maintaining eye contact. But we need to know the limits of silence. The longer we remain silent, the greater the risk of the interlocutor becoming immersed in their thoughts. There are clients who can talk about the reason for their treatment, starting from time immemorial, while being distracted on extraneous storylines such as: ‘And it was at this time that their daughter was getting married, and the wedding, let me tell you...’. If it's a client, we need to not just listen, but determine further actions, it's important to manage the conversation. We need to stay focused, highlight the most important things from the flow of information and focus the client's attention on the most important things. It is advisable to summarise and clarify using, for example, the following phrases: ‘If I understood you correctly...’, “Correct me if I am wrong...”, “So you are saying that...”, “Let’s talk more about...”, “Please clarify...”, “This is very important for us to understand your question correctly”.

The ability to tactfully interrupt and ask a clarifying question, to be able to paraphrase (repeat the key question in your own words), quote, and summarise are key techniques for active listening and conversation management. It is worth asking

yourself: Am I interrupting the person to say something of my own or to check that I understand the key points?

According to psychologist P. Kholyavchuk, in an empathetic conversation, it is important to 'speak as if you were following the client and shining a flashlight under his feet to make it easier for him to walk.' You should pay attention to the fact that when we ask a person a question that is meaningful to them, their speech slows down. Remember, it is not the one who speaks the most who controls the conversation, but the one who asks questions [5].

Conflict management is also an important task for leaders. Conflicts are inevitable, they can arise in different situations and are natural at the stage of forming teams and teams. The course of conflict resolution is the result of skill. The perception of conflict, openness to accepting different points of view and the search for solutions to problems are important. In many countries, attention is paid to providing different ways to resolve disputes and conflicts in agencies, so, in addition to procedures for protecting legitimate interests in court, systems of informal conflict resolution are introduced, when senior managers or special officials are authorised to review and facilitate the resolution of conflicts in the organisation. Such systems are designed to facilitate rapid response to conflicts and their resolution, and encourage collaborative problem-solving at the lowest possible level.

H. Luhmann points out that communication exists when there is disagreement and consensus. Since one and the same thing can have different meanings for different people, communication contains the possibility of conflict (disagreement). The possibility of rejection of communication topics, obstacles to the message, and the addressee's inability to understand the message makes communication 'unlikely', 'relatively unlikely', and ineffective. Thus, it turned out that conflicts are an inevitable companion of social life and communication. It is worth noting that conflict is present at all levels of social communication: interpersonal, group, and mass. Moreover, a science has been formed – conflictology. Conflictology is one of the applied social and communication disciplines. The subject of conflictology is marital conflicts, labour conflicts, interethnic, political and other conflicts. Conflict is

a clash of different points of view, opinions and interests. Conflicts are natural and can arise in different situations. The causes of conflict can be different and include structures, data, conflicts: internal (inconsistency with one's own ideas, beliefs, etc.), interpersonal (people's rejection of each other), group (between groups), social (including religious, political), institutional, organisational (within an organisation, between organisations), procedural (conflict of interest), etc. Conflict management should take into account the main stages of conflict development: 1) pre-conflict situation (preconditions, hidden conflicts), 2) incident (pretext, last straw, first clash, explosion of emotions), 3) conflict escalation (aggravation of relations, counteraction), 4) culmination (maximum confrontation) 5) fading away, end of the conflict (loss of interest in the confrontation, resolution of the situation, reaching agreements, understanding, discovery, etc.

Differences between people in their views, mismatches in perception and assessment of certain events often lead to disputes that, under certain factors, turn into conflict situations. A conflict situation is the accumulated contradictions related to the activities of subjects of social interaction that objectively create the basis for real confrontation between them. This contradiction can develop into a conflict situation under the following conditions: the significance of the situation for the participants of the conflict interaction; obstacles from one of the opponents in achieving the goal; the ability and desire to overcome this obstacle.

It is important for applicants to understand that a conflict situation is only a condition for a conflict to arise based on an imbalance of interests between the parties to the interaction. To turn it into a conflict, an external influence or incident is required. An incident (reason) characterises the intensification of the activities of one of the parties that infringes on the interests of the other party.

For a manager, it is important to prevent the emergence and exacerbation of conflicts, to resolve conflict issues before they escalate, using interest, positive energy and ideas that may arise at the beginning of a conflict situation.

Today, many experts emphasise that conflict itself is not positive or negative. The way in which contradictions are resolved (through mutual understanding or the

use of force or coercion) determines the positive or negative assessment of the conflict. The perception of the conflict matters. There is an approach according to which civilised conflicts are considered beneficial because conflicts can be an incentive to solve problems, can show different points of view, different perspectives and ways of development [6].

When people have to acquire a huge amount of knowledge and then apply it in practice, teamwork is of the utmost importance. In these conditions, the ability of a leader to form effective teams in organisations is of great importance. Teams are contrasted with ordinary groups of people working together. A team is a group of people who interact with each other, coordinating their work to achieve common goals, complementing and developing each other. One of the most important qualities that a successful leader must possess is the ability to select the right employees to work with. By bringing people together, it is much easier to achieve your goals.

In teamwork, this 'nutrient' is motivation. Motivation is the process of encouraging each employee and all team members to be active in order to meet their needs and achieve the organisation's goals. Motivation as a process can be represented as a series of successive stages. The first stage is the emergence of needs. A person feels that he or she lacks something and decides to take some action. The second stage is the search for ways to meet the need that can be satisfied. The third stage is determining the goals (directions) of action. It is determined what exactly and what means are needed to meet the need.

The fourth stage is the implementation of the action. A person expends effort to perform actions that open up the possibility of acquiring what is needed to eliminate the need. The fifth stage is receiving a reward for the action. Having done the necessary work, a person receives something that he or she can use to eliminate the need or something that he or she can exchange for what he or she wants. It is here that the extent to which the performance of actions has provided the desired result is determined. Depending on this, the motivation to act changes. The sixth stage is the elimination of the need. The person either stops the activity before a new need arises or continues to look for opportunities to take action to eliminate the need. The main

methods of motivation, which we consider in chronological retrospect, are the following:

1. The first and most widespread method was the 'carrot and stick' method. This method was used to achieve the desired results and existed for a long time in the administrative command system.

2. Gradually, the 'carrot and stick' method was transformed into a system of sanctions and incentives. It was effective in routine operations, when it was impossible to change jobs, and in the context of team and collective contracts.

3. As the role of the human factor increased, psychological methods of motivation emerged. Psychological methods are based on the assertion that the main modifying factor is not only material incentives, but also intangible motives, such as self-respect, recognition by other team members, moral satisfaction with work and pride in the company. The specificity of the team motivational process is that it can be viewed from two perspectives, using the principle of synthesis and analysis. The synthesising aspect of team motivation is that, since the team is seen as a collection of people, it is advisable to motivate it as one large structure.

Team motivations based on the principle of analysis involves considering the team as a set of individuals with their own motives, and it is advisable to encourage them to participate in the project through each individual. Motivation and effective team performance are closely related and directly proportional. The application of the principles of synthesis and analysis in the motivation process should ensure the only important result of the team's work – the completion of the task, the successful completion of the project, and the success of the enterprise. The process of team motivation can be seen as a combination of encouraging three components that are united by a common favourable and creative environment. Let's take a closer look at each of the components of the team motivation process. 1) Individual motivation of each team member. This component of team motivation is based on A. Maslow's hierarchy of human needs. According to the theory, the scientist classifies human needs into five levels, and higher needs become motivators only when the needs of

the lower level are satisfied. According to A. Maslow's theory of needs, the main *types of motivation* of team members are identified:

1. ***Motivation by remuneration.*** Remuneration (or salary) of a sufficient amount ensures the attraction of the necessary qualified resources to the project. However, this factor does not have a great impact on increasing the efficiency of employees, as there is a habituation effect, so it cannot be considered one of the most effective tools for motivating staff.

2. ***Motivation by bonuses*** (additional payments for results). This is a more effective mechanism for motivating staff in project work than motivation by remuneration. In this case, certain conditions must be met, in particular: the amount of the bonus must be substantial in relation to the salary (at least 50% of the monthly remuneration); the amount and conditions of the bonus must be known to the employee in advance and depend on the employee's individual efforts; if all conditions are met, the bonus must be guaranteed.

3. ***Motivation by job security.*** In times of economic growth, this method of motivation motivates people very little, as there is always somewhere else to go. But in times of recession and crisis, it motivates much more. If this method of motivation is presented as a threat, it will lead to deterioration in team morale. You shouldn't make this method of motivation the main one, but you shouldn't abandon it completely either. In addition to opportunities, employees should feel threats.

4. ***Motivation by raising status is a very important factor.*** Of course, it affects employees in different ways, because there are people with clearly expressed aspirations, and there are people who are indifferent to it.

5. ***Motivation by professional growth and gaining new experience*** is an effective factor that should be used in the team. To provide this incentive, the project manager should make every effort to ensure that the project is well managed and uses innovative technologies.

6. ***Motivation by responsibility for the result.*** If used correctly, this mechanism can be a great way to motivate employees. If a team member is not just subjected to regular checks of his or her performance by the manager, but also feels that his or her

work is necessary, that the results of his or her work are needed for the project, and that his or her colleagues are waiting for them, then the employee will be forced to make additional efforts to achieve the necessary goals. However, if this motivator is used in the wrong way, it can also act as a negative factor of influence.

**7. *Motivation by a sense of significance of personal contribution*** to the overall success. Each employee needs to know that their work has not gone unnoticed, that they have contributed to the overall result, which their efforts have led to a common success. The project manager should emphasize this, mention the achievements of each employee. Then the employee will remember the sweet taste of involvement in the victory for a long time and will work with maximum efficiency next time. This motivator is a continuation of the previous mechanism.

**8. *Motivation by satisfaction with the result***. The peculiarity of this mechanism is that it is advisable to reject skepticism about innovative proposals and encourage employees to implement their ideas to achieve a single and important result for everyone. Given the breadth of methods that can be used to motivate employees, the project team leader must choose how to stimulate each employee to fulfill the main task of surviving in a fierce competitive environment.

**9. *Motivation of the project leader (manager)***. Of course, all the methods of motivating team members discussed above are also relevant for the team leader, as he or she is a part of the team and a person with certain needs. Since the main goal of the project manager (achieving the project goals, taking into account all the constraints and motivating the participants) has a direct impact on the success of the project, it is important that the motivation of the project manager (in fact, his or her leader) directly depends on the project results. Payments and bonuses should be directly related to the results achieved, meeting deadlines and budget.

**10. *Motivation of the entire team***. The conditions for receiving a team reward should be dependent on team efforts and the final result. For this purpose, it is advisable to create a proper team spirit that would contribute to the emergence of such stimulating factors as a sense of reliability in the team and friendliness. In other words, members of the entire team should feel free to express their own point of view



and not be afraid of self-expression. This area of motivation will increase the efficiency of project participants, create a pleasant atmosphere, and boost team spirit. Creating a favorable and creative environment is an important element of the motivational process. G. Bauer studied the impact of a positive attitude on employee productivity [7].

Effective communication between employees plays an important role in the team's workflow. They contribute to more coordinated work, mutual understanding, and the distribution of tasks and responsibilities. They also help to quickly overcome unforeseen situations and solve complex problems efficiently. Effective communication boosts team morale and increases the level of satisfaction with the work of each team member. Therefore, it is advisable to use general rules of business communication that will help build such communications.

Below are 15 useful tips on how to set up processes and build quality communications in a team.

### ***1. Establish basic rules for team communications***

Every team should have rules of interaction between its members and rules of the work schedule. For example, it is good form to notify colleagues if someone is late or leaves; in case of sick leave, transfer your tasks to another employee; if you do not have enough time for an urgent task or have difficulties in completing it, ask your colleagues for help.

### ***2. Respond quickly to colleagues' requests***

You should always try to respond to your colleagues as quickly as possible in person, in work chats, and through other means of communication. This helps to quickly resolve issues and problems that have arisen, as well as shows respect for colleagues and minimizes the number of errors in work.

### ***3. Build trusting communication***

The team should encourage trusting communication, and employees should not be afraid to talk about a problem in their work on a task or a personal event, so that their manager or colleagues can help resolve the issue and avoid interruptions in their work.

**4. *Thank your colleagues for a job well done.*** Praise and gratitude for good work is one way to show colleagues that their efforts are appreciated and noticed. It is also a way to express recognition of an employee as a good specialist. Such recognition has a positive effect on the employee's emotional mood, which in turn improves the quality of work performed.

**5. *Don't avoid informal communication***

Not only working communication is important in a team, but also friendly communication. Team cohesion is important not only in working moments. This is facilitated by finding common topics of conversation, shared interests and hobbies, and socializing outside the office.

Gather in cafes, quest rooms, outdoors, and hold team building events. Teambuildings help to bring informality to communication, make it more friendly and open.

**6. *Speak only about what you know about***

When employees ask for advice, help, or an opinion, they expect a competent and clear answer, as it may affect their further actions within the task. Therefore, you should always speak only about what you are confident in and what you know about.

**7. *Develop yourself***

Everyone has their own disadvantages and shortcomings, moments in their work that should be improved, moments that are noticed by their manager or colleagues. This should be accepted calmly, because everyone has room to grow. You should try to analyze the comments and improve.

**8. *Show concern***

Take an interest in their mood, well-being, and progress on tasks and offer to help. Don't be indifferent to your coworkers.

**9. *Maintain friendly communication in work chats***

Work chats can be used to discuss important business issues, so always stay calm and respond politely and to the point.

**10. *Assign responsibilities to each other.*** Employees should be responsible for certain tasks and duties. This gives you an understanding of each employee's areas of responsibility and who to contact with the relevant issue.

**11. *Highlight the goals of tasks***

It is necessary that all employees understand why they are performing a particular task and what goal it pursues. This way, everyone works in the right direction and everyone understands what results they need to achieve.

**12. *Set clear deadlines for tasks***

It will be easier for the team to estimate time and interact with each other if they set deadlines. This will be especially helpful if the start of one employee's work depends on the completion of another. This way, team members will have a better idea of when everyone is supposed to do their part.

**13. *Discuss controversial issues and build consensus***

There are often situations when people may have different views on a particular issue when discussing work-related matters. You need to respect the opinion of each team member. It is important to understand that having different opinions and views allows you to look at the problem from different angles and make the right decision. You shouldn't be afraid to express your point of view, and you shouldn't be negative about opinions that differ from yours. Each employee's suggestions and ideas should be taken into account when making decisions, discussing work issues and plans. This puts colleagues on an equal footing and prevents anyone from feeling underestimated or unimportant as a team member.

**14. *Remember that there is no such word as "I" in teamwork***

Any team task involves interaction to one degree or another. Therefore, the responsibility for the outcome of the task lies with the entire team. And only united work will give a positive result.

**15. *Inform colleagues about important work updates***

In the workplace, some processes often depend on others. Changes in one process can affect the related ones. Changes in other departments may affect neighboring ones. Therefore, it is important to inform colleagues if a procedure

changes so that everyone is aware and does not make mistakes in their work. In addition, you need to inform about the status of tasks that have been completed. This makes it possible to understand how much longer a task can be completed. This helps to plan the work in general and distribute interdependent tasks.

**16. *Always categorize information by timeframe and importance.***

This makes it easier to prioritize, plan workflows, and give and receive feedback. Teach your employees to do the same.

What to do if communication within the team is broken? Working with people is considered one of the most difficult activities. Even the most experienced manager can make mistakes, which can lead to misunderstandings and conflicts within the team. Many solutions can be found to prevent disagreements and “cure” problems that have arisen, but they are usually based on an honest dialog between the manager and employees.

**Tips for dealing with communication problems:**

- ***Don't close yourself off from your employees - literally.*** Leading IT companies often practice an “open door” or “tet-a-tet” policy, where every employee in a department can go to their boss's office to just talk. Talk about your problems, fears and ask for advice from a more experienced mentor. At the same time, neither you nor your subordinates should forget about the working chain of command.

- ***Use anonymity as a way to increase employee trust.*** This method is often used by school psychologists: each student can leave a note about what does not suit him or her in the team, and later these issues are discussed together without mentioning the author of the appeal. This practice is easy to apply in the workflow - you can collect messages in any convenient way: in a box if you work in an office, or with the help of a convenient bot, for example, on Telegram.

- ***Learn to hear your subordinates.*** Often PMs are so busy with their personal affairs, problems, or worries about a meeting with senior management that they listen to their subordinates in the background. As a result, employees get the impression that their opinions and condition are not important to anyone, and this affects their attitude to their duties.

- ***Don't be afraid to spend informal time with your team.*** A joint lunch or a trip to the countryside with the whole team will definitely not harm communication in your team - it will become another tool for building effective and fruitful communication. No wonder team building is so popular. The main thing when solving communication problems in a team is not to be afraid to communicate with the team, ask everyone's opinions, claims, and fears, and not to be shy about getting advice from more experienced colleagues.

**Types of communication process:** *verbal communication* - verbal communication, the participants of which exchange statements about the subject of communication; *non-verbal communication* (kinetics, paralinguistics, proxemics, visual contact) - exchange of information between people using non-linguistic communication elements. ***Verbal communication: direct*** is carried out through oral contact between the participants of communication. Indirect communication occurs in the absence of direct oral contact between the participants (information is devoid of emotional communication coloring). ***Forms of direct verbal communication:*** *individual monologue* (transfer of information without feedback); *individual dialogic* (involves feedback between the sender and the receiver); *group monologue* (three or more people perceive information); *group dialogic* (collective discussion of a problem). ***Non-verbal communication*** is the exchange of information between people using communicative elements (gestures, facial expressions, eye expressions, posture, etc.) A person learns non-verbal means of conveying information earlier than verbal ones (an infant responds to voice intonation, facial expressions, and touch).

Psychologists have concluded that words convey 35% of information, while more than 65% of information is transmitted through non-verbal means. It is very difficult to talk to someone whose face expresses nothing. The famous psychologist B. Ananiev emphasized that the communication process cannot be complete if the subject does not use non-verbal means. ***Non-verbal communication*** is valuable because it is usually manifested subconsciously and spontaneously. A person "weighs" his or her words, but cannot control facial expressions, gestures, intonation, voice tone, etc.

Each of you has probably had the feeling that the person you are talking to seems to be protecting himself by building an invisible wall between you. This wall is the notorious barrier. Where do they come from? Barriers to communication appear in our lives for various reasons – as a rule, this is a close intertwining of the peculiarities of our characters and situations. As mentioned above, almost every person has encountered problems in various communication situations. This can mean only one thing – the reasons for the emergence of barriers in communication are different, and they are present in the life of every person.

### **Types of barriers to communication:**

**Semantic barrier.** It happens when you and your interlocutor mean completely different things by the same concepts. It occurs almost always and everywhere because we understand many things differently. In order to break down this barrier, you need to have a good understanding of the person you are talking to and their worldview - the concepts they put into their statements. In case of possible inaccuracies, always explain in detail what you mean and try to use words and phrases that are understandable to the interlocutor.

**A logical barrier.** This is the inability to express one's thoughts. In the speech of such a person, cause-and-effect relationships are confused, concepts are substituted. Or it can be difficult for him to find words for those complex thoughts that run through his head.

**Phonetic barrier.** This is a bad speaking technique - when it is not clear what the interlocutor is saying, and this interferes with the perception of information. In formal or business communication, you will have to adapt to his or her way of speaking, occasionally asking questions at unclear moments.

**The modal barrier.** We all perceive the world through the five senses. For example, people with a visual modality are better at absorbing the information they see, but much worse at absorbing the information they hear. Knowing this, try to determine the modality of your interlocutor on the fly.

**Personal barrier.** Each of us has a character, and some of its traits may not suit someone. But for some people, these traits are so sharpened that their character

can be a barrier to communication. This may be due to ignorance of one's own characteristics or lack of self-control. For example, excessive slowness can irritate your interlocutor.

### ***How do you identify a barrier to communication?***

First, it's *body position*. When experiencing difficulties in communication, people often adopt either unnatural, awkward and tense postures or, on the contrary, inadequately relaxed, sometimes even lax postures. Very often, the body position is closed (arms and legs crossed, the body is turned away from the interlocutor) or "elevated" (the desire to sit up higher, to look down at the interlocutor).

Second, there is *eye contact*. In the case of communication barriers, it is usually rare, unintense, and sometimes completely absent. There may be glances at the partner (sometimes even long ones), but they all occur at the time of active communication - especially when the interlocutor expresses something unpleasant but important. At the same time, if the interlocutor begins to look away, feeling uneasy, our "subject" will immediately try to pretend to be a kind soul and look into their eyes - but this look will actually be cold and hard.

Third, *gestures*. As a rule, they are sharp and intense, which is also unnatural. There is a clear desire to hide your hands (for example, in your pocket or behind your back), clench your fists, "grab" or take up more space through posture and gestures.

Fourth, *facial expressions*. The face often expresses tension. The facial expressions are strange - for example, the mouth may be smiling, but the eyes remain motionless. In general, expressions that demonstrate distrust and unkindness to the interlocutor, as well as contempt and anger, are characteristic of the face [9].

Speaking of effective leadership communication, it is necessary to emphasize the special role of ***emotional intelligence*** and assertive behavior. Effective leadership is also facilitated by mastering emotional intelligence the ability to explain one's own emotions and those of others in order to use the information received to achieve goals. The components of emotional intelligence are self-awareness, self-regulation, motivation, and social skills. Leadership competence in this case is the ability to exercise self-control, persistence, self-motivation to act, understand one's own

emotions and those of others, and take them into account in maintaining favorable relationships with others. Emotional intelligence helps to understand and express emotions, use them to facilitate thinking and argumentation, persuasion, and effectively manage one's emotions and those of others.

The first component, *the assessment and expression of emotions*, is present in any interaction. Developed emotional intelligence is exactly what allows you to more or less accurately assess the emotions of other people and saves you from such misunderstandings. Expressing emotions in a way that is consistent with the original intent is one of the manifestations of emotional intelligence.

The second component of emotional intelligence is *knowledge about emotions*. This is about the broader cultural and social context: do we know what in our environment triggers certain emotions? The same actions and words in different societies or even smaller groups can evoke completely different emotions.

The third component is how we are able *to manage emotions*. It is about holding back emotions without showing them (not getting angry when you want to) and about regulating your state after the emotions have already manifested (calming down after you get angry).

The fourth component of emotional intelligence concerns *behavior*. Let's say that in communicating with another person, we saw a certain emotion and correctly identified it. Understanding emotions should help us do the most important thing: decide how to behave. Emotions are just as much information as actions, words, and gestures. People use this information to justify their actions [10].

Now let's move on to **assertive behavior**. The term “assertive” comes from the English verb “assert,” which has two meanings: 1) to assert, declare; 2) to prove; to protect, defend (one's rights, etc.).

**Assertive behavior** is manifested in natural, honest behavior towards oneself and other people, skills and abilities of ethically acceptable communication in a particular situation, combined with confidence, positive self-esteem and obligatory respect for one's rights and the rights of others.



The advantages of *assertive behavior* (compared to aggressive and passive behavior) include:

- improvement of communication processes;
- people's desire for equal cooperation and responsibility (not out of a sense of duty or fear);
- making mutually beneficial decisions;
- maximizing opportunities for constructive relationships with others.

An *assertive person* knows their rights and the rights of others:

- The right to independence, to success, to loneliness;
- the right to be heard and taken seriously;
- the right to get what you pay for;
- the right to have rights (e.g., the right to act with confidence);
- the right to refuse a request without feeling guilty or selfish;
- the right to make any requests;
- the right to make mistakes and be responsible for them;
- the right not to be assertive, not to assert oneself at the expense of others.

An *assertive person* knows how to:

- maintain self-respect;
- stand up for themselves
- give compliments and praise to a communication partner;
- accept compliments;
- accept criticism;
- be a good interlocutor;
- find solutions that suit both parties;
- express your position, desires, needs clearly, openly and openly;
- say "no" if necessary.

*Assertive behavior* is contrasted with two other common types of behavior - passive (uncertain) and aggressive (manipulative). In both cases, the opposite party is seen as an "adversary" with the sole purpose of harming. The only difference

between passive and aggressive behavior is that an aggressive person strikes preemptively, while a passive person openly makes it clear that he or she does not claim to win.

Techniques of *assertive behavior*:

1. *Assertive argument.*

- Confidently express what you need. Express your desires in a way that describes a specific behavior or action. To do this, use the algorithm of a confident statement (for example: “I want us to finalize the document within a week”).
- Listen to the other party's suggestions. Your goal is to understand the other's position, not to deny it or convince your opponent to give up their interests. Listen to the other person actively: check whether you have understood them correctly, clarify, ask again.
- Make an alternative offer. If you are not satisfied with your opponent's proposal, explain what makes it unacceptable to you. State your new proposal. It should take into account both your interests and the wishes of the other party.
- Listen to the counterproposal. Your opponent may also reject your proposal. Ask him what he is not satisfied with and what he offers in return.

2. *Assertive defense of your rights.*

The “broken record” technique:

- describe the event;
- Describe the consequences of the event. Describe your feelings about it;
- appeal to justice, explain what allows you to claim that it is unfair;
- state the essence of your proposal;
- after the opponent has expressed his/her objections, confirm their legitimacy; repeat them, and then repeat your demand without arguments;
- continue to agree with each plausible argument of your opponent and then add your demand to them.

It is important to consistently maintain an assertive stance from the very beginning of the conversation. This means that you behave like a person who is

convinced of his or her own rightness and considers your opponents to be decent and experienced people. They are interested in settling things as soon as possible, and you openly make it clear that you have come to agree on an obvious trifle.

### *3. Assertive request.*

If it is not a person's responsibility to satisfy our interests, if the opponent does not violate any legal or social norms, a request is more appropriate than a demand. A request is an honest expression of your position and desires, made in such a way that the other person can either agree or refuse, because you are asking him or her to express their position and desires as well.

The problem is that some people can't bring themselves to ask for a favor, and if they do, they ask for a favor as if they don't expect their desires to be met, because they don't deserve a positive response. They do not want to feel humiliated by a refusal. At the same time, they are sure that they will be rejected and are afraid of it. When you ask for a favor, act confident but not arrogant. Imagine that the person you are addressing wants to help you, but doesn't know how to do it. Make your request directly and politely.

### *4. Assertive refusal.*

There are situations in which refusing a request is more humane to other people than trying in vain to satisfy their desire. These are situations in which you know for sure that you cannot fulfill the request or that fulfilling the request requires breaking the law or could cause harm to someone, and you do not want that to happen.

Just because you do not refuse someone does not mean that you are acting in their favor. In the end, both people can suffer: one from unfulfilled expectations, the other from feelings of helplessness and remorse, and eventually from guilt.

Therefore, it is necessary to separate what the other person needs from what is in your interest, i.e. to draw a personal line using the technique of "boundary marking":

- giving the person who asks what is due (attention to the request and to the person who asks): if the service is not feasible, thank you for your trust; if the offer is not interesting for you, thank you for your concern);

- defining your position (preferences, feelings, understanding of the situation and a clear, brief explanation of them);
- drawing a dividing line (a clear “no”) [11].

Thus, future specialists need to be trained to develop interpersonal and motivational communication skills, conflict resolution, teamwork, emotional intelligence, assertive behaviour to communicate effectively and overcome communication barriers.

**Conclusions and directions for further research.** The study proved that open, sincere, and reciprocal communication between leaders and members of the team can create a cooperative and constructive working environment. The transformation of leaders into communicators is an increasingly relevant practice in companies and plays a crucial role in strengthening organizational culture, ultimately contributing to broader business goals. Investing in communicative leadership is undoubtedly a significant step towards long-lasting success. Communicative leadership enables better outcomes, from more important efficient team processes to more innovative results. In the process of dynamic transformations of the modern society the success of leadership transformations depends on properly arranged communication. Thus, we strongly believe that there is the need for both scholars and organizational leaders to extend their knowledge of efficient communication.

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## INFLUENCE OF DIGITAL INNOVATIONS ON TEACHING BUSINESS UKRAINIAN LANGUAGE IN PROFESSIONAL TRAINING OF AGRARIAN

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**Abstract.** *The article studies the introduction of digital technologies and innovative approaches in teaching business Ukrainian for students of agricultural specialties. The necessity of using interactive platforms, multimedia resources, and adaptive training programs to improve the quality of professionally oriented language training has been substantiated. The authors examine the effectiveness of digital tools like online tests, business communication simulations, and virtual environments that aid in the development of language competencies and communication skills. Particular attention is paid to the methods of integrating professional vocabulary and situational modeling into the learning process. The results of the study confirm that innovative approaches to teaching business Ukrainian contribute to the formation of competitive specialists who can communicate effectively in a professional environment.*

**Keywords:** *digital technologies, innovations, business Ukrainian language, agricultural specialties, interactive training, professional communication.*

**Introduction.** In today's era of digitalization, education has become more important than ever. The integration of new information technologies into the teaching of various disciplines, including linguistics, offers vast opportunities to enhance learning quality, respond to contemporary challenges, and address students' needs. Digital tools, for example, enable the development of interactive language-learning platforms, where students can apply theoretical knowledge in real-life contexts. The use of artificial intelligence and machine learning further personalizes education by tailoring materials to match each student's level of understanding and specific needs.

Multimedia resources, such as interactive videos, podcasts, and webinars, also expand the scope of distance learning, making high-quality educational content accessible regardless of students' geographical locations. Furthermore, digital technologies support the cultivation of critical thinking, creativity, and information literacy – core competencies essential for success in the 21st century.

Thus, incorporating new technologies into the teaching of linguistic disciplines not only enhances students' knowledge but also equips them for effective participation in a rapidly evolving information society. Educators who transitioned to distance or blended learning formats have faced the challenge of identifying new digital tools to maintain the effectiveness of the learning process. This work will explore some digital tools that can be integrated into the teaching of the university course "Business Ukrainian Language."

**The research problem.** The rapid development of information technology is reshaping teaching methods, particularly in language education. In the context of globalization and swift digital advancement, there is an increasing need to adapt education to these new realities. The teaching of Business Ukrainian, a vital component of professional training, can greatly benefit from digital technologies, improving both the quality of learning and student motivation.

**Relevance of the research.** In the context of globalization and intensive development of digital technologies, proficiency in business Ukrainian becomes critical for effective professional communication in various fields of activity. In particular, the introduction of the Ukrainian language as mandatory in business communication in the public and private sectors requires specialists not only knowledge of the language, but also the ability to apply it in professional activities. At the same time, digitalization of education opens up new opportunities for teaching, but also creates new challenges. In modern realities, it is important not only to transfer knowledge, but also to adapt teaching methods to the rapidly changing needs of students, most of whom are accustomed to digital learning formats.

**Analysis of publications.** The problem of using digital technologies in the educational process was considered in their writings by domestic researchers V.P. Bezpalko, V.Yu. Bykov, M. YU. Bukharkina, R. S. Gurevich, M. I. Zhaldak, M. Yu. Cademia, O. V. Karelina, E. D. Patarakin, L. S. Shevchenko, I. YU. Shahina and others. Digital capabilities in the process learning a foreign language was investigated by Yu. V. Zagrebnyuk, Yu. A. Zapolskaya, V.E. Krasnopol'sky, L. I. Marine, P. I. Serdyukov and others.

Indicates the growing attention of scientists to a multidimensional approach in understanding communicative competence [1; 11]. This approach covers not only linguistic aspects, but also sociocultural [2; 9], psychological and technological factors that affect the interaction process [3; 10]. Particular emphasis is placed on the development of digital competence in the context of communication skills, since modern technologies radically change the ways of communication and require new knowledge and skills from users [4; 12].

Researchers are also actively studying the influence of factors such as language characteristics, cultural contexts, personal characteristics and social conditions on the formation of communicative competence in various social groups and professional communities [5; 5]. In general, recent scientific works demonstrate a stable interest in the issue of communicative competence as a key factor in successful communication in modern society. At the same time, the expansion of the concept of this phenomenon and the improvement of approaches to its assessment and development are noted.

**The aim of the article** is an analysis of the influence of modern digital technologies on the formation of communication skills among agrarian students.

**The objectives of the study are:** the aim of the study is to conduct a comprehensive investigation into the potential of digital technologies to enhance teaching methods and address contemporary educational and professional demands.

**The object of the study:** the process of teaching business Ukrainian in higher education institutions through the use of digital technologies.

This object encompasses both traditional teaching approaches and modern methods based on the use of information and communication technologies (ICT), online platforms, mobile applications, interactive tools, and other digital resources, all designed to foster the development of professional language competencies.

**Research material.** Communicative competence is a key concept in modern linguistics and pedagogical practice, which determines the ability of a person to effectively interact with others through language in a variety of contexts and



situations. For non-philology students, the development of this competence is of particular importance.

First, communicative competence provides future agrarians with the ability to deeply understand and correctly use language structures and functions. Students learn to recognize different styles of speech, which allows them to clearly and understandably formulate their own thoughts and ideas depending on the communicative situation.

Secondly, this competence contributes to the mastery of speech strategies for effective interaction with others. Agrarian students master the methods of adapting speech to the specifics of different audiences, while developing active listening skills, the ability to explain complex concepts and engage in dialogue with a variety of interlocutors.

Third, communicative competence plays an important role in the study and understanding of diverse texts. Students develop the ability to analyze and interpret speech manifestations, which contributes to the formation of their critical and analytical abilities.

In general, communicative competence is an integral part of the professional training of future agricultural specialists. It allows them to express thoughts and ideas clearly and convincingly, adapt to various communicative situations and build effective interaction with others.

The use of innovative learning technologies is the key to high-quality training of highly qualified specialists in their field. In the National Doctrine of the Development of Education of Ukraine in the XXI century, it is noted that education “is a means of transferring hereditary wealth to the future and building up the intellectual spiritual and technical potential of the people, an effective factor in the modernization of society, strengthening the authority of the state in the international arena” [6]. However, it is possible to fulfill these tasks only if education itself is subject to modernization, the key principles of which should be the revival of the national and cultural traditions of the Ukrainian people, democratization and humanization of the entire educational process. Modern education nowadays

practices appropriate technologies. They contribute to: individualization of learning; active activation of applicants for education; strengthening the coexistence of teachers and applicants (pedagogy of cooperation).

Students should have the skills to think, understand the essence of things, comprehend ideas and concepts, interpret and apply them in specific conditions. It is through it became necessary to apply innovative teaching technologies. To leading learning technologies include: - situational learning technology (case-method);

- game technologies;
- project technology;
- problem learning technology;
- Information and communication technologies (ICT);
- technologies for modeling professional activities;
- integrative-modular training technology;
- technology for solving inventive problems, etc.

This explains the necessity of employing innovative learning technologies. The current situation in the country, brought about by the war, has not only radically altered the lives of each individual but has also had a profound impact on the processes of training and upbringing the younger generation. These extensive changes have created an urgent need to integrate digital technologies into the educational process, enabling the adaptation of educational modes and styles in response to the emerging needs under varying circumstances.

In light of the recent global and Ukrainian developments, the adoption of online education has become a pivotal approach to sustaining the educational process amidst wartime conditions. Simultaneously, the demand for the digitalization of the educational environment continues to increase, as its capabilities are constantly expanding.

Modern agricultural machinery, military equipment, and other technologies are operated by computer systems, making digital competencies essential for employment across various industries, including agriculture. This poses new challenges for education systems, which must train specialists capable of adapting to the rapid advancement of digital technologies.

Educational institutions today should be ready to train specialists who will master the skills of working with digital tools and will be able to work in conditions requiring a high level of digital literacy. This applies to both educational applicants and teachers who must use modern digital devices and software to achieve educational goals [7]. The term “digital technologies” means artificial intelligence, robotic and cyber systems, Big Data, paperless technologies, Internet of Things, 3D-druk, unmanned and mobile technologies, cloud and fog computing, biometric technologies, identification systems, quantum technologies, blockchain, etc. [8]. Among the newest areas of development of digital technologies are:

- the use of virtual reality in addition to distance learning;
- the transition from the emphasis on “hard” skills (hard skills) to the development of “flexible” (soft skills), including creative thinking, self-organization and the ability to self-development;
- removing barriers between related branches of knowledge through digitalization;
- personalization of educational trajectories through online technologies, which is especially important for students with disabilities;
- integration of online education elements into the traditional offline format [9].

Digital technologies are an important element of modern education, which makes it possible to improve its quality and accessibility, responding to the challenges of today.

The modern development of society and technology necessitates the constant updating of higher education curricula. Particular attention should be paid to teaching the Ukrainian language in a professional context. Modern teaching methods should take into account the needs of students of different specialties and contribute to the formation of their professional competence.

This allows you to improve the linguistic image of students and prepare them for successful entry into the modern professional environment. The relevance of teaching the Ukrainian language in a professional context is due to a number of

factors affecting the language sphere and professional skills of students of higher educational institutions.

The analysis of the main problems, conducted from the perspective of the modern pedagogical paradigm and linguodidactic research, allows to identify the following aspects: changes in the language environment, the impact of war on the language situation, the formation of patriotic identity, the introduction of technologies and innovations, the development of international communication, orientation to professional needs, as well as increasing motivation among students [10]. Formation of speech and communication skills of students is one of the key tasks of modern education. In an information society, a specialist must have the skills to quickly perceive information, the ability to find the necessary data and communicate effectively. The level of vocabulary, speech culture and communication skills determine the professional skill and success of the individual. Researchers emphasize that a modern specialist must have a complex of competencies, including language, sociocultural, creative, etc. [11]. Consider the primary theoretical approaches to teaching the Ukrainian language with a professional orientation. The cognitive approach emphasizes the intellectual development of students. In a professional context, this approach not only aids in the development of language skills but also fosters critical thinking and analytical abilities. The enhancement of intellectual resources facilitates effective communication and the adaptation of linguistic knowledge to the demands of contemporary professional practice.

According to M. Pentylyuk, in modern conditions of language education, special attention should be paid to the use of cognitive and communicative methods. These approaches are aimed at achieving the main goal of language education - the formation of communicative competence of students. They meet European standards in the field of language education. Each technique has its own specific tasks, but in combination they effectively perform the main function – the formation and development of the linguistic personality on the basis of systemic and continuous language education [12].

The innovative approach within the cognitive-communicative methodology necessitates the adoption of novel strategies for organizing and conducting lessons. Among these strategies, it is recommended to incorporate non-traditional forms of education, such as integrated classes, business simulations, and the modeling of typical communication scenarios.

Conducting such classes not only ensures the effective implementation of cognitive methods, but also contributes to the activation of cognitive activity, self-expression and self-improvement of students. This approach meets the requirements of modern linguodidactics and is recognized as an effective means of improving the process of learning the Ukrainian language in a professional direction.

The communicative approach in language teaching is focused on the practical use of language knowledge in a professional environment. Students acquire not only language skills, but also the ability to communicate effectively in professional speech situations. This approach is based on the principle that language training should be aimed at developing language competence, which includes a system of skills for successful communication. Particular attention is paid to the use of language in real communicative situations, especially in a professional context [10].

Modern teachers are faced with the task of improving higher professional education. Analysis of the theoretical material showed that today the most professional value have specialists with skills:

- critical thinking in working with information and its processing;
- Flexibility and creativity in decision-making.

The main component of communicative competence is the linguistic component, consisting of norms and rules responsible for the formation of grammatical forms, the correct use of phrases. Without language norms, no verbal communication is possible.

In practical classes, teachers pay special attention to the study of scientific and official business communication.

Practical classes focus on formal and business communication, in addition to oral speech, writing resumes and presentations are practiced, tasks are offered

aimed at testing the skills of working with documentation. Thus, students of different areas of training, depending on the type of their future professional activity, learn to write applications, protocols, resumes, assignments, etc.

Digitalization of the educational process is a broad concept. This applies not only to distance education or students working with a computer, as some believe. Digitalization involves the use of information technology at all levels: not only educational, but also organizational (electronic magazines, chats with teachers). Technical innovations will affect different types of educational institutions: schools, colleges, universities, educational courses.

The growing popularity of information technology is easily explained by the fact that they make life more convenient and easier. Specific advantages of IT in the learning process are:

- Increasing the interest of students in the educational process;
  - activation of independence and cognitive activity;
  - A more visual and interesting presentation of the material;
  - Access to large amounts of information, including off-course;
  - Lack of documents for teachers;
  - Feedback that facilitates communication between students, teachers and parents.
- The use of remote technologies and the ability to learn from anywhere in the world where there is a connection to Internet.

The next direction of digital education is adaptive learning. Each student has its own characteristics. Some people learn knowledge quickly, others slowly. One is easier to perceive information by hearing (auditory), the other – visually (visual). The third is more suitable for subject activities (kinesthetics). But before, teachers in schools or university professors did not take these points into account: there was simply no opportunity to adapt to everyone.

Digital technologies of distance learning during the pandemic and full-scale invasion have become a real salvation for educational institutions. Not everyone and

not immediately managed to introduce new methods. But gradually distance education is being introduced in most major universities in the country.

The pandemic is coming to an end, but many schools and their students have appreciated the benefits of remote education. Now you can get a diploma without even leaving home. It is more convenient and cheaper, so distance learning is gaining popularity.

Digital technology is also an opportunity to make the learning process more interesting by giving it the form of a game. This is called the game (from English. game - game). Its features:

- Competitive;
- Different levels of difficulty;
- Rating of achievements;
- Scoring.

The use of digital technologies in education is now very popular, as it corresponds to the trends of the time. Although they were introduced into the education system only recently, it is now impossible to imagine a school without them, let alone a higher education institution.

The purpose of digital technologies in educational institutions is to promote education, improve its quality.

The use of digital technologies allows you to create a full-fledged and high-quality educational process, comfortable for each side.

For teachers, they are an effective means of assistance, as they make it easy to get the necessary information, always be aware of events, prepare video lectures, lectures, presentations, create multimedia tutorials, simulate professionally oriented cases and other materials that contribute to more interesting and exciting learning.

For students, they are also a tool for communicating with all participants in the educational process - students to each other or teacher and student, provide direct access to digital electronic resources, information systems, databases and data warehouses. Their daily use helps students develop the digital competencies necessary for study and further work.

Also, the consolidation of digital skills and the development of new skills and knowledge in working with digital technologies is facilitated by the use of distance learning, which was widely used by universities during the restrictive measures introduced during the Covid-19 pandemic and full-scale invasion. Learning remotely, students develop skills in the use of modern communication and information technologies, learn to use technology video communication.

We believe that learning through video communication is a rather convenient form of classes with students, which is advisable to use in parallel with full-time education in case there is no real opportunity for a personal meeting between students and the teacher. In addition, video communication is convenient to use for student consultations on various issues.

However, the practice of using online learning has shown that it also has a number of disadvantages: distance learning lacks one of the important components of educational activity, namely communication between the student and the teacher, students among themselves, the teacher and the audience. Lack of personal contacts between students and teachers, dialogue between subjects of the educational process, which is a source of confusion for many students, allows them to be inattentive to lectures and explanations of the teacher, reduces the motivation of students. The lack of control over the execution of tasks allows the teacher to provide a solution that the other person performs. It should also be noted that the lack of personal contact with the teacher prevents some students from correctly perceiving and assimilating the material. Therefore, one of the most important tasks of teachers in the process of distance learning is to support the motivation of students to study.

Therefore, the teacher is even more responsible and, accordingly, his load increases, especially when using a written dialogue and checking the tasks of students.

In addition, for online courses and distance learning with students, such as the Moodle e-learning system, video lectures that are developed and prepared by the teachers themselves have been widely used in recent years. This work takes a lot of time, but not in all universities it is part of the workload of the teacher.



Therefore, agreeing with some scientists, we believe that the use of digital technologies increases the workload of the teacher in the development of educational materials, correspondence with students and in the verification of practical and laboratory work.

Given the complexity of organizing oral and written surveys of students in a distance learning environment, knowledge control was organized through testing, the possibilities of which in the Moodle shell format are extremely wide: multiple choice questions are used to match, correct/incorrect, short answer, etc. In the process of organizing the current certification, the teacher forms an impressive test base, from which the necessary number for the intermediate control is randomly selected. The teacher can set the time of the test, the beginning of work, the number of attempts.

The study of the Ukrainian language in higher educational institutions of the country is carried out within the framework of a professional orientation. It is common for young professionals to have to present themselves in the field of employment, project protection, or scientific work. Thus, among the main professional competencies, a graduate must have not only a set of professional skills, but also skills that allow him to demonstrate himself as a specialist through a dialogue, meeting or other type of presentation of himself as a highly qualified specialist. In this regard, an important task of university education is the formation of communication skills.

The teacher is faced with the need for careful study: 1) lecture material using graphic drawings, drawings and their approval; 2) practical classes; 3) tasks for independent work; 4) topics of abstracts, abstracts, reports; 5) a list of additional literature for self-study of students: textbooks, textbooks, manuals with an electronic link, manuals for solving problems;) test tasks to monitor the knowledge gained; 7) electronic directories on discipline; 8) electronic glossary; 9) criteria for assessing knowledge to clearly define the purpose of studying the discipline.

Today, programs are used to organize video lectures and practical classes on distance learning: “Zoom” is a free program for organizing video conferencing; “GoogleClassroom” is a free distance learning program from Google, an educational

platform for interacting with students; Moodle is a popular distance learning and course creation program.

Lecture notes can be presented in the form of video materials, video clips, animated fragments in the form of electronic textbooks, photographs, sound recordings. The main advantage of electronic textbooks is interactivity. The capabilities of multimedia tools and methods make it possible to facilitate the process of understanding the material, as well as increase the speed of perception of the discipline under study.

Electronic lectures and textbooks allow the student to determine the structure of the teaching material by discipline, choosing those sections of the textbook that, in his opinion, are important and will be applied to practice. This learning process contributes to intellectual development, increased motivation and quality assimilation of the material.

Recently, due to objective reasons, online learning has developed. As opposed to using separate digital technologies and tools, online learning is associated with the active introduction of interconnected digital technologies, which involve the transfer of the entire educational process to online mode: the development and implementation of online courses on specially created web portals, which makes the educational process more dynamic, interesting and flexible.

It is believed that these tools can increase the interest of students in learning, increase their involvement in work. This provides access to higher education for a wider range of people who want to acquire it, provides students with the opportunity to independently choose the form of mastering the material, create a schedule of classes, thereby ensuring the individualization of the educational process.

Modern digital technologies can provide a personal learning environment, which leads to the fact that the roles of teachers and students are changing significantly. Students learn to be responsible for their learning process, and teachers are forced to take on the role of programmers, specialists in the formation of media resources and an effective learning environment and online instructors.

The introduced digital technologies and tools change both the educational environment and the role of the main participants in the educational process, as well as the rules of interaction between them, from which it can be concluded that the entire institution of higher education is transformed. We cannot deny that digitalization is now becoming global in all spheres of social life and is a natural stage of human civilization. The education system is affected by these processes and it is necessary to use them to increase educational opportunities. New times require new solutions in accordance with the interests of young people who have been in the process of digitalization since childhood. For young people, communication with digital technologies is a fairly familiar format. But the use of new technologies should be selective. Moreover, digitalization does not replace or abolish direct communication between teacher and student. We can say that the widespread use of new technologies emphasizes the importance of direct interpersonal relationships. Only a combination of traditional methods and digital technologies can improve the quality of education.

The widespread digitalization and development of information technology have a significant impact on the modernization of approaches to general, secondary and vocational education. Digital technologies have become an integral part of many educational tasks. Today Digital technologies (including information, computing, mobile, network technologies) help the teacher to fully implement an individual-oriented approach to students in the learning process. We assume that the use of the lessons on business Ukrainian language in the professional direction of multimedia presentations, virtual boards (Padlet, LinoIt, Scrumlr), interactive complexes of tasks and exercises created using the services “LearningApps,” “Kahoot!,” “Quizizz.”

#### *Advantages and disadvantages of using digital technologies in training*

##### *For the teacher*

##### *Advantages*

- Simplified preparation of lecture material;
- Use of various audiovisual materials in the audience;
- The ability to structure the content of educational information;

- Increasing the level of interactivity of the group;
- The ability to test students in a playful way;
- Create your own professional digital space.

#### *Disadvantages*

- Difficulties in working with large amounts of data with low quality of communication;
- The problem of teacher information training;
- Technical infrastructure imperfection
- Difficulties in stimulating cognitive student activity;
- Difficulty in evaluating achievements when
- Lack of personal communication with students;
- Additional training load (you need to supplement or create content, develop new forms for evaluation, etc.).

#### *For the student*

##### *Advantages*

- Increasing the level of autonomy due to various training options;
- Development of socially demanded personal qualities: learning, creativity, ability to apply knowledge in practice;
- Development of communication and social skills;
- Ability to maintain an individual training trajectory;
- Benefits for students with disabilities.

##### *Disadvantages*

- The problem of reliability and scientific educational value of information with the Internet;
- Ability to borrow and compile from information resources when performing various training tasks;
- Inability and unwillingness to critically carry out the selection of information;
- Inability to build a trajectory for independent learning.

The conditions of modern mixed education require more: to intensively look for ways to overcome such contradictions, in practice using various digital tools. In teaching Business Ukrainian, digital technologies present language as an object of research, and as a means of communication that implements the theoretical and practical aspects of mastering the content of the discipline.

Multimedia allows you to present the hierarchical system of language in hypertext design, develop language skills, improve the culture of language in the network space, contribute to the implementation of new effective methods of teaching independent work.

You can activate the activities of students in online lectures by applying forms such as surveys and voting on “Mentimeter”, testing, quizzes or “Socrative”, “Kahoot!” or “Quizziz”.

Yes, technology does not replace teachers. and replace its functions in the educational process, as well as improving the effectiveness of educational and non-educational activities, enriches them with new information resources. A feature of the course texts “Business Ukrainian Language” is their function, in the service of official-business relations of various forms at the following levels: international, domestic, interpersonal, for enterprises, firms, institutions or various organizations. Features language of business papers is determined by the scope of their application, because business papers are intermediaries in the interaction of people in business communication. Therefore, business papers must have clarity, structure, objectivity, completeness of the information provided. The specifics of business communication characterizes a certain professional lexicon as a basis, including in business-type texts. This is mainly an informative language of business communication, because the terminology is based on stable formulations of wide application, as well as on the active application of clerical terms.

By using Moodle, you can make the process of student testing, intermediate, and final control as simple as possible.

Thus, the possession of new technologies allows you to increase the overall information competence in the field of linguistics, work with all types of information,

develop communicative competence in the field not only face to face, but also electronic communication. The use of digital technologies is an important means to achieve high performance in teaching.

Critical thinking and analytical skills are lost as a result of the development of intellectual technologies, which increases the risk of students relying on automated solutions. Artificial intelligence as a general term to describe a number of technologies and methods such as machine learning, natural language processing, data mining, neural networks or algorithms is becoming more widespread in higher education. The efficiency of machine learning is emphasized by researchers in agricultural, clinical, and educational studies [13, p. 51].

About the prospects of artificial intelligence can testify to the names companies that deal with this topic. By number of issued patents of AI technologies, the first place is occupied by Microsoft, then IBM, Samsung, Qualcomm, Google [14, p. 62].

Today, with the help of artificial intelligence in education, a number of tasks related to the processing and analysis of data are solved, such as making forecasts (for example, predicting success), forming individual educational trajectories, drawing up schedules and curricula, modeling academic processes and risks (for example, the risk of expulsion of students), adapting the educational environment to the needs of applicants, supporting educational courses, etc.

The use of artificial intelligence in education opens up many new opportunities and transforms learning processes. Here are some ways that artificial intelligence can be used in education.

Smart technologies have found their use in this plane. First of all, it concerns the provision of several pedagogical technologies, in particular adaptive learning, personalized learning, interval learning, automatic assessment of educational achievements with the ability to analyze the answers and provide personalized assistance, assessment of teachers/teachers by applicants for education, etc.

Quite promising and effective technology in distance education is adaptive learning, which involves adjusting the content of education within individual

educational components based on an analysis of the educational achievements of applicants for education [15, p. 16].

Artificial intelligence can facilitate personalized learning by creating individualized curricula that take into account the needs and abilities of each education applicant. It analyzes information about the educational progress and learning style of the student, providing next steps, challenges and recommendations to optimize the educational process.

The use of artificial intelligence allows you to automate the process of evaluating students. This allows you to analyze the answers to the task, check the correctness of the answers and provide feedback. Thanks to this, the work of the teacher is facilitated and a more objective and quick assessment of the applicants for education is provided. Artificial intelligence can be used to create virtual assistants and chatbots that can answer students' questions, provide support and help in the learning process. They can work around the clock and provide an individual approach to each student.

Smart technologies can help analyze large amounts of information about students, their academic progress, academic performance and other factors to make predictions about the most effective teaching methods, identify weaknesses and create recommendations for improving the curriculum.

With the help of artificial intelligence technologies, it is possible to automatically generate educational material, such as test tasks, exercises and explanations. You can even draw a schedule for studying the discipline with methodological recommendations and calculating time costs. This saves the time of the teacher and ensures the constant updating and personalization of the educational material.

The use of AI has become especially popular in language learning applications. For example, the British application Memrise uses artificial intelligence to adapt to the needs of a particular user during his training. And the Chinese app ELSA uses speech recognition to help get rid of the accent.

In addition, artificial intelligence can help teachers and teachers in their activities. This is done, for example, by the British startup CENTURY.

The platform sees the strengths and weaknesses of students and helps teachers to adapt to them.

These are just a few ways to use artificial intelligence in education, which open up many opportunities. The development and research of artificial intelligence in education leads to the emergence of innovations and improvements in this system, promoting more efficient and more accessible learning [16].

Artificial intelligence is widely used in education in order to improve the educational process and provide individualized learning. However, along with the potential benefits of AI, it is necessary to be aware of its risks and challenges. that can lead to negative consequences. Intelligent systems can have their limitations and errors. They can provide inaccurate or incorrect answers, especially in difficult situations without taking into account the individual characteristics and needs of each applicant for education, since it relies on general statistics and algorithms.

The current generation of students, born with gadgets in their hands, has the experience of distance learning, resorting to the use of artificial intelligence, may lose interaction with teachers, as well as social communication skills of their peers. The development of intellectual technologies results in the loss of critical thinking and analytical skills, which increases the risks of students relying on automated solutions. ChatGPT and similar services put students in front of the great temptation to cheat and use the chat to perform their homework in a few mouse clicks. Texts created by the GPT chat successfully pass the anti-plagiarism test, and it can be very difficult to prove that a robot wrote them. Even presentations will no longer be an objective criterion for testing knowledge, because artificial intelligence can find information, structure it and place it in slides instead of a student [17].

The use of artificial intelligence in education has its risks and challenges that require attention and security measures. AI should be implemented with ethical care, ensuring transparency, privacy protection and rational use of technology.

In the further development of education through AI, it is necessary to focus on the pedagogical aspects of the use of technology. Teachers must have the appropriate skills to effectively use intelligent systems in their work and implement



them in the pedagogical process. Collaboration between AI educators and developers is key to the successful implementation and adaptation of these technologies in training programs. Interaction of teachers with intellectual systems in education is an important stage in the development of modern pedagogical practice. Providing teachers with appropriate skills helps maximize the potential of intelligent technology to improve and develop modern learning. Another important aspects to consider is the increased availability of technology in learning. In general, the use of artificial intelligence in modern education creates prospects for the implementation of an individual approach to learning, improvement evaluation and development of critical thinking. However, it is important to ensure the ethical use and safety of technology as well as active participation of teachers in the implementation and development of these innovations.

In addition, it is necessary to emphasize the development of critical thinking, academic integrity and promote a balance between technology and the human factor in education. The way to successfully use artificial intelligence in education is to understand its risks and work on their management to achieve the most positive impact on the learning and development of students.

At the present stage of development for Ukraine as an agrarian state, the issue of providing agricultural production with highly qualified personnel is acute, the professional qualities of which will allow solving issues of planning, management and production in various sectors of agribusiness.

The Ukrainian state, having a European vector of development, is interested in training specialists of a new generation. That is why the qualitative training of graduates of agricultural universities is designed to ensure the solution of this problem.

Given this, the modern student should be focused on constant self-development and self-improvement on the way to professional self-realization, and language training here occupies an important place, which should “purposefully teach students thorough skills: to build a speech essay, create a text, have rhetorical and professional speech, which has given linguistic and stylistic features and is

characterized by a high level of expressive influence on the reader or listener,” emphasizes M. Pentylyuk [18, p. 2-3].

As O.E. Gridzhuk notes, that in school the student masters certain competencies, in particular, speech, which implies the ability to listen, speak and understand; language, providing awareness of the system of knowledge about language; objective, contributing to the reproduction in the mind of the student of the linguistic picture of the world [19, p.76]. For a high school teacher, it is a task to develop these competencies in students and fill them with a new meaning, contributing to their formation as language personalities. To a modern specialist with higher education, in particular a specialist in the agrarian profile, modern production put forward high requirements, which imply fluency in the state language, as well as the ability to communicate professionally at the proper level.

Training of competitive specialists of agrarian profile is one of the important tasks of modern education, as stated in such state documents as the Laws of Ukraine “On Education,” “On Higher Education,” “On Agricultural Advisory Activities,” in the Decrees of the President of Ukraine “On the National Doctrine of the Development of Education in the 21st Century,” “On Measures to Improve the System of Higher Education” and several others. To effectively and effectively solve these problems, it is necessary to form a business and speech culture among university students, for which the course “Business Ukrainian language in a professional direction” is intended. This academic subject is aimed at the development of such aspects of language training as grammatical and stylistic, communicative, terminological, lexicographical, cultural, professional and applied. In addition, it is significant to deepen the linguistic knowledge of students to master professional terminology, the formation of a high level of culture of oral and written communication in Ukrainian, for the development of professional abilities in general.

Given that each branch of knowledge has its own terms, some of them may have several meanings, the correctness of the use of which can only be ascertained from the context. When forming derived forms of terms, it is necessary to refer to dictionaries or reference books to prevent the occurrence of erroneous use of

words. To solve such problems, we consider it expedient to compile terminological dictionaries for various specialties, which are being prepared students at the university. This work should be carried out in collaboration with teachers of special departments. This matter is complicated by the fact that the emergence of new words in the world does not stop due to scientific and technological progress, the development of the national economy, digitalization. This process continues continuously, contributes to the enrichment of our language, but also requires rationing. During training, it is very important to encourage students to work with dictionaries of various types, which will help them take into account the lexical compatibility and stylistic expediency of using words.

In studying the course “Business Ukrainian Language in a Professional Direction,” students are supposed to master knowledge of the official business style and learn how to write a number of business papers. In addition to writing an autobiography and an excerpt from the protocol, students should be able to draw up a bibliographic description of the text, understand the principles of working with sources of scientific information.

In practical classes, attention is paid to the study of the norms of correct pronunciation, which primarily demonstrate the level of education of the speaker.

Business Ukrainian is a key tool for conducting official negotiations, preparing documentation, organizing presentations and carrying out business correspondence. Her knowledge promotes professional communication at a high level, ensures compliance with legal requirements in professional activities and increases the competitiveness of a specialist in the labor market.

The ability to clearly and competently formulate thoughts both orally and in writing is an integral part of the work of any professional, especially in conditions when most work processes require constant interaction with colleagues, partners and clients.

At lectures and seminars, students learn the basics of the business style of the Ukrainian language, the rules for drawing up official documents, and also get acquainted with the principles of ethics of business communication.

Practical tasks, such as creating resumes, business letters, minutes of meetings or presentations, contribute to the formation of students' practical skills necessary for professional activities.

The use of role-playing games and simulations allows you to simulate real business situations, which contributes to the development of communicative abilities and confident use of business language.

Analysis and study of samples of real documents help students to better understand the structure and specifics of official documentation used in the professional field.

Interactive technologies, including electronic courses, online tests and video conferences, expand the opportunities for mastering the business Ukrainian language.

When teaching business Ukrainian, the teacher may face a number of challenges caused by different levels of student training, dynamic changes in language standards and the need to integrate theoretical knowledge with practical skills.

The level of Ukrainian language proficiency in students can vary significantly, which complicates the organization of the educational process and requires an individualized approach.

The variability of the business environment affects language standards, which requires teachers to constantly update educational materials in order to ensure their relevance in accordance with modern needs.

Current approaches to teaching the Ukrainian language at universities are crucial for the formation of qualified specialists who not only have language skills, but can also successfully use them in professional activities in the conditions of the modern information society.

Formation of the culture of speech of applicants for education occurs throughout the learning process, but significant an element in this activity becomes the educational component "Business Ukrainian language", which is taught in the first year of study applicants. In the conditions of the Russian-Ukrainian war of 2022-2024 before higher education institutions of Ukraine the priority becomes the

formation of an internal need among applicants for higher education constantly improve their speech culture.

The most effective methods of formation cultural personality of applicants for higher education classes on business Ukrainian language we consider: tasks and exercises to edit professional texts; performances before audience with a message or report (project method); work with the terminological dictionary according to the specialty, according to which the applicant for education is studying; test tasks and exercises that contribute to the comprehension and consolidation of language norms; building oral dialogues on a given topic; tasks for the development of creative abilities.

In addition to mastering the theory, students must develop practical skills, which creates additional requirements for the organization of training, in particular the need to allocate additional time and resources.

The use of advanced technologies, such as artificial intelligence and online platforms, opens up new opportunities for increasing the efficiency of the educational process and actively involving students.

Mastering the business Ukrainian language is an important component of the training of modern specialists.

The use of digital technologies, such as interactive platforms, online classes and mobile applications, allows you to adapt learning to the individual needs of students, providing access to quality materials at any time. Virtual simulations of business situations help students simulate real professional challenges, developing communication skills in the context of the agrarian sphere.

Artificial intelligence enhances these benefits through a personalized approach to learning. AI-based tools such as chatbots, automatic translators, or grammar and style checkers help students improve language, analyze errors, and get instant feedback. Such technologies contribute to the creation of an adaptive learning environment that increases student motivation and engagement.

Higher education institutions play a crucial role in developing students linguistic competence by providing them with the knowledge and practical skills

necessary for professional success. Improving teaching methods, introducing innovative technologies and taking into account the requirements of the modern labor market will contribute to the further progress of this direction in the educational sphere.

**Conclusions.** The use of digital technologies in the process of teaching business Ukrainian to students of agricultural specialties contributes to improving the efficiency of learning, providing interactivity, accessibility and personalization of the educational process. Based on the analysis, the following conclusions can be drawn: Digital tools allow you to integrate relevant teaching methods that meet the modern needs of society and the agricultural sector. The use of online platforms, video tutorials and tests significantly increases the interest of students in learning business Ukrainian.

Interactive forms of training help students master real communicative situations, which is important for professional activity in the agricultural sector. Digital technologies provide students with the opportunity to independently plan their learning process, work at their own pace and exercise self-control. This contributes to the formation of key competencies necessary for a modern specialist. The use of multimedia materials and specialized programs allows harmoniously combining theoretical knowledge with practical skills, contributing to the formation of language competence focused on the professional sphere.

Digital technologies expand access to learning resources for students with different levels of training and individual characteristics, creating a comfortable environment for learning. Thus, the integration of digital technologies into the process of teaching business Ukrainian to agrarian students not only improves the quality of education, but also contributes to the training of competitive specialists who can successfully work in the conditions of the modern agricultural market.

**Prospects for further research.** The study of the use of digital technologies in teaching the business Ukrainian language opens up wide opportunities for further scientific research. The main promising areas are: an important area is the analysis of how digitalization of teaching business Ukrainian

language affects the professional competencies of graduates and their success in real working conditions. The effectiveness of game elements in teaching business language can be analyzed to increase student involvement in the learning process.

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## THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE BY MEANS OF FOREIGN LANGUAGES AS A NECESSARY COMPONENT OF SELF- EFFICIENT UNIVERSITY STUDENTS

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**Abstract.** *More and more scientists are devoting their research to the problem of emotional intelligence and its importance in people's lives. The study is devoted to the problem of developing emotional intelligence of higher education students through foreign languages.*

*An analysis of the scientific approaches of domestic and foreign scientists to the interpretation of the concept of "emotional intelligence" was carried out. Emotional intelligence is considered as a person's ability to recognize their own and other people's emotions, intentions, and desires, the ability to manage their own and other people's emotions in order to solve practical problems.*

*It was determined that the main factors that influence the development of emotional intelligence are: biological (temperament and cognitive abilities), individual characteristics (openness to experience, self-efficacy, locus of control, personality type), external environment (family, nature, national and cultural characteristics).*

*It is noted that foreign language tools allow higher education students not only to deepen their speech knowledge and skills, but also to experience certain emotions through understanding themselves and others.*

*It is substantiated that the algorithm for developing emotional intelligence of higher education students involves the use of a whole complex of tasks that help to relieve psychological and emotional tension, increase self-esteem and self-confidence of students. Proposed tasks help students to reveal their own potential, develop their ability to analyze own actions and the actions of other people in order to improve their own emotional state, teach students how to see the connection between emotions and physical condition, understand the negative impact of bad emotions, to know how to manage their emotions better.*

**Key words:** *emotional intelligence, university students, foreign languages, self-efficacy*

**Introduction.** Emotional intelligence is critical for success in various areas of life: from personal relationships to career development, as it helps people better manage their emotions and understand the emotions of other people.

Higher education students constantly face high levels of stress due to studies and social interactions. A high level of emotional intelligence helps students build harmonious relationships, work effectively as a team with other students and establish communication with teachers.

Students with a high level of emotional intelligence are able to concentrate better, adapt to new conditions and solve complex problems. They can effectively organize their work and feel less anxiety about academic tasks.

Therefore, emotional intelligence contributes not only to successful learning, but also to personal growth, improves communication, helps resolve conflicts and helps maintain emotional balance in difficult situations.

That is why the problem of forming emotional intelligence of university students is **quite relevant**, and the search for effective means of its development requires detailed study.

**The aim of the research is** to characterize the most effective technologies and methods for the development of emotional intelligence of modern self-efficient university students by means of foreign languages.

**Research methodology.** The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The method of analysis has been used for a detailed study of the concepts «emotional intelligence», which made it possible, in particular, to study scientific viewpoints on the need for implementation. The method of synthesis made it possible to distinguish the role of foreign languages in the development of university students' emotional intelligence.

**Analysis of publications.** One of the first scientists who studied the concept of emotional intelligence was Daniel Goleman. His emotional intelligence (**EI**) model is a mixed model that includes both mental skills and individual characteristics [12; 13]. According to D. Goleman EI has 4 constituents: self-awareness, self-management, social awareness, and relationship management. The researcher proved that emotional skills are not intrinsic skills, so they can be taught, learned, and developed. He assumed that self-consciousness is an essential component of EI.

Other scientist who studied the term Emotional Intelligence (**EI**) or Emotional Quotient (**EQ**) was Bar-On, who proposed his own model and named it as «The Bar-

On Model of Emotional-Social Intelligences (ESI)». This model is a mixed one, because it includes emotional and social skills, namely: interpersonal, intrapersonal, adaptability, stress management and general mood [3].

Nowadays, the problem of emotional intelligence is actively discussed and highlighted in the works of such scientists as: I. Andreeva, O. Vlasova, S. Derevyanko, G. Garskova, N. Kovryga, D. Lyusin, M. Manoilova, E. Nosenko and others.

However, the role of foreign languages in the development of university students' emotional intelligence remains unsolved, so the **novelty of the research** is to find and analyze the most effective technologies and methods in the development of university students' emotional intelligence by means of foreign languages.

## **1. THE ESSENCE OF THE CONCEPT «EMOTIONAL INTELLIGENCE»**

### **1.1. The meaning of emotions for a person and their basic functions**

Technical progress of the 21st century, changes in the moral and ethical principles of society, the hectic pace of life, the desire for success, material goods and self-realization in career and personal life form a new active life position of people, force them to think about the choice of goals and means of achieving them, make the person more efficient, more energetic, more inventive. In the context of such processes, there is a need to build favorable and productive relationships with others, since a person cannot do without society.

At all times, there was a category of people who did not have a high coefficient of mental development, but achieved great success in their studies, careers and personal lives, were able to arouse the sympathy of others, charged with a positive mood. It was always fun and interesting to be in the company of such people, it was impossible to refuse them, they had a large number of friends and good acquaintances, one was always drawn to such people, it was pleasant to be in their

company. Previously, such a personality was called “clever”, “punchy”, “cunning”, etc. Now we can say with confidence that these people had a high level of emotional intelligence.

A person’s activity, his or her behavior always cause a positive or negative attitude towards him or her. The attitude towards reality is reflected in the brain and is experienced as pleasure or dissatisfaction, joy, sadness, anger, shame. Such experiences are called emotions, feelings. Emotions and feelings perform a signaling and regulatory function, encourage a person to knowledge, work, actions or restrain him.

The famous philosopher Spinoza believed that for a certain freedom of will, a person must know not only the external circumstances of his existence, but also his own affects and passions. Such knowledge does not imply the elimination of passions, but power over them.

Let us recall the famous statement that the streams of passions have washed away more cities and settlements and cost more human victims than the streams of elements and hurricanes. Believing that the most powerful stimulus of the soul is passions, Descartes proposed the term “emotions” to define the orders of the soul.

**Emotion** (from Latin *emovere* – to excite, to excite) is a mental reflection of the surrounding world in the form of short-term experiences of a person, expressing his attitude to reality, his actions and others, reaction to the influence of internal and external stimuli. Thanks to emotions, people not only feel, perceive, imagine or understand the surrounding reality, but also experience it. Experiences are always subjective, they do not exist outside the psyche.

Emotional reaction is an indicator of a person’s attitude to what is happening. The more important life changes are for a person, the deeper the experiences of emotions and feelings are. Emotions are always associated with the satisfaction or dissatisfaction of important human needs. Often, the concepts of “emotion” and “feeling” are used as synonyms, but their meanings are different. Unlike emotions, which are short-term reactions to a situation, feelings reflect a long-term, stable and generalized emotional attitude of a person to specific objects.

Emotions are the basis of the psyche, a source of mental energy. And although a person’s problem complexes are formed around the emotional core, at the same

time it is in emotions that the most important values are born. It is difficult to overestimate the importance that emotions have for us.

*Emotions and perception.* Emotional experiences, mood determine the perception and interpretation of events in the world around us. A joyful person perceives the world with optimism, is friendly towards others, remembers pleasant moments in life, thinks about the good. In a depressed state, he more often recalls unpleasant events in life, has a negative attitude towards himself, and the behavior of other people seems suspicious. So, the emotional state does leave an imprint on how we see the world, relate to past experience.

*Emotions and cognitive processes.* Emotions affect memory, thinking and imagination of a person. The effect of "narrow vision" of perception has its analogue in the cognitive sphere. A strong emotion, for example, fear, affects the thinking process. It is difficult for a frightened person to evaluate alternative solutions, let alone choose the best one. In a state of heightened interest, some people are so carried away that they do not notice anything around them. Emotionally rich information is better understood and remembered.

*Emotions and consciousness.* A strong emotional experience can be considered as a special, unusual state of consciousness. The idea of different states of consciousness has been known since ancient times.

*Emotions and activity.* The effectiveness of work depends on what people feel while performing it. Emotions can stimulate it (they move mountains in joy) or hinder it (everything falls out of their hands in despair). Feeling aversion to a certain activity, one wants to avoid it.

*Emotions and motivation.* Emotions motivate life, the choice of all the most important undertakings. For the most part, we organize our lives in such a way as to maximize the experience of positive emotions and minimize the experience of negative ones. Emotions are motivators when there is a desire to avoid events that involve negative emotions, or to engage in situations that promise positive experiences. Positive emotions contain a hidden power, the potential of which blossoms in the rays of our attention.

*Emotions and character.* Most emotions play a key role in the formation of character traits and the emergence of specific emotional disorders. Curious people are filled with interest, aggressive - with anger, friendly - with kindness, affection, love, confident - with faith, trust in the world. Emotions that are often repeated become character traits.

*Emotions and communication.* Emotions play a special role in interpersonal interaction. They diversify communication, increase the possibilities of mutual understanding, as they carry additional information, allow you to "peek" into the inner world of another person. Emotions can both strengthen relationships and destroy them. This depends on the emotional competence of the interlocutors.

*Emotions and behavior.* Emotional reactions are manifested in actions, behavior. Behavior is an indicator of how well a person can manage emotions. Emotions affect the adoption of important decisions, since decisions contain an emotional component.

*Emotions and health.* There is a deep relationship between emotions and the central nervous system, with the endocrine system, with the way of thinking and physiological state. Intense thoughts of different colors, as well as a change in a person's mood, can change the indicators of the chemical composition of the blood, and also affect the work of various organs. The harmful effect of negative emotions on human health is well known. Strong and prolonged negative emotions (in particular, long-held anger) cause pathological changes in the body: stomach ulcers, biliary dyskinesia, diseases of the excretory systems, hypertension, heart attack, the development of neoplasms, etc. Positive emotions (joy, satisfaction, happiness) heal a person. The development of emotional competence has a positive effect on health.

**Functions of emotions.** Emotions and feelings serve to orient us in the world and to realize the energy that helps us solve life's problems. Each of the main emotions has unique adaptive and motivational functions, performs some useful work for us. The exception to this rule is when an emotion becomes more intense than the situation requires, then it disorganizes and destroys.

*Adaptive function.* The sensory system (sense organs) collects information about the world around us, which allows a person to survive, live comfortably, and develop. For example, it is useful to feel hunger - this is a signal to eat, cold - to take care of comfort, aversion reactions keep us from harmful actions. The senses deliver information about the environment, emotions help us navigate in it and act.

*Mobilization function.* Information received with the help of the senses causes an emotional reaction, energy appears for action. That is, emotions carry a charge of energy that we can use at our will, for example, to change a situation that does not suit us, to solve life tasks, to get what we want, to protect ourselves in threatening situations, to restore balance, etc.

*Motivational, motivating function.* As soon as a need arises, an emotion or the so-called motivational disorder immediately arises. It is obvious that emotions organize and direct behavior not only in extreme situations. Thus, the emotion of interest encourages us to learn, develop new skills and abilities; the emotion of joy is a kind of reward for achievements; fear helps to avoid stressful or dangerous situations before a real threat arises.

*Informational function.* Experiences are peculiar signals. Emotions convey information, using which we can act much more effectively. For example, fear informs us of danger, that is, it protects us, helps to save our lives with the help of protective mechanisms: flight or attack; Irritation tells us that things are not going as expected; happiness tells us that our needs are being met. Even anger, an emotion that most people would rather suppress, is also useful for us. It warns others and ourselves when something is going against our intentions, prompting us to make changes.

*Regulatory function.* Emotions and feelings perform a regulatory function in communicative interaction, forming a willingness to act in a certain way in relation to other people. From the external expressive movements that accompany emotions (posture, gestures, facial expressions), as well as from speech intonation, one can draw a conclusion about the experiences of people around them and take them into account in one's behavior. Any manifestations of human activity are accompanied by emotional experiences. Emotions can cloud the perception of the world around us or

paint it with bright colors; turn the course of thoughts towards creativity or melancholy; save lives or cause serious harm; promote positive life changes or provoke actions that we later regret; energize and add health or vice versa; make bodily movements light and smooth or awkward and constrained. Emotions have power. Another question is how well we know how to manage them. This is an indicator of developed emotional competence.

***Emotional competence*** is the art of identifying your emotions at the moment you feel them, as a result of which you can better understand your behavior and rationally choose your reactions, that is, be the master of your own emotions. Managing emotions is a skill that can be developed. There is no limit to perfection in the human soul. It is a shame to live without ever understanding yourself, without learning to understand others. That is why some people become callous and embittered with age, and others acquire wisdom. The development of emotional competence involves constant work on yourself. Life values, talents, and wisdom are within us. You need to learn how to live in harmony with yourself and the world around you. Working on yourself is an independent, long, and at the same time interesting path[3;4;5;10;12;1519;23].

## **1.2. Interpretation of the concept of "emotional intelligence" in scientific literature**

About ten years ago, the phrase “emotional intelligence”, which appeared in the psychological thesaurus on the problems of personality psychology in the works of such American psychologists as Howard Gardner, John Mayer, Peter Salovey, Daniel Goleman and others, caused surprise due to the unusual combination of the concepts “emotion” and “intelligence”, which seemed to be opposite in their deep meaning. No less surprising were the statements of the authors who introduced the concept of “emotional intelligence” into the scientific process, regarding the role of this integral property of the personality in determining the success of any human activity in any conditions [19].



Today, the problem of developing the emotional intelligence of the personality is one of the most relevant in research in various fields of science.

A huge number of scientists are sure that emotional intelligence is the ability to perceive and understand the emotional manifestations of the personality, to manage emotions based on intellectual processes. Individuals with a high level of emotional intelligence have the ability to understand their own emotions and the emotions of other people, to manage their own emotional sphere [3;4;5;10;12;15;19;23].

G. Gardner suggested that there is not one single type of intelligence that affects in a certain way the success of human life, but rather a fairly wide range of subtypes of intelligence with seven main options. The list of subtypes of intelligence he proposed included:

- verbal
- logical-mathematical
- spatial
- kinesthetic
- musical
- emotional (intrapersonal and interpersonal)

Interpersonal intelligence has previously appeared in the psychological literature under the name of social intelligence, or social competence. It characterizes a person's ability to interact with other people.

Intrapersonal intelligence involves a person's ability to self-actualize in life, motivate themselves to be active and achieve success.

In the work "The Plurality of Intelligence Manifestations", emotional intelligence is considered in two forms:

- interpersonal emotional intelligence (a person's ability to understand other people, to realize the motives of their activities, their attitude to work, to decide how best to cooperate with these people. Interpersonal emotional intelligence allows a person to correctly recognize the moods, manifestations of temperament, motives and aspirations of other people and to respond to them accordingly.

- intrapersonal emotional intelligence (a person's property directed at himself: the ability to form an accurate and adequate model of his own "self" and use this model to function effectively in life. Intrapersonal intelligence is a person's ability to understand his own feelings, their origins and to regulate his own behavior on this basis [10].

According to the concept of G. Gardner [15], in the structure of emotional intelligence, it is necessary to consider intrapersonal (directed at one's own emotions) and interpersonal (directed at the emotions of other people) components.

The first is characterized by such components as:

- self-awareness
- reflection
- self-esteem
- self-control
- achievement motivation.

The second component includes:

- empathy
- tolerance
- sociability
- congruence
- dialogicity.

American psychologists John Meyer and Peter Salovey considered emotional intelligence as the ability to adequately perceive, evaluate and express emotions; the ability to generate feelings when they contribute to thinking; the ability to understand emotions and knowledge related to emotions, as well as the ability to regulate emotions in order to promote one's own emotional and intellectual growth [20].

R. Varon understood emotional intelligence as all non-cognitive abilities, knowledge and competence that enable a person to successfully cope with various life situations. The researcher identified five major areas of competence, each of which has the following specific skills that lead to success:

- knowledge of one's own personality (awareness of one's own emotions, self-confidence, self-esteem, self-realization, independence);

- interpersonal communication (interpersonal relationships, social responsibility, empathy),
- adaptation (problem solving, reality assessment, adjustment),
- stress management (stress resistance, impulsivity, control),
- prevailing mood (happiness, optimism) [20].

In turn, psychologist R. Bar-On defined emotional intelligence as a set of non-cognitive abilities, competencies and skills that enable a person to successfully cope with the challenges and influence of the external environment and resist its pressure. This, according to the researcher, ensures a person's ability to successfully adapt to society, establish interpersonal interaction, and manage their behavior in stressful situations [3].

D. Goleman, an American journalist and psychologist, in his work “Emotional Intelligence” based on psychological research and surveys, proved that success in life depends not so much on logical intelligence IQ, but on the ability to manage one’s emotions EQ. In D. Goleman’s research, emotional intelligence is interpreted as a personal trait, a person’s ability to explain one’s own emotions and the emotions of others in order to use the information received to achieve own goals [12; 13].

Referring to the analysis of modern scientific works carried out by scientist N. Vyspinska, we can note that emotional intelligence is interpreted as a person's ability to correctly see surrounding circumstances and influence them, intuitively grasping what other people want and need, while not succumbing to stress [25].

Analysis of the works of domestic and foreign scientists allowed us to state that the main factors that influence the development of emotional intelligence are:

- biological (temperament and cognitive abilities);
- individual characteristics (openness to experience, self-efficacy, locus of control, personality type);
- external environment (family, nature, national and cultural characteristics) [5; 7; 9; 10; 14].

Biological prerequisites of emotional intelligence:

– level of emotional intelligence – the higher the level of emotional intelligence of parents and family income, the higher the indicators of emotional intelligence of their children. According to D. Goleman's theory, career and material success are a consequence of high emotional intelligence.

– right-hemisphere type of thinking – as is known, the right hemisphere is responsible for creativity, imagination, holistic perception (perception of images) and intuition (as opposed to the functions and competencies of the left hemisphere). It has been proven that people with a developed right hemisphere are better able to recognize the emotions of others by speech intonation, since the right-hemisphere type of thinking is associated with non-verbal intelligence. Thus, the dominance of the right hemisphere over the left in a person acts as a certain prerequisite for increased emotional susceptibility, which characterizes the success of adapting the emotional state of the individual to external conditions.

– temperament properties – the mental activity of extroverts is more directed towards the outside world than towards themselves, which means that they are most capable of forming an adequate response to the actions and feelings of other people [12; 13].

R. Boyatzis and D. Goleman identify the following components of emotional intelligence:

- 1) self-awareness (emotional awareness of oneself, accurate self-assessment, self-confidence);
- 2) social awareness (empathy, organizational awareness, service orientation);
- 3) self-management (self-control, adaptability, initiative, achievement orientation);
- 4) social skills (leadership, influence, communication, conflict resolution, group work) [12; 13].

Emotional intelligence is the basis of emotional self-regulation, and a high level of emotional intelligence makes it possible to understand one's own emotions and the emotions of other people, to manage the emotional sphere; helps to make decisions based on the reflection and understanding of emotions that have a certain

meaning for the individual. Emotional intelligence consists of the ability to consciously manage emotions, understand emotions, assimilate emotions into thinking, distinguish and express emotions.

So, given the comparative-evolutionary analysis, the phenomenon of "emotional intelligence" is considered as the ability to recognize, understand emotions and manage them; serves to determine the set of abilities, knowledge and skills related to the regulation of the emotional sphere of the individual, necessary for successful socialization and communication. Scientists are unanimous in the fact that emotional intelligence combines the ability to distinguish and understand emotions, manage one's own emotional state and the emotions of communication partners.

As the emotional intelligence is the ability to recognize, understand, and manage own emotions and the emotions of other people, a person with high levels of emotional intelligence is able to interact effectively with others, work in a team, adapt to changes, make more informed decisions, in other words, be a **self-efficacious person**[1; 26].

So, in the context of our study, *emotional intelligence should be understood as people ability to recognize their own and other people emotions in order to solve practical problems.*

## **2.1. TECHNOLOGIES FOR EMOTIONAL INTELLIGENCE DEVELOPING**

In the modern world of achievements and results, for a long time the focus was on rational intelligence (IQ), while the emotional component of a person (EQ) was ignored, although it was often used for various kinds of manipulations in advertising and trade. Well, and, of course, for the purpose of manipulating mass consciousness, the success of which we can observe on the example of entire countries.

Since the end of the twentieth century. the role of emotional intelligence in human life and society has been recognized by scientists on the basis of long-term research and experiments. In the modern definition of emotional intelligence, the

ability to name, use, understand and manage emotions in a positive way to reduce stress, communicate effectively, show empathy for other people, the ability to respond to life's challenges and resolve conflicts.

Together with the ability to actively and consciously empathize with the current emotional state of a person - empathy, as well as the ability to show the same active and conscious empathy for oneself - self-empathy, emotional intelligence is the basis for an effective and happy life and building relationships with others.

Modern science has developed a significant number of methods and technologies aimed at helping a person understand their feelings, motives and reactions, namely:

### **- MINDFULNESS**

Mindfulness, as defined by Harvard University psychology professor Ellen Langer, one of the most authoritative researchers in the field of the effects of mindfulness practices, is an active process of noticing new things. When you practice it, you get into the present. Mindfulness makes the practitioner more sensitive to contexts and perspectives. Mindfulness leads to the fullness of life in its external and internal manifestations.

In its real application, the practice of mindfulness is a meditation that introduces a person to the capabilities of their mind and teaches them to return attention to the present moment. At this moment, a person learns to monitor bodily reactions, recognize uncontrolled flows of emotions and thoughts, and manage their attention. Intentional directing of attention to a certain moment occurs without evaluations and judgment. And at this moment there is no right or wrong way to think about something.

An integral part of emotional intelligence is the recognition of one's own emotions and the thoughts associated with them, and it is with this that the practice of mindfulness works first of all. Therefore, it is justified to state that «Mindfulness», as attentiveness and awareness, is the basis of emotional intelligence.

By training one's attentiveness and focusing attention on the here and now, a person becomes more emotionally aware. Awareness of one's emotional states allows

one to develop the ability to control, manage and use one's emotions and feelings. The ability to be attentive to oneself and one's own states, together with the ability to compare and analyze, allow one to detect and understand the emotions of others. This is manifested in compassionate care for others and the ability to show empathy in relationships. It is easier to establish and maintain contact with interlocutors and partners.

From a state of inner world, which develops on the basis of long-term use of meditation techniques and mindfulness practice, it is easier for a person to evaluate the events that are perceived by him or her. This significantly increases the ability to creativity and critical thinking, helps to recognize the existence of different points of view on the situation and, ultimately, to resolve conflicts.

According to Western research, people who practice meditation and mindfulness demonstrate higher levels of emotional intelligence, higher levels of positive affect, lower levels of negative affect, and overall greater life satisfaction. Among other things, regular mindfulness practice strengthens the immune system and promotes the development of brain areas responsible for effective emotion regulation under stress.

#### **- ART THERAPY**

Art therapy is a special form of psychotherapy, psychocorrection and personality development, based on creative self-expression through various types of art (painting and drawing, sculpting, music, dance, theater). An art therapist helps a person, using various artistic means, achieve a number of goals - exploring emotions and feelings, resolving conflicts, improving self-awareness and self-esteem, modeling a positive psycho-emotional state, managing their own behavior and acquiring social skills.

Art therapy is especially useful for those people who have difficulties with verbally expressing their emotions and feelings. For example, people who have experienced traumatic events. In this way, it is possible to bypass the "censorship" of consciousness. Using the language of symbols, a person establishes contact with their own subconscious and can express processes that are really important to them.

The most important mechanism of therapeutic influence in art therapy is the response to psychotraumatic situations, which occurs in an expressive (creation of an

artistic product), rather than a reflexive form. This approach stimulates a person to achieve catharsis - liberation and deliverance from negative experiences. In general, art therapy is an insight-oriented method, using an atmosphere of trust, high tolerance and attention to the inner world of a person. It teaches to give a socially acceptable outlet to aggression and other negative feelings, and to be aware of thoughts and feelings that are usually suppressed. The ability to self-regulation gradually develops.

Art therapy evokes positive emotions, helps to overcome apathy, depression, lack of initiative, helps to form a more active life position.

Thanks to art therapeutic influence, a person's creative potential, internal mechanisms of self-regulation and healing are mobilized, that is, the integration of the acquired experience into the inner world of a person. Art therapy satisfies a person's need for self-actualization, namely, the disclosure of a wide range of human possibilities and the affirmation of their unique way of being in this world.

When using art therapy methods, a person, through their own artistic work and dialogue with an art therapist, gets acquainted with their own inner world, verbalizes suppressed or repressed emotions and feelings. That is, they gain self-awareness. They learn self-regulation, expression of emotions, and establishing contact with other people. They develop and strengthen their creativity. Understanding themselves, they learn to achieve a state of inner peace and establish contact with others. They maintain social ties and resolve conflict situations.

### **- NON-VIOLENT COMMUNICATION**

Nonviolent Communication (NCC) is based on the historical principles of nonviolence (ahimsa) – the natural state of compassion when there is no violence in the heart.

This method was founded by Dr. Marshall Rosenberg on the principles of nonviolence promoted by Gandhi and Martin Luther King Jr. Their understanding of nonviolence is that something that hurts the heart, mind, body, spirit or relationships is violence.

Nonviolent Communication begins with the assumption that we are all compassionate by nature and that violent strategies – verbal or physical – are learned behaviors and are supported by the dominant culture. In the NCC vision, we all have



the same basic human needs and that any behavior is a person's best attempt/strategy aimed at satisfying basic human needs.

***Key Principles and Assumptions of Nonviolent Communication:***

Human needs are universal. We differ from each other in our strategies for meeting needs. Conflicts occur at the level of strategies, not needs.

Human activity is based on needs. Everything we say or do comes from the motives of meeting our needs.

Feelings are the result of needs. Feelings are the result of recognizing and paying attention to whether a need has been met or not.

Natural giving from the heart. It is an integral part of human nature. We are happy to contribute to the lives of those for whom we naturally sympathize.

Sufficiency. Even if in a personal situation it seems that something is not enough to meet the needs of everyone, through dialogue and contact we can meet needs in a more peaceful way.

By emphasizing the importance of deep empathetic listening - both to ourselves and to others - NCC helps to reveal the depth of human boundaries, compassion and acceptance of what we cannot change.

By practicing NCC, we can learn to identify what we observe, what emotions we feel, what values we want to live by, and what we want to ask of ourselves and others.

There is no need for language of accusation, condemnation, or domination. Applying the practice of deep empathic listening to one's own feelings and needs and the feelings and needs of others provides the experience of deep satisfaction in contributing to everyone's well-being.

***Nonviolent Communication consists of four components:***

*Observation* – what actually happened in a situation. The skill is in expressing the observation without judgment or evaluation.

*Feeling* – indicating how the person observing the action feels.

*Needs* – naming the needs associated with the feelings indicated.

*A request is not a demand* (we are ready to hear and accept a refusal), is realistic to fulfill, concerns the present moment and demonstrates that we are

interested in satisfying the needs of another person as well as our own (what we want to happen now, which would improve our lives).

According to the observations of Dr. John Gottman, author of the book “The Emotional Intelligence of the Child. A Practical Guide for Parents”, if parents show compassion and empathy to their children, help them cope with negative feelings, then such interaction becomes the basis for assimilating values and raising spiritual people. He called such interaction emotional coaching.

The process of emotional coaching also reflects the essence of Nonviolent Communication. Through observation, awareness of feelings and needs, and expressing them in the form of a request – NEC contributes to the development of emotional intelligence (and in many ways reflects its key components), as it deepens relationships in families and communities.

### **- FAIRYTALE THERAPY**

Fairytale therapy is a direction of practical psychology that, using the metaphorical resources of a fairy tale, allows people to develop self-awareness and build a special interaction with each other for their further active life.

Despite the relative novelty of the existing direction of fairy tale therapy - about 20 years - helping a person with words is one of the oldest. After all, the first stories appeared simultaneously with the emergence of language. Through stories and fairy tales, accumulated knowledge and experience of humanity were transmitted. Examples of feelings, actions of heroes, options for interaction with each other and with the outside world.

Fairy tale therapy is also a system of education that allows you to subtly and non-didactically form an idea of basic life values.

All basic life values are always emotionally charged and through their prism you can also get acquainted with your emotions and feelings.

The language of images and symbols inherent in fairy tale therapy is natural for the subconscious of a person. Using symbols, images and metaphors, fairy tale therapy always speaks of something deeply valuable for a person. Thanks to fairy tale therapy techniques, a person recognizes what he has repressed and refused. That is,

his self-awareness develops. All of the above acquires signs of control, is naturally integrated into the real experience of a person. And therefore, self-regulation is taught. Examples of the actions of heroes and the creation of one's own fairy tales or plots help to develop social sensitivity and the ability to regulate relationships. Moreover, there is an awareness of the influence of automatic ways of responding and the development of new ways of interacting with oneself and the outside world.

### **- BREATHING PRACTICES**

Breathing is a natural process in human life. It is impossible to live without it. It connects the spiritual and physical states. It is breathing that allows us to understand our psyche. It is not for nothing that one of the first recommendations in psychotherapy concerns breathing. “Watch your breathing”, “Breathe”. Even breathing changes the quality of life.

Breathing exercises help to harmonize the relationship between body and soul. All breathing practices protect against stress and help to stop the harmful effects, if they still occur. When you are excited, your breathing becomes erratic, frequent and shallow, and involuntary breath holding may occur. With the help of breathing, you can relieve tension in a few minutes. And therefore, get out of a state of emotional overload and identify your emotions and feelings.

Regular breathing practices help to prevent emotional outbursts and get in touch with your own emotional blocks and remove them.

Of course, emotions remain, but the ability to master and control them develop.

During many breathing practices, hyperventilation of the lungs occurs. And after a slight oxygen poisoning, endorphins are released into the blood. There is an improvement in mood.

By regulating breathing, a person trains various groups of respiratory muscles, massages internal organs, and has a reflex effect on brain activity through the involvement of olfactory and other receptors. The nervous system is involved in the breathing process, thanks to which you can learn to control your psycho-emotional state.

After all, regular breathing exercises calm the mind, make a person more balanced, heal the lungs, and adjust the nervous system. Many respiratory

practitioners note that after breathing exercises, energy appears, the standard of living improves, a person becomes more confident in himself, and reaches new heights in his personal life and career.

The most common types of breathing practices are *yoga*, *respiratory gymnastics*, *bodyflex*, *holotropic breathing*, etc. [5; 7; 9; 10; 14].

Thus, emotional intelligence can also develop “on its own” – in the family, through painting, art, literature, play, self-observation, and keeping diaries. Gradually and unexpectedly. With and without catharsis and enlightenment. We are all different. And everyone has their own path to himself or herself. And, probably, the best practices for developing emotional intelligence are experience and life itself.

## **2.2 EXERCISES FOR DEVELOPING STUDENTS EMOTIONAL INTELLIGENCE BY MEANS OF A FOREIGN LANGUAGE**

Studying a foreign language in higher education institutions contributes to the comprehensive development of students, their preparation for professional activity and adaptation to global changes in the world.

An important component of modern education is the development of emotional intelligence (EI). Emotional intelligence includes the ability to recognize and manage one's own emotions, as well as to understand and influence the emotions of others. Since language skills and emotions are closely related, learning foreign languages can contribute to the development of this important competence.

In the process of studying a foreign language, students learn not only grammar and vocabulary, but also cultural features that are closely related to emotional expression. For example, studying phrases and expressions used to describe emotions allows you to better understand how different cultures express feelings.

Knowledge of another language allows you to perceive the thoughts and feelings of other people in depth, which contributes to the development of empathy. When discussing texts, stories or real-life situations in a foreign language, a person

learns to perceive the emotions of others, interpret them correctly and react accordingly.

Learning a foreign language develops the ability to communicate, and proper communication is one of the important components of emotional intelligence. During dialogues, discussions or role-playing games, students learn to be attentive to the interlocutor's non-verbal signals, such as intonation, facial expressions and gestures, which helps to adjust the emotional reaction.

Knowledge of the language opens up new opportunities for self-expression, which contributes to the development of creative abilities and self-confidence. Using new words, creating new language structures and experimenting with the expression of emotions help a person develop flexibility of thinking and emotional freedom.

Foreign languages can include words and phrases that are associated with a positive attitude to life, optimism and overcoming difficulties. Studying such language turns can help in the development of positive thinking and emotional stability[11; 16; 9; 10; 14; 21].

The most effective technologies and methods for developing emotional intelligence in foreign language classes include:

- *role-playing* (students can perform various role-playing exercises where they need to use emotions in real-life situations, thus practicing not only language skills, but also emotional reactions).

- *discussions on emotional topics* (discussing texts or videos containing emotional or moral dilemmas helps develop critical thinking skills and emotional intelligence.

- *reading literary works* (legends, fairy tales, parables, etc.) (literary works in a foreign language can be a powerful tool for developing emotional empathy, since the characters in books often face emotional experiences that can be related to themselves) [8; 9; 10; 22; 25].

Thus, integrating the development of emotional intelligence into foreign language learning allows students not only to improve language skills, but also to become more emotionally aware and socially competent individuals.

Here are examples of exercises for developing the emotional intelligence of higher education students in foreign language classes.

### **Exercise 1. “Wise Thoughts”**

**Instructions.** For a more in-depth understanding of the topic under discussion, let's turn to folk wisdom. Aphorisms briefly and clearly convey the wisdom accumulated over the centuries, explaining to people the reasons for many life phenomena. Choose 4 aphorisms from the list of proposed ones and provide a brief comment in the context of the topic under discussion.

1. If you can dream it, you can do it.
2. Don't watch the clock; do what it does. Keep going.
3. You don't have to be great to start, but you have to start to be great.
4. Smile and let everyone know that today, you're a lot stronger than you were yesterday.
5. For every minute you are angry you lose sixty seconds of happiness.
6. To love and be loved is to feel the sun from both sides.
7. Believe you can and you're halfway there.
8. Life is not measured by the number of breaths we take, but by the moments that take our breath away.
9. No one is perfect — that's why pencils have erasers.
10. Every day is a second chance.

### **Exercise 2. “Truth is in the heart”**

**Instructions.** Read the parable carefully. What is this parable about?

According to an Eastern legend, the gods decided to create the Universe. They created the stars, the sun, the moon, the seas, mountains, flowers, clouds, later man, and finally the Truth.

The gods thought about where to hide the Truth so that man could not find it.

“Let's place it on the highest mountain peak,” said one.

“Let's hide it on the farthest star,” said the other.

“Let's put it at the bottom of a deep and dark abyss.”

“Let’s place it on the far side of the moon.”

Finally, the wisest and oldest God said: “We will hide the truth in the heart of man. He will search for it in the Universe, not knowing that he constantly carries it within himself.”

### **Exercise 3. “Phantom”**

**Instructions.** The human body is a kind of archive of its entire life history. It is endowed with wisdom and remembers feelings, experiences, important events, and from the moment of birth. Let's think about where and how emotions are stored in the body? For example, when a person is anxious, he has restless movements, rapid heartbeat and breathing

Which parts of the body react most to fear, sadness, anger, joy?

What happens if these emotions are repeated often?

Where is joy located, and how does it affect the body?

### **Exercise 4. “Emotional recharge”**

**Instructions.** Have you noticed, observing yourself and others, that a person conveys his character through body language. For example, football players who score goals beat their chests (from delight and joy), raise their arms up, clap their hands, dance, etc. The same can be said about any activity: a person expresses his success, satisfaction, joy with facial expressions, movements of hands, legs, even singing.

Try to remember and describe in what way (with what movements, sounds) you express your positive emotions (enthusiasm, joy, success, etc.) and negative emotions (sadness, anger, disappointment, etc.).

### **Exercise 5. “Overcoming negative emotions”**

**Instructions.** Write 6 words that denote material objects. Then, using these words, come up with constructive and destructive ways to manage negative emotions with the help of these objects (for example: a magazine - tear it up and throw it to the bin; a pencil - massage your hands; a broom - clean the apartment, a glass - pour and drink water, etc.). Write down your suggestions for managing emotions.

## **Exercise 6. “A story about Eagle”**

**Instructions.** Read the story carefully. What is it about?

A farmer's son found an eagle's nest high in the mountains, in which there was only one egg. He carefully took it out of the nest and brought it to the farm, putting it with the chicken eggs. Later, the chick hatched and decided that the hen was his mother, and he was a chicken himself. So the eaglet grew up and behaved like all chickens: it pecked at worms and insects, clucked and made no attempt to fly above the ground.

One day a naturalist visited the owner who wanted to know how the eagle, the king of birds, could live in a barn with chickens.

“He ate with the chickens, he considers himself a chicken and will never learn to fly,” the owner explained.

“Nevertheless,” the naturalist insisted, “he has the heart of an eagle, and he can learn to fly.” Carefully taking the eaglet in his arms, he said to him: “You were made for the sky, not for the earth. Spread your wings and fly.” The eaglet was confused. Looking at the chickens pecking at the food, it jumped down to join them again.

The next day the naturalist took the eaglet again and climbed with him to the roof of the house.

“You are an eagle,” he urged him again. Spread your wings and fly.

However, the eagle was frightened by the new world that was opening up before him, so he jumped down to the chicks again. On the morning of the third day, the naturalist brought the eagle to a high mountain. He faced the sun, lifted the king of birds high above him and, encouraging him, said: “You are an eagle. You are made for the sky. Spread your wings and fly.” The eagle looked around. And suddenly what the naturalist had been waiting for so long happened: the eagle slowly spread its wings and finally flew joyfully below the clouds. Perhaps the eagle still remembers the chicks with sadness and even visits them sometimes. It is obvious that he will never return to his former life. He was an eagle, although he was kept and raised like a chick.



### **Exercise 7. “Values”**

**Instructions.** Choose from the list the ten most significant values for you or add your own. If you change your mind or want to add other values, you can correct the answers.

List of values:

1. Good health and a high level of vital energy.
2. Freedom from fears, insecurities, past negative experiences.
3. Entertainment.
4. Harmonious relationships with others.
5. Career.
6. Faith.
7. Doing your favorite thing, hobby.
8. Movement towards your dream, set goals.
9. Interest in life, openness to new things.
10. Desire to learn and improve yourself.
11. Interesting work.
12. Material well-being.
13. Own business.
14. Love.
15. Comfort.
16. Social recognition, respect.
17. Happy family.
18. Feeling of happiness, harmony, satisfaction with life.
19. Friendship.
20. Rest.

Other \_\_\_\_\_

Choose three values that are most important to you. Why?

### **Exercise 8. “Exam”**

**Instructions.** Read the story carefully. What is it about?

What in your life is a “white sheet” and what is an “ink”, “blot” or “black spot”?

The time has come for the Master to test his disciples. He called three of them, took a white sheet of paper, dropped ink on it and asked:

- What do you see?

The first one answered – “Black spot”, the second – “Blot”, the third – “Ink”.

The disappointed Master silently went to his cell.

Later the students asked:

- Why are you upset?

The Master replied:

- None of you saw a white sheet.

### **Exercise 9. “The Story of the Three Wise Men”**

**Instructions.** Read the story carefully. What is it about? Which point of view is closer to you? Continue the arguments of each of the wise men

#### **The Story of Three Wise Men**

Three wise men argued about what is more important for a person – his past, present or future. One of them said:

– My past makes me who I am. I know what I learned in the past. I believe in myself because I have done well in the things I had undertaken before. I like people with whom I once had a good time, or who are similar to them. I look at you now, see your smiles and expect your objections, because we have argued more than once, and I already know that you are not used to agreeing without objections.

– And it is impossible to agree with this, – said the other, – if you were right, a person would be doomed, like a spider, to sit day after day in the web of his habits. A person is made by his future. It does not matter what I know and can do now – I will learn what I need in the future.

My idea of what I want to become is much more real than my memories of what I was. My actions now depend not on what I was, but on what I am going to become. I like people who are different from those with whom I am already familiar.

And the conversation with you is interesting not because we are already used to arguing with each other, but because I savor the exciting struggle and unexpected turns of thought here.

– You have completely forgotten, – the third interjected, – that the past and the future exist only in thoughts. The past is no more. The future is not yet. And regardless of whether you remember the past or dream about the future, you have the opportunity to act only in the present moment. Only in the present moment of life can you change something – the past and the future are beyond our control. Only at this moment you can be happy: memories of past happiness are sad, expectations of future happiness are disturbing! Victory depends on how I react to the situation at the current moment of the event.

And the wise men argued for a long time, enjoying the leisurely conversation. It is unknown which of them won the argument.

Thus, the proposed system of exercises aims to:

- teach students to recognize their emotions and understand how they affect their actions and decisions;
- develop students' abilities to recognize and express emotions in social contexts;
- improve the ability to recognize emotions in other people, even when they are not expressed in words;
- reduce stress levels, improve concentration and self-control;
- increase the ability to establish and protect one's own emotional boundaries.

### **3.1. MONITORING OF THE STUDENTS EMOTIONAL INTELLIGENCE**

To determine the level of students' emotional intelligence, we conducted a monitoring study. To monitor the level of students' emotional intelligence, we used a questionnaire «Diagnostics of emotional intelligence» (N. Hall)).

The methodology consists of 30 statements and contains five scales:

Scale 1 - "Emotional awareness";

Scale 2 - "Managing one's emotions" (emotional detachment, emotional rigidity);

Scale 3 - "Self-motivation" (arbitrary management of one's emotions);

Scale 4 - "Empathy";

Scale 5 - "Recognizing the emotions of other people" (the ability to influence the emotional state of others).

To the right of each statement, students should write a number based on their degree of agreement with it: completely disagree (-3); mostly disagree (-2); partly disagree (-1); partly agree (+1); mostly agree (+2); completely agree (+3).

The integrative level of emotional intelligence is determined by the following quantitative indicators:

70 and above - **high**;

40-69 - **sufficient**;

39 and below - **low**

### **Test material**

*1. For me, both negative and positive emotions serve as a source of knowledge about how to act in life.*

*2. Negative emotions help me understand what I need to change in my life.*

*3. I am calm when I feel pressure from the outside.*

*4. I am able to observe the change in my feelings.*

*5. When necessary, I can be calm and focused to act in accordance with the demands of life.*

*6. When necessary, I can evoke a wide range of positive emotions, such as fun, joy, inner upliftment and humor.*

*7. I monitor how I feel.*

*8. After something upsets me, I can easily cope with my feelings.*

*9. I am able to listen to other people's problems.*

*10. I do not dwell on negative emotions.*

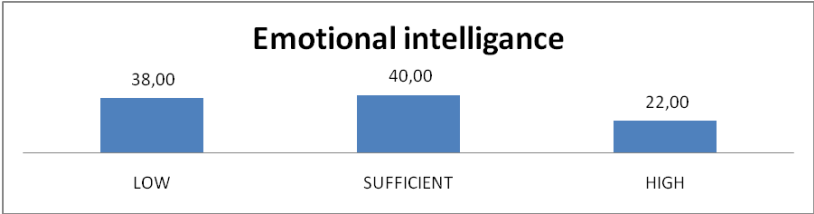
*11. I am sensitive to the emotional needs of others.*

12. *I can act on other people in a calming way.*
13. *I can force myself to stand up again and again in the face of obstacles.*
14. *I try to approach life's problems creatively.*
15. *I respond adequately to the moods, motivations and desires of other people.*
16. *I can easily enter a state of calm, readiness and concentration.*
17. *When time allows, I address my negative feelings and figure out what the problem is.*
18. *I am able to calm down quickly after an unexpected upset.*
19. *Knowing my true feelings is important for maintaining "good form".*
20. *I understand other people's emotions well, even if they are not expressed openly.*
21. *I can recognize emotions well from facial expressions.*
22. *I can easily dismiss negative feelings when it is necessary to act.*
23. *I am good at picking up on cues in communication that indicate what others need.*
24. *People consider me a good judge of others' feelings.*
25. *People who are aware of their true feelings manage their lives better.*
26. *I am able to improve other people's moods.*
27. *I can be consulted on issues of interpersonal relationships.*
28. *I am good at tuning in to other people's emotions.*
29. *I help others use their motivations to achieve personal goals.*
30. *I can easily disconnect from experiencing troubles.*
- The results of conducted survey are given in tables 1.1-1.3 and figures 1.1-1.4.

**Table 1.1.***The level of bachelor degree studentseotional intelligence (by number of respondents)*

	1st - year students	2-nd - year students	3rd - year students	4th - year students	Total number of respondents
<b>LOW</b>	32	36	40	44	<b>152</b>

<b>SUFFICIENT</b>	30	35	35	60	<b>160</b>
<b>HIGH</b>	16	20	24	28	<b>88</b>
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>400</b>



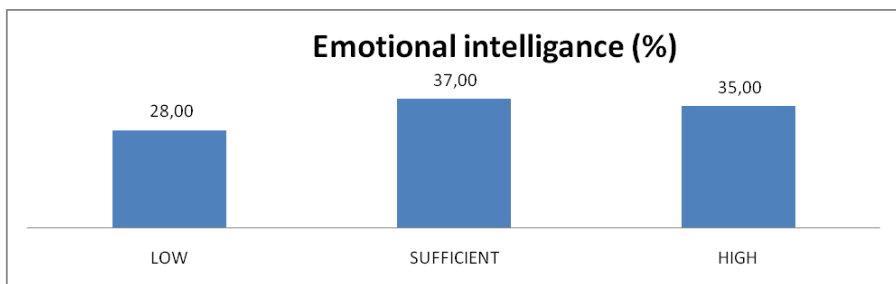
**Fig. 1.1** The level of bachelor degree studentsemotional intelligence (%)

The results of monitoring (table 1.1) (fig. 1.1) showed that 38 % of bachelor degree students have a low level of emotional intelligence, 40 % - sufficient and 22 % have high level of emotional intelligence.

**Table 1.2**  
**The level of master degree studentsemotional intelligence** *(by number of respondents)*

	<b>First - year students</b>	<b>Second - year students</b>	<b>Total number of respondents</b>
<b>LOW</b>	26	30	<b>56</b>
<b>SUFFICIENT</b>	35	39	<b>74</b>
<b>HIGH</b>	33	37	<b>70</b>
	<b>100</b>	<b>100</b>	<b>200</b>

The results of monitoring (table 1.2) (fig.1.2) showed that 28% of master degree students have a low level of emotional intelligence, 37% - sufficient and 35% - have high level of emotional intelligence.

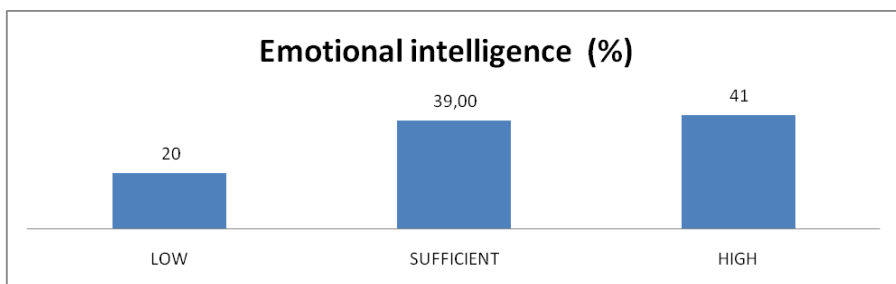


**Fig. 1.2** The level of master degree studentsemotional intelligence (%)

**Table 1.3**

**The level of PhD studentsemotional intelligence (by number of respondents)**

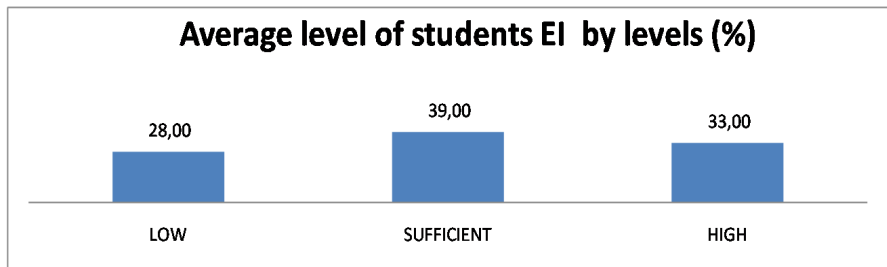
	First - year students	Second - year students	Total number of respondents
<b>LOW</b>	9	11	<b>20</b>
<b>SUFFICIENT</b>	19	20	<b>39</b>
<b>HIGH</b>	20	21	<b>41</b>
	<b>20</b>	<b>80</b>	<b>100</b>



**Fig. 1.3** The level of PhD studentsemotional intelligence (%)

The results of monitoring (table 1.3) (fig.1.3) showed that 20 % of PhD

students have a low level of emotional intelligence, 39% - sufficient, 41% - have high level of emotional intelligence.



**Fig. 1.4 The average level of studentsemoionalintelligence (%)**

So, the conducted research showed that less than a third of students – 28 % - have low level of emotional intelligence, less than half – 39 % – sufficient and more than a third – 33 % - high level of emotional intelligence.

Besides, the level of emotional intelligence increases with age, which may be explained by the acquisition of experience in social relationships.

Obtained results indicate 72 % understand themselves and others very well or rather well in terms of emotions, feel psychological well-being, have a positive attitude towards themselves, and successfully manage their emotions with the help of certain willpower efforts.

But 28 % of students experience difficulties in understanding the emotions and feelings of other people and distinguishing emotional states, they cannot adequately influence the emotional states of other people.

So, the conducted research does not exhaust all questions regarding the process of students' emotional intelligence development. It opens up a **perspective for a deeper study** of the conditions, factors and technologies for further development of the studied phenomenon.

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## INTERACTIVE TECHNOLOGIES IN THE PREPARATION OF FUTURE VETERINARIANS FOR PROFESSIONAL COMMUNICATION

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**Abstract.** *The article is devoted to the peculiarities of the use of interactive technologies in the process of preparing future veterinarians for professional communication where all participants interact, exchange information, solve problems, and evaluate their own actions. Interactive technologies are based on an activity-based approach and include the use of interactive learning methods, an organic combination in the learning process of various learning tools, traditional and innovative forms of learning based on the principles of their feasibility.*

*The effectiveness of the use of interactive technologies in preparing the future veterinarian for professional communication has been proven. This kind of learning technology creates conditions for the development of independence, forms and develops creative abilities and communicative competences.*

*It was established that interactive learning technologies are teaching students so that they can actively participate in this process. This occurs through: teacher-student interaction, student-student interaction, use of images, audio and video materials, hands-on demonstrations and exercises. Some of the possible types of classes based on the use of interactive technologies are presented.*

*The use of interactive technologies in the professional training of future doctors of veterinary medicine will contribute not only to the improvement of the process of professional education of students and better assimilation of theoretical program material, but also to the general development of future doctors, providing each of them with optimal opportunities for personal development.*

*The advantages of using interactive teaching methods have been identified, namely: increasing student motivation, better memorization of educational material, development of critical thinking, practicing teamwork and cooperation skills, formation of communication skills.*

**Key words:** *interactive learning technologies, professional communication, interactive learning, higher education institution, learning methods, interaction.*

**Introduction.** Modern education sets many tasks, the main of which is the training of qualified specialists, motivated, purposeful and able to adapt to market requirements, to the growing demands of consumers, who realize themselves in the professional sphere. An important component of the training of specialists in the field of agriculture is the formation of practical skills for performing professional functions. To ensure the conditions for training a future specialist in real conditions of future professional activity, practice is provided. Professional skills can also be practiced in classes in professional disciplines in conditions close to real ones. For this, it will be advisable to use active and interactive teaching methods that will

reflect the essence of the future profession and form the professional qualities of specialists.

**A research problem.** The use of effective forms and methods of interactive technologies in the professional training of future veterinarians requires testing optimal samples and models of interactive interaction that can be used by graduates in practical work in their specialty. We outline the justification of the feasibility and direction of using individual interactions in the training of future doctors of veterinary medicine as part of a general problem that requires in-depth research.

**Relevance of the research.** Future veterinarians must not only master the ability to understand and produce complex information on topics of personal, social, and educational aspects of life; use the language fluently, grammatically correctly, and effectively in conversation on personal and general topics, but also learn to use a foreign language for the purposes of professional communication within a specific specialty. Interactive teaching methods can be a means of increasing students' interest in learning foreign languages, making this process more exciting and rich.

**Analysis of publications.** In modern conditions, an important requirement of society for a person is not encyclopaedic knowledge, but the acquisition of certain skills and abilities that contribute to the development and self-realization of the individual. This task is largely solved by introducing innovative technologies, among which interactive teaching methods play an important role [1, p. 58].

Disclosing the essence of interactive technologies in higher education has been the subject of research by many scientists who consider interactive approaches to be the most effective, since they put the higher education student in an active position of independent learning [2, p. 225]. Analysis of publications on the use of interactive technologies makes it possible to note that a significant number of studies have been devoted to this problem. In particular, O. Pometun analyzes the possibilities of using interactive teaching technologies during classes at the modern level [3]. The psychological foundations of using interactive teaching methods in the process of training specialists with higher education are studied by T. Dutkevych [4].

Interactive technologies as a component of the educational process have also been studied by N. Hai, V. Melnyk, I. Pidlasyi, L. Pirozhenko, M. Skrypnyk and many others. Numerous works indicate that this problem has been comprehensively studied in domestic pedagogical science; however, the use of interactive technologies in the training of future veterinarians requires generalization.

**The aim of the article** is to investigate and determine the essence and specificity of interactive technologies in the educational process; to establish the conditions for their use in the formation of a professional personality and skills in the process of training future veterinarians.

**Objectives of the research.** To identify interactive technologies those ensure the effectiveness of teaching foreign language professional communications in the higher education institution. The main task of professional higher education at the present stage is to train a qualified employee of the appropriate level and profile, competitive in the labor market, competent, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the level of world standards.

**Scientific novelty.** The use of pedagogical technologies in the professional training of future veterinarians is becoming more relevant, which will allow students to test effective models of interaction in order to master the skills and abilities of interpersonal, intercultural and mass communication in oral and written form, demonstrating the ability to apply knowledge in practical situations. Thus, the use of pedagogical technologies based on active interpersonal interaction, such as interactive learning, in the professional training of future veterinarians becomes important.

**Research material.** In the process of professional training of future specialists, teachers use various models of innovative technologies for teaching students. Scientists distinguish between passive, active and interactive learning models depending on the participation of students in educational and cognitive activities.

When using the passive learning model, the higher education applicant acts as an object that must learn and reproduce the material presented by the teacher or

contained in a textbook or manual or other source of knowledge. For example, during a monologue lecture, the teacher's explanation of new material, the use of demonstration methods, students mostly play the role of listeners and observers, and therefore only repeaters of the studied material.

Under the conditions of using the active learning model by the teacher, the use of methods that stimulate cognitive activity and independence of applicants is assumed. The student from time to time performs creative tasks, enters into a dialogue with the teacher. The main methods of work in active forms of learning: independent work, problem tasks, questions from the student to the teacher and vice versa.

The interactive learning model is widely used in higher education and is considered by scientists as one of the modern and productive innovative pedagogical technologies. The concept of "interactive learning" is based on the term "interactive" – capable of interaction, dialogue.

Interactive learning technologies in the training of specialists of various profiles attract the attention of many scientists. Thus, O. Pometun notes that since 1975, thanks to the German researcher G. Fritz, the term "interactive pedagogy" began to be used, who defined the main goal of the interactive process as changing and improving the behavior models of its participants. [5]. Interest in interactive learning technologies is due to the fact that "interactive approaches today are the most effective, since they put the knowledge seeker in an active position of their independent development" [2, p. 225]. Modern researchers often turn to designing interactive innovations in the educational process and using interaction in the training of future professionals to enhance learning, etc.

For the most part, the concept of "interactivity" means the relationship between two or more variables. Interactivity is the ability of people to interact with each other and direct their influence on each other.

The term "interactive" (from the English interact, where "inter" – mutual and "act" – to act) is used in the understanding of the ability to interact. The essence of this innovative technology is that the educational process takes place under the condition of constant, active interaction of all participants. It is believed that "the

developmental educational process in the context of dialogue is the active interaction and communication of its participants, that is, interaction” [12, p.15].

The main feature of interactive learning is the use of students’ own experience when solving problem issues. They are given maximum freedom of mental activity when building logical chains.

The main features of interactive learning:

- expansion of cognitive activity – the learning process is built in such a way that everyone is encouraged to actively learn through multilateral communication, group work and creative interaction;

- a situation of mutual learning – everyone can express their opinion and reflect, relying on their experience and knowledge; truth and meanings are outlined in polylogy and interaction, and are not transmitted by ready-made knowledge;

- a situation of success – there is an atmosphere of goodwill and mutual support, which allows everyone to feel comfortable, actively act, celebrate their own successes, the achievements of others and the achievements of the entire group;

- a variety of forms of work that replace each other – individual, pair, group work, work in teams;

- variety of learning formats – research processes, business games, work with documents, various sources of information, creative tasks, etc.;

- combination of different types of activity of participants: physical (motor activity); social (activity in the social environment – communication, interaction, mutual perception); meaningful in relation to the topic of the training.

The purpose of interactive interaction is:

- creating conditions for involving all students in the learning process;
- providing everyone with the opportunity to understand and reflect on what they know and think;

- creating an atmosphere of cooperation, interaction, cooperation;
- creating comfortable learning conditions that would cause each student to feel successful, intellectually capable, secure, and significant;

- productive learning, constant interaction with real-life examples, the subject of activity, and the application of acquired knowledge in everyday life.

Interactive learning is a special form of organizing cognitive activity, which has a specific, predictable goal to create comfortable learning conditions in which each participant in the educational process feels their success, intellectual ability [5].

Interactive learning technology as a system contains the following components:

1) clearly planned learning goals – a clear qualitative and quantitative expected result of the process in the form of educational achievements of education seekers;

2) specially selected and structured learning content;

3) interactive forms, methods and techniques, with the help of which learning is organized and the active activity of education seekers is stimulated; learning tools adequate to the goals, forms and methods;

4) mental and educational actions and procedures in the form of a system of cognitive tasks, with the help of which education seekers can achieve the planned results;

5) organizational and psychological and pedagogical conditions that allow for effective planning and implementation of interactive learning.

The main pedagogical idea of using interactive learning technologies is to activate the mental activity of education seekers, update basic knowledge, individualize the educational process, provide the opportunity to independently comprehend the meaning of the acquired knowledge for its use in practice, and cultivate a positive attitude towards the subject.

Five main requirements for successful learning in the mode of interactive technology are distinguished:

1. Positive relationship – group members must understand that joint educational activities benefit everyone.

2. Indirect interaction – group members must be in close contact with each other.

3. Individual responsibility – each student must master the proposed material and be responsible for helping others, but more capable students should not do the work for someone.



4. Development of teamwork skills – students must master the interpersonal skills necessary for successful work, for example, distribution, planning tasks.

5. Evaluation of work – during group work, special time must be allocated so that the group can evaluate how successfully it is working.

Interactive technologies are a type of information exchange between students and the environment. The following three modes are characteristic of this exchange: extraactive – information flows are directed from the subject to the object of study, but circulate mainly around it, without penetrating inside the object; intraactive – information flows are directed to the object of study and cause active mental activity, locked inside it; interactive – information flows penetrate the consciousness, cause its active activity and generate a reverse information flow; they alternate in direction or have a two-way nature. This mode is characteristic of interactive technologies.

The use of interactive technologies in the process of training future specialists consists in bringing classroom learning closer to the practice of professional activity. In this case, the following factors become important: the student gets into such an educational environment where he takes an active cognitive position and, in cooperation with the teacher and fellow students, develops as a subject of activity; opportunities are created for combining the student's educational activity with his professional activities, and thereby for the formation of his professional competence.

The implementation of interactive technologies should be based on the following principles:

The principle of humanization. It means the orientation of higher education towards the development and formation of subject-subject relations between the teacher and students, the upbringing of national dignity and respect for other peoples in future specialists. Its essence lies in the affirmation of the priority of universal human values over economic, industrial, technocratic and other goals of society.

The principle of individual support in educational activities. It involves the creation of conditions for choosing an individual trajectory of studying educational material, regulating the pace of its assimilation, and deep adaptation in intellectual systems of learning support that correspond to the model of the learner.

The principle of awareness and responsibility. Awareness implies responsibility. It is important to move from the motivation of “avoiding failures” to the motivation of “achieving success”, changing the direction “from” to the direction “to”. The teacher’s responsibility is to help the student discover what he is endowed with, what he can really dispose of to solve the tasks set, for the most complete self-realization of his potential. Through awareness, each student gains access to their own resources. Thus, the teacher is responsible for the process of achieving the result, and the student is responsible for the result and actions related to his achievements.

The principle of interactivity. Provides a multi-faceted presentation and consideration of any problem, transforming the traditional activity of the teacher into the activity of the students themselves, encouraging them to independently search for information, exchange knowledge, opinions, develop teamwork skills, and interact in a group.

The principle of dialogization. It manifests itself in the prevalence of dialogue in educational interaction, the development of the ability to see the strong and weak aspects of the interlocutor, be critical of the information received, distinguish between biased and unbiased information, identify differences in the positions of the dialogue participants, and understand the position of the interlocutor.

The principle of tolerance (from Latin *tolero* – “to bear”, “to hold”, “to endure”). Tolerance is the leading quality of a person, which characterizes a tolerant attitude towards other people, regardless of their ethnic, national or cultural affiliation, a tolerant attitude towards other views, characters, habits; a sign of self-confidence and awareness of the reliability of one’s own positions; it is expressed in the desire to achieve mutual respect, understanding and coordination of diverse interests and views without the use of pressure, mainly by methods of explanation and persuasion.

The principle of personal freedom. It is implemented by providing each student with the opportunity to self-realize in various types of interaction and role functions due to freedom of choice in accordance with one’s own abilities and interests.

The implementation of interactive learning involves providing psychological and pedagogical support, individual support for the educational activities of each

student. We are not talking about any form of assistance, but about support based on preserving the maximum freedom and responsibility of the student for choosing a solution to the problem.

Psychological and pedagogical support involves the student's desire to receive help from a teacher or a more experienced friend. This manifests his subjective, personal attitude to a whole range of interrelated factors. This includes the attitude to the activity itself, which can be both significant and ordinary, sympathy for the teacher who offers his help, and to fellow students with whom direct communication and interaction takes place. In other words, the student must be programmed for cooperation, which is possible only in the presence of a special system of relationships and value orientations, harmonization of the personal and social spheres.

Providing psychological and pedagogical support, individual support for the educational activities of each student requires changing the position of the teacher from an informant, knowledge translator and controller to the following positions:

Teacher-consultant. It assumes the absence of traditional presentation of the material by the teacher, the replacement of the educational function with consulting both in real and remote mode. The main goal is to teach the student to learn.

Teacher-moderator. The basis of modeling is the use of special technologies that help organize the process of free communication, exchange of opinions, which lead the student to make a decision through the implementation of internal capabilities. The main methods of work of the teacher-moderator are those that encourage students to activity and activate them, identify their problems, organize a discussion process, and create an atmosphere of friendly cooperation. The teacher-moderator acts as a mediator who establishes relationships between students.

Teacher-tutor. Teacher-tutor provides pedagogical support to students. The activity of a teacher-tutor is aimed at working with the subjective experience of the student, analyzing his cognitive interests, intentions, needs, personal aspirations. Communication with tutors is carried out through tutorials, seminars, self-help groups, computer conferences. The task of a teacher-tutor is to help students get the most out of their studies, monitor the progress of their studies, provide feedback

during the completion of tasks, conduct group tutorials, advise students, maintain their interest in learning throughout the study of the subject, and provide the opportunity to use various forms of contact with them (personal meetings, e-mail, computer conferences).

Teacher-facilitator. A teacher-facilitator accepts and understands the inner world of his students, remains friendly, helps in solving difficult issues, and creates favorable conditions for interactive interaction in the learning process. There is no single classification of interactive learning technologies. Scientists combine them into different groups.

Regarding the dialogue participants, the following interactive learning technologies are distinguished:

1) the human-human system: business, role-playing games, group work, discussion, brainstorming, etc.;

2) the human-machine system: virtual reality, computer games, interactive tools, etc.;

3) the human-machine-human system: distance learning, local and telecommunication technologies, computer testing.

The introduction of dialogical and discussion technologies transforms educational co-learning, mutual learning (collective, group, cooperative learning), where the student and the teacher are equal, equivalent subjects of learning. The teacher acts as the organizer of the learning process, a leader.

Dialogic communication is characterized by equality of the parties, the subjective position of the participants, mutual activity, in which each not only feels the influence, but also influences the other to the same extent through mutual penetration into the world of feelings and experiences, readiness to accept the point of view of the other party, the desire for complicity, empathy. The signs of such communication are: openness, goodwill between the subjects of interaction, a common vision of a certain situation, mutual orientation towards solving the problem, mutual understanding and mutual penetration into the world of the partner. The leading role in organizing dialogic interaction is assigned to the teacher.

To implement dialogic communication, it is necessary to create a “dialogic space”, which provides for the following areas of activity of the teacher: dialogization of the content of the educational course through integration, polyphony, pluralism of the presentation of educational material; ensuring dialogic interaction of participants in the pedagogical process; creation of synergistic temporary or permanent educational teams; introduction of a system of problem-based and dialogical learning; organization of purposeful reflection (dialogue with oneself) as a means of self-improvement.

Dialogic and discussion technologies include dialogue, conversation, dispute, and discussion.

The technology of situation analysis was developed in the United States of America, namely at the Harvard Business School, where in 1910, in addition to traditional classes (lectures and workshops), additional (discussion) classes were introduced into the educational process in order to analyze a real management situation.

In Ukraine, the technology of situational learning is most widely represented at the Institute of Public Administration and Local Self-Government by specialists from the J. Kennedy School of Public Administration at Harvard University.

Today, the technology of situation analysis has become widespread as an effective tool in the process of professional training of future specialists of various professional directions. The implementation of this technology contributes to: the development of analysis and critical thinking skills; the formation of skills for evaluating alternative options in conditions of uncertainty; the refinement of the argumentation of one's own opinion, the testing of various mechanisms of influence (infection, suggestion, persuasion, imitation); the invention of a line of behavior in communication, the formation of the ability to give communicative meaning to non-verbal manifestations of students and teachers, etc.; expression of students' personal position in each situation, which in a particular case plays the role of a specific educational and educational communicative tool. In addition to the above, in the process of working with situations, students develop competitiveness, develop personal and collective responsibility, hone personal values and attitudes and acquire skills in reputation management and the formation of a positive image.

Professional training of students involves the use of game technologies that ensure their independent orientation in the motives of the actions of the protagonist, the choice and embodiment of external manifestations of his inner world, and the prediction of pedagogical influence. It has been established that the game provides the assimilation of information by 70% more than a lecture (for comparison: a student can reproduce 20% of the material after a lecture, 90% after a business game). That is, in the conditions of the game, the level of memorization or reproduction is much higher than in work or educational mandatory activities. Therefore, the game allows you to reduce the time for studying some disciplines by 30–50%, which is especially relevant in the conditions of finding time reserves. The game is a certain type of active learning that has its own patterns and characteristics, where the teacher and student are equal partners, and the learning process takes place in conditions of goodwill and constant interaction at the student-student, student-teacher, and teacher-student levels. The implementation of the game involves modeling life and professional situations, joint analysis and problem solving, which contributes to the effective formation of relevant skills, the development of one's own values, and cooperation. This allows the teacher to become a desirable leader for students in the field of knowledge and to ensure deep assimilation of theoretical material. In the training of future specialists, game technologies perform the following main functions: socio-cultural (is an effective means of socialization, assimilation of the values of a certain environment, information society); communicative (allows you to model situations and choose different ways to solve them: individual, group, collegial; introduces the student to the world of complex professional relationships); self-realization (ensures the achievement of personal success, personal growth through interaction with others); diagnostic (in game conditions, the student gets the opportunity to navigate the level of his knowledge, the formation of communicative skills); corrective (capable of subsequently correcting real communicative activity through playing conditional professional situations); entertaining (contributes to the diversification of the educational process, evokes positive emotions, creates a favorable atmosphere for communication with fellow students and the teacher).

Game technologies have the following characteristic features: reproduction of the specialist's work process; presence of a game modeling object; distribution of roles between game participants; interaction of game participants who perform certain roles (occupy specific "positions"), imitate the activities of a specific team; diversity of interests of game participants; presence of a clear professionally directed goal; implementation of a "chain of decisions" in the game process; fixing of events that are modeled in the game to certain points in time; presence of an extensive system of individual or group assessment of the activities of game participants.

During the implementation of various types of games, students perform quasi-professional activities. This activity can be characterized as both educational and professional.

Participation in game activities involves a change in the role functions of the teacher: not only does the teacher influence those who are studying, but they also influence the teacher, who, resorting to a pedagogical game, changes the activities of students, who are focused mainly not on the method of performing an action, but on achieving a certain result; the teacher influences the personality of students, their psychological and personal qualities, which contributes to the development of their confidence, responsibility, intelligence, imagination, attention, memory; joint gaming activities have a certain impact on relations in the group, fostering mutual assistance, mutual support, and mutual understanding of its members. Among the gaming technologies of learning, we distinguish: business, role-playing, plot-role-playing, interactive, situational, and socio-psychological games. They provide an opportunity for each participant of the game to reflect on their own experience, individual characteristics, in particular those that serve as a source of communication barriers, to reveal alternatives to behavior in the proposed situations, to "try on" them and test them in practice.

When choosing a specific interactive gaming technology, the teacher must clearly determine its place in the educational process, which depends on: the didactic goal of the lesson; the goal of the technology (learning new material, increasing the level of motivation, activating students' cognitive activity, forming certain

professional skills, personal qualities, etc.); the clarity of the statement of educational tasks; the readiness and attitude of students to interactive, gaming activities; the skills and professional skills of the game “director” (teacher), etc.

Training is a planned process of modifying (changing) the attitudes, knowledge or behavioral skills of a student through the acquisition of learning experience in order to achieve effective performance in one type of activity or in a certain field.

Training originated in the 19th century in medicine as a method of conducting psychotherapeutic work. In the 20th century, it became widespread in professional education as a form of training and in practical psychology as an effective technology for personal development.

There are interesting attempts to implement this technology in pedagogy, where the concepts of “educational training” and “pedagogical training” exist.

Pedagogical training is a form of educational activity aimed at acquiring knowledge, developing skills and abilities, and forming attitudes in order to increase competence in a certain area of a student’s life.

Educational training is a pedagogical technology of learning, since it has a clear algorithm for use and guarantees the achievement of the planned result. Educational training is considered as an active educational activity of students, during which future specialists perform training exercises adapted to future professional activities under the guidance of a teacher-trainer on the basis of specially prepared instructional and methodological materials that meet modern requirements for professional activities.

Training technologies should be considered in the context of activity-based learning, they are based on the basic principles of game modeling (effect, exercise, association, communication, achieving expected results, etc.), and most importantly, they are balanced due to traditional and non-traditional imitation methods of learning.

The feasibility of introducing training into the learning process can be explained by the following functions performed: educational – mastering the discipline and forming the necessary skills and abilities; developmental – creating conditions for revealing creative potential and developing individual abilities;



motivational – setting up for active learning and psychological readiness for learning large amounts of information; communicative – establishing and developing contacts between students, forming a desire for cooperation with a high level of trust and perception of other team members; relaxation - relieving emotional tension caused by the load on the nervous system in the process of intensive learning.

Training technologies are an active form of training, as a result of which theoretical knowledge and practical skills are learned in a complex. At the same time, the necessary abilities are formed, methods of appropriate behavior and actions are mastered and methods of overcoming typical difficulties are identified and developed. Trainings contribute to the improvement and development of practical skills, bringing them to automatism, the formation of interpersonal interaction skills and the development of reflective abilities, changing stereotypes that prevent individuals from coping with non-standard situations in professional activities. The special structure of training programs allows for diagnosis (identification of unproductive forms of behavior for the purpose of self-knowledge), correction (self-improvement), formation (self-development) and consolidation of new behavioral strategies, their transfer from a form of activity to a fact of personal development, which allows students to feel confident, reduces the level of their anxiety and aggressiveness, and activates creative possibilities.

Among the main training procedures are:

- identification and assessment of problem situations, modeling of similar situations and rehearsal of desired behavior (a method of behavioral therapy, the use of which is effective in cases where group members need to learn new or strengthen insufficiently expressed forms of behavior);
- instruction (any intervention as a result of which the teacher prompts, hints or advises students when they face a difficult problem) and reinforcement (a positive assessment by the leader or other group members is a fact of reinforcement, stimulates, increases the likelihood of reproducing the necessary action).

The choice of a specific type of training always depends on the goals, characteristics of the group of participants (age, professional, etc.), the topic of the

classes and the level of complexity of the problems that need to be solved in the training process.

Training as a learning technology involves a certain phasing of actions.

1. Finding the grounds for dividing the content into parts, that is, choosing the principle by which the educational material will subsequently be structured.

2. Determining the number and nature of “steps”, their orientation towards the content space of training.

3. Determining the appropriate method of transmitting educational information at each “step” of advancement.

4. Choosing feedback methods. This stage is a kind of “didactic password” for moving to the next “step”. Training includes reflection and debriefing, as the most adequate and effectively operating feedback methods in this technology.

5. Formation of control systems based on comparing the real result with the standard.

Training using training technology has three main components: preparation for training; training itself (training activity); constant professional self-improvement.

The result of the training is considered positive when the training is over, and the group wants the classes to continue, and the students have the strength to work further.

Computer and communication technologies have become a completely obvious embodiment of the information revolution. The possibilities of computer communications are various forms of information interaction of remote subjects with each other (or subjects with remote resources), provided by one or another computer communication technology in the process of scientific and educational activities of subjects during the implementation of a certain pedagogical communicative task.

Interactive mode is a dialogic mode of communication between a person and a computer, as a result of which new information appears – the result of a person’s action within the program.

There are four modes of cooperation with a computer as a communication partner: “passive use” (the computer performs only computational tasks); “reactive dialogue” (the computer issues tasks, and then evaluates them itself); “active

dialogue” (a combination of the first two); “interactive dialogue”, in which the computer is more active than in other modes.

Computer communication includes all traditional types and forms of speech – oral, written, internal, monological and dialogical, which leads to the creation of a special form of communication – metacommunication, which removes space-time restrictions when working with various sources of information and determines a new pace and rhythm of the development of mental activity in the learning process. Computer communication can be deferred (e-mail, conferences) and interactive (personal and collective chats).

Information and communication technologies provide an interactive mode of working with educational material, a change in the professional position of teachers: from a carrier of ready-made knowledge and methods of work, the teacher turns into a leader, mediator, tutor, “architect of the learning environment”, the educational contexts within which students spend optimal time discussing and solving creative tasks.

These technologies make it possible to create an atmosphere of mutual understanding, trust, and mutual demands between teachers and students, which contributes to the organization of unlimited dialogue with communication subjects, new business contacts, and analysis of solutions to common problems and achieved results.

Types of use of information and communication tools in the educational context:

- personal messaging. Electronic communication of students with other students, students with groups, groups with groups using e-mail, discussion groups, mailing lists as a single communication medium. Sometimes teachers and students use teleconferences, forums and Internet-connected “bulletin boards”;

- free correspondence. The structure of telecommunication activities is similar to correspondence by regular mail. Since correspondence between students requires more attention than teachers can give, it is possible to develop a free exchange of information using e-mail between groups;

- global classroom. Correspondence using e-mail of two or more classes that study the same topic together, discussing what has been learned according to a predetermined schedule;

- electronic “meetings”. Synchronous, real-time communication between students and their “guest”, which occurs by alternately typing a message using the “negotiation” feature allowed by many e-mail systems;

- e-learning. Specialists of various profiles from FPE institutions connected via the Internet can act as electronic teachers who wish to familiarize themselves with special topics in an interactive mode (student communication with managers, politicians, writers, experts in a certain field of activity; as well as with electronic teachers-students of senior years of higher educational institutions);

- role-playing games. Participants communicate with each other, playing a certain role;

- information support. Construction of telecommunication projects based on the collection, processing, comparison of various types of information of interest;

- information exchange. Thematic exchange of information between students from all over the world who, together with teachers, collect folk games, slang words, expressions, jokes, proverbs, fairy tales, information about health protection, folklore material about local and national holidays, aphorisms, tourist information. In such activities, subjects of communication become both creators and users of the information they exchange;

- telecommunication excursions. This is an exchange of teachers and students' observations and impressions from excursions to virtual museums, historical sites, parks, zoos, etc. with teachers and students from other cities and countries. A monthly schedule of information transmission about excursions is compiled on the Internet, which is sent from educational institutions and sent to interested teachers;

- joint data analysis. Comparison and numerical analysis of information collected in different places; preparation of reviews, analysis of results, reports on what was discovered;

- joint solving of problems. Can take place both on the principles of competition and in cooperation;

- simultaneous execution of tasks (competitions, quizzes and olympiads).

- The communicative capabilities of information and communication technologies consist in the implementation of learning and education through collective cooperation, group interaction, discussion, dialogue between subjects of the educational process, which allows to cultivate in students the spirit of collectivism, mutual assistance, contributes to the formation of communicative, in particular dialogical, skills, self-control skills, and motivation for learning.

The essence of interactive learning is that the educational process of professional training of future doctors of veterinary medicine is organized on the basis of constant, active interaction of all its participants. The educational process is a collective, group, cooperative learning, where the teacher and the student are equal participants. Interactive learning effectively contributes to the formation of values, skills and abilities, creating an atmosphere of cooperation, interaction in the student community [5]. Training is aimed not only at obtaining ready-made scientific and practical knowledge, but also at the possibility of producing new knowledge, developing creativity, flexibility of thinking, modeling new ways of working, which is especially important in the professional activities of future veterinarians.

Interactive learning is a special form of organizing cognitive activity. It implies quite specific and predictable goals: increasing the effectiveness of the educational process, increasing motivation to study the discipline; forming and developing students' professional skills; forming communication skills; developing skills in mastering modern technical means and technologies for perceiving and processing information; forming and developing the ability to independently find information and determine its reliability; reducing the share of classroom work and increasing the volume of independent work of students.

Features of interactive learning:

1. The educational process is organized in such a way that all students are involved in the process of learning, they have the opportunity to understand and

reflect on what they know and think. The joint activity of students in the process of learning, mastering educational material means that everyone makes their own special individual contribution, there is an exchange of knowledge, ideas, methods of activity.

2. The main methodological principles of interactive learning: careful selection of terms, educational, professional vocabulary; comprehensive analysis of specific practical examples of managerial and professional activities, in which students perform various role functions; support for continuous visual contact with each other; active use of technical educational tools; prompt intervention of the teacher in the course of the discussion in the event of unforeseen difficulties, as well as in order to explain new provisions of the curriculum for students; intensive use of individual lessons and individual abilities in group lessons; implementation of interaction as strict adherence to the norms, rules, incentives (punishments) formulated by the teacher for the achieved results.

3. Interactive learning involves: regular updating and use of electronic educational and methodological publications; use of modern multimedia teaching aids for conducting educational classes; formation of electronic lectures with cases; conducting classroom lessons in real time via the Internet, when students and teachers have the opportunity not only to listen to lectures, but also to discuss a particular topic, participate in discussions, etc. The use of interactive technologies is becoming a necessary component of any educational process, especially during pandemics for distance learning. Interactive technologies open up unique opportunities in various fields of professional activity, offer simple and convenient means for solving a wide range of tasks, including in the field of education. Interactive technologies as a set of means and methods of interaction between teachers and students, the purpose of which is to help each student, using modern information technologies, transform general information into personal knowledge and skills, for the further formation of competencies.

The main task of using interactive technologies is to improve the quality of education, create comfortable learning conditions with active interaction of all

participants in the educational process. With the constant use of interactive technologies in the educational process, feedback with students improves, which in traditional teaching is reduced only to checking knowledge, skills and abilities. Elements of an interactive learning model should include techniques and methods that make classes rich and interesting, for example, creative tasks.

Interactive technologies involve the organization of cooperative learning, when individual tasks grow into group tasks, and each student makes a unique contribution to the joint efforts of the group, the efforts of each group member are necessary and indispensable for the success of the entire group. The use of interactive technologies in the educational process of an agricultural higher education institution involves avoiding stereotypes of thinking, developing the foundations of students' non-standard thinking, imagination and communication skills, intellectual, emotional, motivational and other components.

The existing system of professional training of future doctors of veterinary medicine in a higher educational institution, which is mostly based on traditional education, is able to give the future specialist quite deep theoretical knowledge. However, transforming professional knowledge into practical skills and abilities, the primary culture of professional activity, promoting the development of not only theoretical but also practical thinking, and gaining experience in interpersonal and group interaction is possible through the use of interactive technologies.

Interactive learning technologies are pedagogical technologies built on the basis of humanization and democratization of pedagogical relations, activation of the activities of future specialists and the effectiveness of the organization and management of the learning process. The problem of interactive learning is actively studied in theoretical and methodological aspects.

In the studies of A. Adamova, interactivity is considered as a direct dialogue, and interactive learning is considered as one that is based on communication. Forms of learning are modified from translation (transmission) to dialogue based on mutual understanding and interaction [6, p. 9].

P. Shevchuk and P. Fenryh identify the features that characterize interactive methods:

- 1) implementation is possible only through joint activity of the teacher and students;
- 2) activation of the student's thinking, the student must be active regardless of his desire;
- 3) ensuring the constant involvement of students in the learning process, since their activity must be sufficiently stable and long-term;
- 4) independent decision-making, increasing the motivation and emotionality of students;
- 5) constant interaction of the teacher and those who are learning in the process of dialogical and polylogical forms of organizing the educational process;
- 6) identification of reflective self-organization of the teacher and students in joint educational activities [7].

According to O. Pometun, the effectiveness of any technology depends on the chosen method of interaction, the form of communication of the participants of the educational process. In the existing education system, the main form of communication is a monologue. The teacher transfers knowledge to the students in a monological form, and then reflects the acquired knowledge in the form of monological answers. Communication of the participants of the educational process is concentrated around the teacher. Thus, in practice, a model of one-way communication is implemented [5, p. 29].

The use of interactive technologies assumes that the lesson is built on the basis of a technological approach, since it necessarily has a planned result, is a set of interactive methods, techniques, and learning tools characteristic of a specific situation; consists of a set of learning models developed by the teacher on the basis of interactive learning.

The structure of an interactive lesson consists of the following elements: motivation – focusing students' attention on the problem of the lesson, stimulating interest in the topic under discussion; message, presentation of the topic and expected



learning outcomes – ensuring students' understanding of the content of their activities; providing students with brief information in the shortest possible time for performing practical tasks through interactive interaction; interactive exercises – the central part of the lesson, which involves the use of individual interactive technologies by the teacher, which are selected depending on the expected results; summing up, evaluating the results [8, p. 358-359].

Since the organization of interactive learning is based on conceptual approaches to communication, first in the educational environment, and later in professional situations, all interactive methods can be grouped into certain categories that are in harmonious interrelation, namely:

- 1) information that promotes the exchange of spiritual and professional values of future veterinarians in the process of their dialogical interaction;
- 2) cognitive, which are designed to acquire and systematize new knowledge, creative improvement of professional skills and abilities of students in higher education;
- 3) motivational, which encourage future agricultural workers to active personal growth in professional activity;
- 4) regulatory, with the help of which each student determines his own position regarding the activities of the group, the role functions of individual participants and himself, thanks to which certain rules of dialogical interaction of future veterinarians are realized, determined, accepted or denied.

To ensure interactivity, higher education institutions now use primarily testing, pair work, multimedia lectures and practical classes, trainings, master classes, electronic textbooks, manuals, methodological recommendations, role-playing games, case methods, situational tasks [9, p. 159].

It should be noted that with the help of interactive, game methods, students perceive information better than through traditional learning. Interactive learning technologies allow for better adaptation to the needs and learning styles of different students. These technologies make it easier to encourage students to be active by stimulating their creativity and independence.

Let's consider some of the types of classes based on the use of interactive technologies.

**Problem Solving.** Identify a problem on a specific topic, pair students together, and ask them to find a solution. Each pair of students should be given enough time to come to the right conclusion. They should present this conclusion to the rest of the class. This will keep all students engaged, and it will be easier for them to communicate and remember the content of the lesson than usual.

**Brainstorming.** Interactive brainstorming is usually done as a type of group work. This process is useful for generating creative thinking and ideas. Brainstorming helps students work together, communicate, and most importantly, learn from each other. Mind maps can be used to structure the ideas expressed.

**Teacher-student pair work.** Students paired up take on two roles. One is the teacher, the other is the student. The teacher's task is to outline the main points of the lesson, and the student's task is to cross the points off their list and find two or three points that their partner may have missed.

**Present a partner's work.** After completing an individual task, students pair up to share their results. One of them then reports what information they found particularly interesting or exemplary when sharing information with their partners. Students are often more willing to publicly share feedback on their peers' work than on their own.

**Forced debate.** It means discussing an issue in pairs. Students are asked to defend an opinion that is opposite to their own. This forces them to distance themselves from their own beliefs and teaches them to look at things from a different perspective from time to time. You can suggest modifying this task. Half of the group defends one point of view; the other half defends the opposite point of view. Each student is allowed to speak only one sentence and once, so that all students on both sides can engage with the topic.

**Optimist and pessimist.** In pairs, students perceive opposite emotional sides of an example, statement, or topic. They should be encouraged to show empathy and truly "live" the case study. In addition to communicating and finding appropriate solutions, they acquire social skills.

Interactive learning by stations. Students are divided into groups and receive tasks written on large sheets of paper or separate boards located in the room. Each board-station has one topic or question. After the group has written the answer, it moves to the next board. Here it writes its answer under the first answer from the previous group. And so on, until all groups close all the boards. Given that young people actively use gadgets, you can try using, for example, tablets.

Choose a winner. Students are divided into groups and work on the same topic or problem. They record their answer in the form of a proposed solution strategy on paper or digitally. The groups then switch and evaluate the answer of the next group. After a few minutes, each group comes together and chooses the best answer from two options to present to the general audience.

Scrabble. Use the title of the section (or topic) as a group of letters that form words (for example, “mitochondrial DNA”). The task of the teams is to collect as many words as possible that are relevant to the topic. You can play Scrabble by asking students to create words from newly learned vocabulary.

Mind mapping is a great tool because it can be adapted to different audiences and used for almost any type of content. You can use this technology when introducing a new concept to encourage students to think, or if they have already studied the topic, to help them review and summarize what they have learned. Concept mapping involves drawing a circle on a physical or virtual board and writing the topic being discussed. You can then create lines to other circles that contain related or subordinate concepts. The result is a branched diagram that includes a series of interconnected concepts. This encourages students to think more deeply about the topic, deepens their ability to associate and synthesize, and promotes more active participation in the lesson.

Writing texts and articles. This simple exercise will develop students' imagination and improve their language skills. This exercise is especially suitable for first-year students. After the teacher has introduced several new topics or tasks, the teacher can ask students to write an article within 15-20 minutes that highlights the new topics they have learned. The teacher can give them a prompt, for example, to

write a fact-based text or a newspaper article. He can also leave the topic open-ended and let students decide what they want to write about. When students are finished writing, you can ask them to read their work aloud. Depending on the group in the classroom, you can have pairs share their stories with each other.

Questions and answers. This activity requires only a few flashcards or an online tool like Slido, which allows students to anonymously ask questions and then vote on the ones they like. After introducing a new topic, ask each student to come up with 3-5 questions and write them on their cards or enter them online. Then read some of them aloud and answer them. The anonymity of this activity can help shy students feel more confident and encourage them to ask questions that would otherwise put them in an awkward position. It also forces students to be critical of the ideas presented.

Interactive teaching methods are indispensable for successful e-learning. Anyone who uses the advantages of digital media automatically integrates interactivity. Interactive teaching methods have a number of advantages, which are related, in particular, to the diversity of media and methods. The possibilities of interaction with a computer or smartphone are diverse and are expanding in parallel with the technical development of devices. A wide variety of media formats are available to present educational content and ensure interaction, such as images, video and audio files. Accordingly, the set of methods is also quite wide.

It is also important to specifically appeal to multiple senses. Interactive tasks are ideal for involving vision, hearing and touch within an e-learning program. This helps to ensure better assimilation of educational content. It is worth noting their accessibility. Since there are different media formats, and with the help of interactive teaching methods, multiple senses can be involved, e-learning programs can be made accessible.

Interactive learning methods have been proven to increase the desire to learn and help maintain high motivation for e-learning. As a result, tasks are completed more efficiently and educational content is better remembered.

Interactive learning improves student achievement and helps them become more independent. This learning method allows students to remember educational

materials more easily and improves independent learning. Interactive learning promotes collaboration in the classroom, as it turns students into active participants in the educational process. They acquire skills to manage their own learning, collaborate and communicate with others.

Interactive learning promotes the development of critical thinking and information synthesis skills, as it allows students to form their own opinions, rather than simply perceive and reproduce the words of the teacher. Activities such as free thinking, teaching and idea generation help students generalize information, think critically and develop understanding of the educational material.

During interactive learning, students are constantly completing tasks or preparing for active actions with the information they are learning. For this reason, students remain more engaged in the learning process in an interactive learning environment than in more traditional situations. They are more interested and better able to absorb information.

Despite different approaches to classification, scientists note that all types of interactive technologies have common features that can be used to activate cognitive processes, increase the speed of obtaining and processing information; develop the ability to analyze complex situations and prevent their occurrence, and form readiness for making important decisions in professional activities.

The choice of interactive learning technologies is influenced by the characteristics of the academic discipline, the nature of the educational material, the amount of time allocated to studying the material, the level of general preparedness of applicants, the features of the educational and material base of the educational institution, and many others. To a large extent, the choice of technology is determined by the number of students, since most of the methods are most effective with a small number of participants. Meanwhile, first of all, the choice of technology is determined by the didactic goals of the lesson, the type of information being mastered, that is, the selected technologies must be adequate to the properties of educational information and educational goals [10, p. 49].

The use of interactive methods will contribute to the formation of a comprehensive understanding of the future profession among students of agricultural specialties, as well as the importance of the cultural aspect in professional activity, and will ensure the mastery of a set of knowledge and skills necessary to improve the communicative culture of future veterinarians. A key role in this is played by updating the content of profile disciplines, enriching them with theoretical and practical material aimed at mastering knowledge of linguistic and sociocultural features, mastering the subtleties of professional intercultural interaction by applicants, and focusing on the development of tolerance, empathy and professional ethics [11, 2014].

Thanks to the use of interactive methods in the educational process, the presence of multilateral, bilingual, professional communication is guaranteed, which involves taking into account the opinions, views, and positions of the interaction participants. Applicants are given the opportunity to analyze modern trends and factors that complicate professional activity. Consideration and general discussion helps to actualize the needs of applicants for self-realization and to feel like active participants in the educational process and make their own unique contribution to joint efforts, indispensable for the success of the entire group [12, 2015].

The examples given prove the relevance of using interactive methods in the process of training future translators for intercultural interaction in professional activities and the formation of their translation competence. It should be noted that the effectiveness of interactive learning depends on certain conditions that are created in this process. In particular, if students do not have developed group interaction skills, it is necessary to first clearly explain to them the main rules for organizing pair and group work. It is important to clearly formulate tasks, ensure constant feedback and support from the teacher, and explain the criteria for evaluating collective work. Due to the active use of various interactive methods during the training of future veterinarians, we can confidently say about expanding opportunities for improving the knowledge and skills necessary for students in professional activities; forming interest and confidence in intercultural communication. It is also important to note the

development of personal qualities and strengthening motivation for continuous improvement and updating of knowledge in professional activities, the evolution of critical thinking and the ability to self-analysis.

It is worth noting that interactive teaching and learning not only has its advantages, but can sometimes be a real challenge for the teacher. Although interactive technologies are generally beneficial for both students and teachers, as they create a collaborative environment that empowers students, there are certain problems associated with this learning model. Here are some of them.

**Technical difficulties.** A number of interactive teaching methods use technologies such as interactive whiteboards, social networks and other virtual solutions. While these solutions can be extremely useful for empowering students in the classroom, they can be difficult if the teacher is new to this type of technology. However, technical difficulties should not be an obstacle to interactive teaching. Many virtual tools have video tutorials, virtual assistants and other aids that can help overcome difficulties along the way.

**Increased workload.** If the teacher is using interactive learning for the first time, he may face an increased workload as he has to consider and decide which methods are more appropriate to apply in the classroom and how best to use them. The development of a new curriculum, introducing new technologies and acclimating students to interactive learning take some period of time. However, you can reduce the stress of transitioning to interactive learning by gradually introducing new learning technologies rather than trying to do it all at once.

**Resistance to change.** Some students may be reluctant to transition to an interactive learning model and may resist new methods or technologies rather than embrace them. This can be exacerbated if they are expected to participate more in interactive learning methods and are used to being more passive participants in class. You can help such students get used to an interactive learning model by giving them a choice of activities and making them more interesting. Introducing new technologies can also engage students and motivate them to make the proposed changes.

There are a number of online resources and apps that can help you implement interactive learning and expand its capabilities. A tablet or laptop will help you use many apps while still being mobile.

**Dotstorming.** This innovative app combines the functionality of interactive whiteboards with a number of other useful features. It has a collage feature that allows students to draw individually or collaboratively, as well as a voting feature that can speed up decision-making and give students more opportunities to express themselves.

**Pixton.** This tool allows students to create comics together. It is a great way for them to integrate new topics and material they have learned, as well as to express their creativity during their learning.

**Nearpod.** This innovative learning tool allows you to import existing content, such as YouTube videos, presentations, etc., and make the entire lesson interactive. You can add quizzes, polls, virtual reality simulations, and other fun interactive elements to your lessons, giving students more ways to engage in the lesson and the teacher more options to check their progress.

**Socrative.** This app has a number of features. It allows you to ask students some quick questions for instant feedback, create quick quizzes and tests, assign students to virtual rooms, and much more. You can use this app as a resource for virtual learning or as a feedback channel during in-person learning.

Thus, in the context of interactive learning, a future veterinarian with developed confidentiality shows reasonable optimism about his potential success in the future, is confident in his professional competence, is free and open to professional communicative positions, is ready to work hard, set realistic professional goals, does not react painfully to criticism, is ready to take some responsibility for professional problems, shows respect for the personality of others, is willing to put forward new ideas and plans, etc. The use of interactive methods initiates in students the process of considering the possible correction of certain qualities or forms of behavior that hinder the development of a positive character of a future veterinarian.



**Conclusions.** The use of individual, pair, group and collective interactions makes it possible to prepare a future veterinarian for various forms of professional activity, to feel the difference and master the features of communication in pairs, large and small groups. The introduction of interactive technologies into the process of training future veterinarians ensures the maximum approximation of educational activities to the conditions of the profession and the development of research qualities of the future specialist, mechanisms of analysis, synthesis, comparison, generalization, critical and creative thinking. The use of interactive technologies in the training of future veterinarians makes it possible to solve communicative and cognitive tasks by means of professional communication. Thus, interactive methods of teaching professional communication will help to solve tasks of a communicative, cognitive and educational nature: to develop communicative skills, establish emotional contact with interlocutors and teach students to work in a team, take into account the opinions and statements of others, etc.

**Prospects for further research.** The testing of interactive tasks in the process of professional training of future veterinarians has shown the feasibility and effectiveness of creating an optimal interactive environment in the educational process of higher education institutions. Prospects for further scientific exploration are determined in such areas as the creation of a set of interactive tasks aimed at forming various components of the readiness of future veterinarians for professional and communicative interaction; the development of interconnected interactive situations of professional content, which will make up the program of educational training, ready for use in the training of future veterinary specialists.

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## Section 3

### “Actual problems of education and personal development”

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#### PECULIARITIES AND STUDYING OF GENDER NORMS, PRACTICES AND PROCESSES IN PUBLIC ADMINISTRATION

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**Abstract.** *The article deals with methodological peculiarities of studying gender norms and practices in the public civil service. Such norms and practices are of interest because the civil service is characterised by a clearly pronounced vertical gender segregation: women make up the majority of the employed, but their number is sharply reduced at higher levels of decision-making. Stoller in the second half of the 20th century to refer to social sex as opposed to the concept of gender, 'biological sex', which reflects the biological differences between women and men (anatomical and anatomical).*

*The term 'biological sex' reflects the biological differences between women and men (anatomical, genetic, physiological). Gender refers to the universal biological differences between women and men. Gender is a system of values, norms and characteristics of masculine and feminine behaviour patterns, lifestyles, roles and relations of women and men, acquired by them as individuals in the process of socialisation. The system of values, norms and characteristics of masculine and feminine behaviours, lifestyles, roles and relations of women and men acquired by them as individuals in the process of socialisation. Gender refers not just to women or men, but to the relations between them and the way in which these relations are socially constructed, i. e. the way society 'constructs' them. Gender asymmetry means the disproportion of the share of men and women in a particular sphere of society (economy, politics, education) and reflects explicit or implicit gender inequality in this sphere. Gender as a social phenomenon manifests itself at two levels: societal (i. e. society as a whole) and individual. Gender division of labour is a gender-based distribution of different activities and roles. The gender division of labour is the gender-based distribution of various activities and roles between men and women.*

**Keywords:** *gender, gender in public administration, gendered organisations, gender inequality in organisations, implantations of gender, public service.*

**Introduction.** *Definition of gender and basic concepts. The term 'gender' was coined by the American psychoanalyst R. Stoller in the second half of the 20th*

century to refer to social sex as opposed to the concept of gender. The term 'gender' was introduced by American psychoanalyst R. Stoller in the second half of the 20th century to denote social sex in contrast to the concept of 'biological sex', which reflects the biological differences between women and men. The term 'biological sex' was introduced by the American psychoanalyst R. Stoller in the second half of the 20th century to refer to social sex in contrast to the concept of 'biological sex', which reflects the biological differences between women and men (anatomical and anatomical). The term 'biological sex' reflects the biological differences between women and men (anatomical, genetic, physiological). In order to define the term 'gender' and understand how it differs from sex, it is necessary to consider both terms. Gender refers to the universal biological differences between women and men. Only minor differences in roles can be attributed to biological differences. For example, only women can bear children.

**The research methodology** is practically all societies have some kind of sex-based. Gender is a fundamental category that refers to social sex as a cultural and social construct and social construct, as opposed to the category of biological sex [2]. Gender is a system of values, norms and characteristics of masculinity modelled by society and supported by social institutions. Gender is a system of values, norms and characteristics of male and female behaviour, lifestyle, roles and relations of women and men, acquired by them. Gender is a system of values, norms and characteristics of masculine and feminine behaviour patterns, lifestyles, roles and relations of women and men, acquired by them as individuals in the process of socialisation. The system of values, norms and characteristics of masculine and feminine behaviours, lifestyles, roles and relations of women and men acquired by them as individuals in the process of socialisation. Gender refers not simply to women or men, but to the relationship between them and to the ways in which they are socialised. Gender refers not just to women or men, but to the relations between them and the way in which these relations are socially constructed, i.e. the way society 'constructs' them. [3]. Today, in scientific practice, it is common to use the adjective 'gender' only.

**The purpose of the research** is to find out the psychological, social, and even economic challenges of the adjective 'gender' is now common in scientific practice only when it is necessary to emphasise biological differences between women and men. In all other cases, the adjective 'gender' is considered correct, e.g. gender roles, gender non-equality, gender socialisation. There are different ways of expressing the social understanding of gender differences [2]:

- through cultural symbols (e.g. 'female mother' and 'breadwinner father');
- through normative concepts in political, scientific and religious theories (e.g., traditional patriarchy and patriarchy).

The traditional patriarchal belief system prescribes that women should wear skirts in public places, love children, and have little knowledge of politics:

- through the social division of social spheres of activity on the basis of gender (e.g. the labour market for women and men);
- subjective perception of the individual as a woman or a man, i.e. identification of the individual as 'masculine'.

The subjective perception of the individual as a woman or a man, i.e. the identification of the self as 'masculine' or 'feminine', which gradually develops in the individual of each gender through modelling, reinforcement and socialisation.

**The research problem.** Gender is one of the ways of social stratification of society, which, in combination with such socio-demographic indicators as race, nationality, age, organises the system of social stratification. The gender system is a socially constructed system of inequality by sex.

Gender consciousness is constructed through the dissemination and maintenance of social and cultural stereotypes, norms and prescriptions, the violation of which is sanctioned by society, labelling. Gender consciousness is influenced by gender stereotypes and gender ideals [4]. Gender stereotypes are special social attitudes, simple in form primitive and inaccurate in content, accompanied by an exaggerated sensual evaluation of ideas about men and women, their roles and status. Gender roles are learned behaviours that guide activities, tasks and status, tasks and responsibilities that are perceived as masculine and feminine.

**Relevance of the research.** Gender roles are fluid, changeable and diverse, both within one culture and across cultures. Roles in society are not predetermined by gender; they are conditioned by social structures that either support gender equality or exacerbate it [5, 6, 7, 8, 9]. The gender systems of different societies are not identical, but they are all asymmetrical.

Gender asymmetry means the disproportion of the share of men and women in a particular sphere of society (economy, politics, education) and reflects explicit or implicit gender inequality in this sphere [3]. It is understood as a disproportionate representation of social and cultural roles of both sexes, as well as representations of them in various spheres of life.

**The aim of the article.** The article deals with methodological peculiarities of studying gender norms and practices in the public civil service. Such norms and practices are of interest because the civil service is characterised by a clearly pronounced vertical gender segregation: women make up the majority of the employed, but their number is sharply reduced at higher levels of decision-making. Based on the theoretical ideas of American researcher J. Acker, public authorities are conceptualised in this article as 'gendered organisations'. Although many researchers note the analytical potential of J. Acker's theory for studying gender processes in public administration, the existing empirical studies rarely provide a detailed operationalisation of all the main components of this theory. The article fills this theoretical and methodological gap. Gender as a social phenomenon manifests itself at two levels: societal (i.e. society as a whole) and individual. At the societal level, gender includes the following elements. Gender division of labour is a gender-based distribution of different activities and roles. The gender division of labour is the gender-based distribution of various activities and roles between men and women [2]. Women are traditionally assigned the role of the keeper of the home and men the role of the breadwinner. The gender division of labour is largely characteristic of industrialised countries. One can speak of a gender division of labour, where in a particular sector, one gender predominates over the other by more than 60% [9]. As a result of the gender division of labour, gender segregation of labour has emerged -

division of professions into male and female professions, with female professions being considered to be those related to women's functions in the family, family and labour market.

Women's professions were considered to be those related to women's functions in the family, e.g. educator, teacher, nurse, social worker, etc. [6, 7, 9]. Gender ideals are the socially established ideas of what a woman should be and what a man should be. The ideals of femininity and masculinity are the most important ideals [4]. Femininity is a model of behaviour prescribed by society to female representatives of the female sex, which is associated with dependence, insecurity, passivity, emotional, sentimentality [10, 8, 11, 9, 60]. Masculinity is a behavioural model prescribed by society to male representatives, which is associated with independence, activity, self-confidence, rationality, emotional restraint [10, 8, 11, 9]. From the point of view of gender approach, the model of behaviour is not biologically programmed, but is conditioned by the values of a particular culture. The highest level of proximity of femininity and masculinity traits achieved by an individual. The highest level of closeness of femininity and masculinity achieved by an individual indicates androgyny [8, 11, 12, 59]. Andro-androgynous individual has a greater choice of behavioural options and is more flexible in terms of integration into the social system. Gender biological scenarios of behaviour are normative patterns of sexual desire and sexual behaviour. In traditional society, heterosexual contacts are considered heterosexual contacts [13, 11, 14, 61]. Gender-based social control - on the one hand, formal or informal endorsement and rewarding of gender-appropriate behaviour, social exclusion, contempt and medical treatment of non-compliant behaviour [10, 8, 9].

Gender ideology is a system of ideas that justifies the existence of gender inequality in society. In a society characterised by the presence of patriarchal ideology, the centre of social life is male, he performs the functions of management [4, 12, 14, 62]. At the individual level, gender is superimposed over the biological sex of an individual species and includes the following components [4, 12, 14]. Gender identity is a personal realisation and acceptance of one's belonging to a certain sex.

Gender identity determines the degree to which each individual identifies himself- or herself with a certain sex.

Gender identity is the internalised (i.e. included in the internal structure of the personality) patterns of behaviour, feelings and feelings and emotions that serve to strengthen family structures and the institution of motherhood and fatherhood [4].

Gender marital and reproductive status is fulfilment or refusal of marriage, childbearing, and kinship roles [7, 11]. Gender presentation is a demonstration of oneself as an individual belonging to a certain sex, through clothing, cosmetics, jewellery and kinship roles [7, 11].

**Objectives of the study.** Gender roles established in society impose serious restrictions on the behaviour of women and men behaviour of women and men. Thus, the restrictions imposed by the male gender role include [15, 16, 4]:

- the norm of success is the norm according to which the social value of a man is determined by the size of his income and the success of his career;
- the norm of anti-femininity is the norm according to which a man should avoid feminine occupations and behaviours; an attempt to avoid feminine occupations and behaviours. The norm of anti-femininity is the norm that men should avoid feminine activities and behaviours;
- toughness norm is the norm that men should be physically strong, knowledgeable and competent, strong, knowledgeable and competent, and able to solve his emotional problems without help.

The constraints imposed by the female gender role are manifested in the following areas, listed below [15, 16, 4, 17]. Family and marriage sphere: double burden of women (high time expenditures on household and child-rearing are combined with paid labour-work. The family and marriage sphere: double burden of women (high time expenditure on household and child-rearing is combined with paid employment), family violence, etc. Thus, according to Ukrainian studies, 70-80 per cent of housework is done by women, and every fifth woman is subjected to domestic violence, etc [17]. According to estimates of the World Bank in developing countries due to rape and domestic violence women aged 15 to 44 years lose up to 5% of their



healthy life expectancy. According to a study conducted by the World Health Organisation in 2013, globally, 38 in 38 countries in the world are affected by rape and domestic violence 38 per cent of murders of women worldwide are committed by intimate partners and 42 per cent by intimate partners. Employment: women are less likely to be active in the labour market; women are more likely to be the first candidates for dismissal. Women are more likely to be the first candidates for dismissal; women are concentrated in the so-called 'women's professions' which have lower wages; the overall structure of women's employment is shaped as follows. The general structure of women's employment is pyramidal: the higher the social status of women, the higher the social status of the labour force. The higher the social status of a position, the fewer women are in these positions; the higher the level of management, the fewer women are in these positions. Socio-political sphere: insufficient participation of women in decision-making and management of the state. According to Anders Johnson, Secretary General of the Inter-Parliamentary Union, women currently hold about 19 per cent of all parliamentary seats in the world. Among the heads of state there are only nine female representatives of the weaker sex [15, 19].

Ensuring gender equality and empowering all women and girls is one of the Sustainable Development Goals (Goal 5) adopted by the UN General Assembly on 25 September 2015. According to this resolution, each country shall form its own action plan, consistent with national legislation and assessments of developing regulations that have a regulatory impact. To achieve this goal, the National Action Strategy for Women, adopted in Ukraine in 2017, identified five directions for improving the gender situation, one of which is to increase women's participation in public and political life. This direction has a high priority, but most often the implementation of measures in this direction is accompanied by problems in ensuring an adequate level of women's representation and the degree of their participation in key political processes [30]. Hereinafter, political empowerment is understood as women's political empowerment, in other words, not only women's access to the decision-making process in the state, but also opportunities for its effective use.

**Scientific novelty.** The management sphere, especially in terms of leadership of large teams, is characterised by a clear dominance of men and insignificant representation of women [10]. This leads to a situation of vertical and sometimes horizontal segregation in the field of public administration, as well as generates gender imbalance in the most influential departments of the authorities, related to budgeting, financing, international relations, etc., where women may be represented to a greater extent. Departments where women may be better represented, however, are characterised by a cultural or social orientation, which prevents them from gaining access to key political positions to influence the decision-making process.

Given the increasing attention to the study and evaluation of gendered processes in public administration, there is a need to develop methodological approaches and adapt those used both in the field of gender studies and in the field of public service studies, in order to improve the quality of tools for data collection and analysis. It should be noted that this, in turn, requires the use of technologies of interdisciplinary approach, the possibilities of which are currently being widely discussed in social research [22].

**Research material.** Interdisciplinary research on the status of women in public administration is relevant not only at the level of political decision-making, but also at the level of civil servants. The authors in this thesis are based on the results of their own studies of civil servants, which confirm the need for qualitative research in the field of studying gender in public administration and expanding possible tools for collecting and analyzing the data obtained. In the context of public administration and the achievement of gender balance, the study of the prerequisites for the formation of gendered processes in public administration is of particular importance. This will be one of the tasks addressed in this paper. The methodological tool proposed in this paper can be used in conducting empirical research at the intersection of public administration and gender studies.

### **Gender in public administration: framing the problem**

Theorists of representative bureaucracy argue that if an organization is demographically representative of the society it works for, the decisions made will be

consonant with the interests of all citizens of that society. This suggests that the representative inclusion of people of different classes, genders, ethnic groups in the political decision-making process, in which everyone ‘votes’ for the interests of their group, will achieve decisions that favour the entire public [15].

In most countries of the world, women are well represented in the public sector: they often occupy a significant proportion of jobs. However, most women work in lower and middle management positions, with relatively few reaching senior management positions. In fact, the State relies on women's labour, as it is women civil servants who do the routine paperwork. At the same time, women in state institutions - bureaucratised patriarchal hierarchies - are less likely to build a career and reach decision-making levels. According to Ukrainian State Statistics , 72% of civil servants in Ukraine are women. However, as the level of positions increases, the number of women is noticeably decreasing. For example, data for 2019 shows that while women make up 66% of managers (vs. 34% of men), they are 30% of senior managers (vs. 70% of men). If among assistants (advisors) women are 82 % (against 18 % of men), their share among top advisors more than halves to 33 %, while the number of men, on the contrary, triples to 68 % [20]. Thus, the public service is characterized by a pronounced vertical gender segregation, and public authorities become ‘gendered organization. As J. Acker argued, the concept of gendered organization implies that ‘advantage and disadvantage, exploitation and control, actions and emotions, meanings and identities are distributed according to the idea of differences between men and women, masculinity and femininity’ [1].

In this regard, analysing the work of public authorities only from the perspective of public administration theory limits the possibilities of understanding the phenomenon of women's under-representation at the decision-making level, given that they make up the majority of all those employed in the public sector. Nevertheless, when describing and analyzing the work of civil servants, a civil servant is usually understood as a man whose work takes priority over everything else and who has a wife who takes care of all personal (and often professional) issues [21]. This approach to civil service research, which normalizes ‘male’ careers and

problematizes 'female' careers, discriminates against many women who have to bear the burden of a double burden. For example, under the 'working mother' gender contract, they cannot allocate additional time beyond the 40-hour working week because of childcare and other domestic responsibilities [29]. However, women and men in public administration are formally subject to the same requirements. The high demands of professional duties for women in public service and career building remain incompatible with what is expected of them as women. Moreover, when it comes to a man with family responsibilities, public administration is also not within his position. Nevertheless, the problems of employees with family responsibilities are usually gendered, because according to the stereotypes prevalent in society, it is women who to a greater extent perform domestic work on a par with professional employment [14].

In the foreign literature on gender in public administration in recent years, there has been a debate on what methodology is most appropriate for the study of this topic. In particular, it is discussed how to optimally operationalise the concept of gender for studying processes in organization. A meta-analysis of 70 quantitative studies examining the relationship between gender and organisational performance indicates that most of them found a positive impact of a more gender-balanced workforce on the performance of public institutions [25]. In the literature, the impact of gender is usually studied at the individual and organisational levels. At the individual level, the attitudes or behaviours of male and female public servants, such as their leadership styles, are compared [12]. At the organisational level, gender is measured as the ratio of men to women or the proportion of female employees [23]. This operationalisation has clear advantages. Nevertheless, the problems of employees with family responsibilities are usually gendered, because according to the stereotypes prevalent in society, it is women who to a greater extent perform domestic work on a par with professional employment [14].

### **Gender in public administration: research methodology**

In the foreign literature on gender in public administration in recent years, there has been a debate on what methodology is most appropriate for the study of this topic. In particular, it is discussed how to optimally operationalise the concept of

gender for studying processes in organisations. A meta-analysis of 70 quantitative studies examining the relationship between gender and organisational performance indicates that most of them found a positive impact of a more gender-balanced workforce on the performance of public institutions [25]. In the literature, the impact of gender is usually studied at the individual and organisational levels. At the individual level, the attitudes or behaviours of male and female public servants, such as their leadership styles, are compared [12]. At the organisational level, gender is measured as the ratio of men to women or the proportion of female employees [23]. This operationalisation has clear advantages. Such operationalisation has clear advantages. For example, researchers using it have been able to prove on the basis of massive empirical data that increasing the share of women among employees up to the so-called critical mass leads to a change in gender norms in the organisation [7].

At the same time, this way of measuring gender has been criticised. In particular, it has been labelled as an approach that takes women as an independent variable [22;938], or a nominal approach to the study of gender in the public service [21;63]. In other words, from the critics' point of view, this mode of gender measurement fails to capture a) the multiplicity of identities and experiences of individuals [22], and b) the variety of mechanisms through which gender norms create and sustain inequalities between men and women in the public service [21]. For example, one study that adopts this approach suggests using the proportion of female staff as a measure of the amount of emotional labour [23]. The authors acknowledge that research in public administration has established that women are more likely to be required to perform emotional labour and that devaluing this type of work in organisations leads to lower pay for female employees [12].

In doing so, they test the following hypothesis: organisations with more emotional labour (i.e. a higher proportion of female employees) will have higher levels of employee satisfaction and productivity, and lower turnover rates. However, proponents of using this measure of the impact of gender on organisational performance miss the point that even if organisations benefit from emotional labour

(i.e. have higher productivity), such labour is not paid for, and this exacerbates gender inequality.

One approach that is seen as offsetting the weaknesses of gender ‘nominalism’ is the study of gender norms, practices and processes in public organisations [21;867]. This approach is based on the theory of gendered organisations (theory of gendered organisations), first systematised by American researcher J. Acker [1, 2]. Relying on Acker's theory in her study of gender processes in US men's and women's prisons, D. M. Britton found that although practices such as induction seminars for new staff were formally defined as gender-neutral, the teachers leading the seminars unconsciously imagined the ideal staff member as a man [3]. For example, the particular problems experienced by female prison officers were glossed over (e.g. sexual harassment by prisoners), while emphasising the need to be physically strong and ready to interact with violent prisoners on a regular basis, despite the fact that prison officers are predominantly bureaucratic and supervisory. D.M. Britton concludes that such gender-neutral rules and practices reproduce gender segregation and inequality [3]. Another study based on the theory of J. Acker demonstrates similar results. Analysing the opportunities and obstacles to the career development of women scientists in technical fields at an American university, J. Hart shows, for example, that women often could not satisfy the gender-neutral requirement to conduct research with colleagues for promotion because they were not accepted into informal groups of male colleagues [13].

Despite the popularity of J. Acker's theory of gendered organisations, it is cited in many studies but not fully applied for analysis [8]. A content analysis of 38 articles from the field of research on organisations and higher education institutions showed that only about a third of them used all components of J. Acker's theory [17].

This partial application of the theory leads to the inability to demonstrate how the processes that produce and maintain gender inequality in an organisation interact with each other [17].

Modern researchers have repeatedly referred to J. Acker's theory, but they have used it either to discuss the structure of organisations and workplace hierarchies

in general, including in the context of gender segregation [7], or when trying to reflect on private subjects, for example, those related to the balance of life and work.

In addition, the existing foreign studies rarely provide a detailed operationalisation of all five main components of the theory of gendered organisations. The next part of the paper details the elements of this theory and their possible operationalisation.

### **Peculiarities and problems of empirical study of gendered processes in public administration organisations**

J. Acker's theory about the influence of organisational culture and working atmosphere on gendered processes remains relevant in the framework of modern research [1,2]. On the one hand, this theory directs the focus of attention not only to structures and macro-processes, but also to practices of interaction on the ground. On the other hand, the application of this theory in empirical work poses a complex task for researchers to operationalise the components of gendered processes in the course of research implementation. In our opinion, the task becomes more complicated when studying the sphere of public administration, as there is a need to take into account the level and effectiveness of women's political empowerment in the state, the peculiarities of motivation of civil servants, as well as the existing structure of government bodies. Another important feature is the close connection of the civil service with publicness, which reinforces the effects of institutionalised gender norms existing in society, so the study of power asymmetrical relations in various aspects of the work and organisational process becomes even more relevant.

This section addresses the methodological complexity and particularities of measuring gendered processes in the workplace. The methodological reflection presented here draws on the experience of empirical research on civil servants. Emphasis is placed on the detailed operationalisation of the components of gendered

processes, the collection of data about them and the potential problems that researchers may encounter.

The focus is on the detailed operationalisation of the components of the gendered processes, the collection of data about them and the potential problems that researchers may encounter. Given the difficulties in operationalising the components of these processes, it should be noted that qualitative methods, such as in-depth interviews, have an advantage for the study of public administration employees, as they promote openness and greater reflexivity on the part of the respondents.

In addition to interviews, surveys are also used in the research practice of studying gendered processes, but, in our opinion, as a tool they have a number of limitations in establishing a trusting contact between the interviewer and the respondent and limit the respondent's reflection on the answers. Our experience in studying civil servants shows that, although respondents sometimes initially denied the presence of gender-based injustices (e.g. discrimination), as the conversation progressed they were able to change their minds: recalling details of conversations with colleagues, explaining in more detail practices in the workplace, i.e. noting details that had previously seemed insignificant to them.

According to J. Acker's theory, there are five main components of gendered processes within an organisation: 1) the division of labour and responsibilities between men and women; 2) the construction of symbols, images that explain, support or question the established differences and division of labour and responsibilities between men and women; 3) practices of interaction in the workplace; 4) the process related to the construction of one's own identity and comprehension of one's place in the organisational hierarchy, as well as performative practices that constitute the main routine actions performed at work; 5) reproduced within the workspace; and 3) the processes of gendered processes within the organisation [1, 2].

If we talk about using interviews as the main method of data collection, it is important to note that the fifth component (reproduced social structures and institutionalised norms of behaviour) can be analysed only in contextual dependence



on the culture of the society in which the studied organisational environment is located.

Under the first component (division of labour and responsibilities between men and women), researchers should consider both formal and informal indicators. Formal indicators refer to wage levels for the same position held by men and women with the same set of authority for them, as well as differences in the set of formal and informal authority and responsibilities, or lack thereof. These indicators are widely used in economic sociology in measuring gender segregation in the labour market [32;27]. To obtain information on informal aspects of the division of labour and responsibilities, we propose to focus on the peculiarities of the career trajectory of men and women, as well as on the study of the presence or absence of purely 'masculine' and purely 'feminine' tasks.

Measuring the construction of symbols and images seems to be a more difficult but feasible task. In order to obtain valid information about cultural processes in the workplace, it is first of all necessary to pay attention to the metaphors, associations and images that respondents use when describing their work process, their experiences and the ideal image of a worker in the professional environment under study. Metaphors are understood here as 'culturally rich verbal judgements' or other verbal symbols that can carry information about respondents' interpretations [6; 28].

Dress code is one of the significant aspects through which gendered processes manifest themselves within an organisation. Dress code is involved in the process of identity construction and can be used as a tool of control [18, 19]. Dress code requirements are sometimes different for men and women, and this affects the manifestation of femininity and masculinity of employees in the organisation. The way of dressing and other external attributes are part of the identification display that openly shows to which group an individual belongs. From the point of view of the theory of C. West and D. Zimmerman, this aspect is closely related to the gender display, the latter is manifested in general in the behaviour of an individual and also reflects the way it is perceived and marked by others [31; 129-130]. In our study, the question about dress code and its changes was included in one of the main blocks of

the interview guide, but, characteristically, none of the respondents indicated a significant difference in this aspect or the inconvenience associated with it. Nevertheless, the experience of previous empirical studies indicates the significance of dress code, which can be manifested in other professions and spheres of activity.

The space of images and symbols (the second component) is also reflected in the language and discursive practices adopted in the workplace, along with the dress code and the construction of symbols, through which hierarchies and asymmetrical power relations can be explored [26; 10]. The way in which communication between men and women in the workplace differs, both in form and content, is one of the indicators of gendered processes and their impact on the structure of workplace interaction.

Interaction practices primarily indicate the degree of conflict in the environment and alternatives in the channels of interaction between colleagues at work. When investigating gendered processes, it is necessary to focus on the differences in communication rules and channels of interaction between men and women, something that will be investigated in the next section of the study [33;24]. The degrees of inclusiveness and horizontality of the interaction system indicate the formation of basic networks of communication from which workers can be excluded on the basis of gender (e.g. the existence of informal ways of interaction outside work for which only men or only women are considered appropriate). At the same time, online communication and the digitalisation of the workplace interaction space must also be taken into account in the modern context [4]: respondents use social networks and other communication platforms for their daily work interaction, so it is possible to take into account not only offline activity.

The most difficult is to conceptualise and measure is the component of constructing one's own identity. The difficulties arising from gathering information about the respondent's identity and how it relates to the gendered process in the workplace primarily arise from the potential lack of reflection on this by the respondent. The construction of identity may remain unarticulated, this fact creates difficulties in the collection of empirical data. In the study it is possible to solve this

problem through the indicator of realisation of one's own position in the collective. It can be assumed that the identity of an employee/worker can be recorded through reflection on his/her role and responsibilities not in terms of formal distribution of authority, but in terms of his/her own assessment of his/her significance in informal communication and his/her informal role in the collective, for example, as a leader or, on the contrary, as an outsider.

Thus, the conflict between the construction of identity and the actual distribution of roles in the team can be captured by asking questions about the difficulties and opportunities for the employee/worker to move from one position to another and to assume a role in the team different from the current one. An equally important aspect is the assessment of the degree of conflict between the representatives of both genders, which makes it possible to determine whether there is a significant difference in the interaction between men and women in the workplace and what consequences this may lead to.

Considering the main methodological features of studying gender processes in public administration, from the point of view of the theory of sociologist J. Acker, public service bodies act as 'gendered organisations' and are a source of empirical material for studying gender imbalance. Despite the popularity and frequent citation of the main principles of this theory, researchers rarely provide a detailed description of how the main components of the theory can be operationalised in data collection. This article proposes such an operationalisation, drawing on both existing literature and the authors' methodological reflection on their experience of collecting information "in the field", namely through interviews with women in the public service. Interviews were conducted only with female civil servants, as the authors studied perceptions of changes in gendered organizational processes in the context of measures against COVID-19 (for example, remote work), which, as other studies have shown, had more negative consequences for women [5; 6]. However, in the future it seems possible to continue this research, enriching it with materials from interviews with male civil servants. In the future, it is possible to refine these indicators, as well as use the measurement of gendered processes based on the theory

of J. Acker when using other methods of data collection (for example, surveys and focus groups).

Moreover, the gender of theorists is an important factor because there is increasing attention to gender equity and inclusion in both public administration practice and research, and theorizing is a creative process that often benefits from demographic diversity [34]. This comprehensive edited work examines the intersection of gender with policy and practice, tracing the discipline's historical trajectory, current status, and future directions. Roddrick Colvin, in the foreword, rightly underscores the urgent need for this work, emphasizing that men have taken too long to acknowledge and embrace their responsibility in advancing gender equity in public administration. In short, as recognized by Pandey, Newcomer, DeHart-Davis, Johnson, and Riccucci, this book is both timely and impactful [35]. The book is organized into an introduction and three comprehensive sections. The first section explores the theoretical and historical foundations, the second section delves into the core pillars of public administration, and the third section examines the various contexts of gender within the field. Spanning 27 chapters, the book addresses a wide range of topics related to gender, policy, and the public sector, offering a thorough overview of the field's past, present, and necessary future developments. In the introductory chapter of this book, co-editors Patricia M. Shields and Nicole M. Elias [36]. They offer a critical analysis of the field's historical exclusion of women, arguing that this overlooked history remains a present-day issue. The authors stress that students of public administration should recognize that both men and women play significant roles in shaping the field. They acknowledge Camilla Stivers for being the first to highlight women's contributions, noting that women were practicing the New Public Administration paradigm long before men received recognition for it. Additionally, they point to the COVID-19 pandemic as a pivotal event that laid bare the depth of gender inequities, using it as a central focus for their examination of gender in the public sphere. Following the introduction, the first section of the book delves into the historical and theoretical underpinnings of gender studies within public administration. It brings to light historically marginalized works and ideas,

particularly focusing on gender theory. This section not only addresses existing gaps in the literature but also adopts a broader perspective on gender, examining intersectionality and the interplay between gender, race, and sexual orientation. Chapter 2 revisits Camilla Stivers's *Gender Images in Public Administration*, summarizing her arguments about the dominance of masculine ideals in the field's leadership [37]. Chapter 3 traces Florence Nightingale's influence on public administration, rooted in an ethic of care [38]. Chapter 4 uses Jane Addams's metaphor of women's long historical memory to reassess the narrative of American public administration, integrating concepts of gender, care, and social justice from the Progressive and New Deal eras. Subsequent chapters further explore gender as a construct [39]. Chapter 5 investigates the theory, practice, and scholarship of emotional labor, connecting it to gender and public administration. Chapter 6 [39] suggests that scholars in public administration should consciously study hegemonic masculinity to gain a more complete understanding of how gender shapes public organizations. Chapter 7 discusses moving beyond the gender binary, celebrating strides, and the addition of a non-binary gender option on official documents [41]. Finally, Chapter 8 uses the concept of intersectionality to address the challenges black women face in leadership, highlighting the importance of an intersectional approach to studying and practicing public administration [42]. Thus, this section offers an excellent overview of the gendered history of public administration, illustrating how this history continues to shape contemporary practice and scholarship. It demonstrates how emerging approaches can help advance the field for scholars and practitioners alike. As the most crucial part of the handbook, it sets the stage for the subsequent chapters by providing essential context. The only downside or perhaps the positive aspect-is that it leaves readers wanting more. The second section offers a detailed analysis of public administration's functions through a gender lens, providing valuable insights for practitioners. It features scholarship on common topics such as bureaucracy, human resources, ethics, and budgeting, all examined with a gendered perspective. Chapter 9 discusses the global adoption of gender-responsive budgeting (GRB) to promote gender equality through equitable

resource allocation and revenue generation, highlighting successful initiatives and policy outcomes across over 80 countries [43]. Chapter 10 reviews recent scholarship on gender in public personnel administration from 2008 to 2019, categorizing research into themes of exclusivity, incentives, career advancement, and hazards [44]. Chapter 11 examines Jane Addams's philosophical contributions and her leadership in public service, emphasizing her feminist and pragmatist approach that redefines professional values and positions social equity as a core aspect of administrative ethics [45]. The subsequent chapters explore diverse aspects of gender within public organizations, including gender norms, organizational structures, the nonprofit sector, representative bureaucracy theory, and performance measurement systems. Each chapter provides a thorough analysis of the challenges and opportunities in striving for gender equality in public administration. Chapter 12 and Chapter 14 emphasize the issue of representation, highlighting that women and gender non-conforming individuals remain underrepresented in the public sector due to entrenched masculine norms and practices within organizational culture [47]. These chapters provide valuable material for teaching about diversity, equity, and inclusion in public administration and organizational studies. Chapter 13 takes a historical and forward-looking view of nonprofit administration, showcasing its feminine origins [45]. Chapter 15 examines the pivotal role of organizational culture in promoting social equity, noting that women-led organizations often outperform their male-led counterparts despite the additional challenges women face in the workplace. It also demonstrates how performance measurement can support gender equity objectives [46]. Chapter 16 investigates the neglected nexus of gender and public service motivation, underscoring the importance of organizational culture in the public sector and showing that different aspects of public service motivation can affect men and women differently. In summary, this section provides a thorough examination of the challenges and opportunities in achieving gender equality within public administration [47]. It highlights how traditional aspects of the field can be reevaluated through a gendered lens, offering valuable insights for advancing public administration toward greater equity and inclusion. The analysis effectively illustrates

how gender dynamics influence the field and provides practical recommendations for fostering a more inclusive landscape.

**Conclusions.** However, while the chapters present important insights, a broader inclusion of international perspectives would significantly deepen the analysis and increase its global relevance. Although the section addresses gender-responsive budgeting and gender scholarship from an international viewpoint, the section is largely focused on developed nations, offering limited representation of developing or underdeveloped countries. For example, discussions on the disadvantages women face in the public sector, gender roles in the nonprofit sector, representative bureaucracy, and public service motivation lack an international perspective. Exploring how different forms of marginalization-like poverty, class, caste, and other social factors-intersect with gender as a power structure would have added further depth to the analysis. In the third and final section, the handbook broadens the discussion to include international perspectives, which are essential for developing inclusive models for understanding gender dynamics beyond conventional frameworks. Chapters 17 to 27 cover a diverse array of topics, including second-generation gender bias, the global impact of the #MeToo movement, challenges that women face in military roles, and evolving gender terminology in public administration. Chapter 17 compellingly tackles deceptive forms of gender bias in public administration, showing how workplace gender bias has evolved, particularly focusing on second-generation gender bias [48]. This chapter provides nuanced insights that enhance classroom learning in gender-specific courses. Chapter 18 explores how federal and state workplace legal requirements have changed in response to the MeToo movement, highlighting the organized protest and policy changes it has spurred. Chapters 19 and 20 focus on women's roles in administration [49]. Chapter 19 replicates a 1986 study on Utah women administrators with a 2016 survey, finding persistent salary disparities and noting that contemporary women administrators are more likely to be married with small children [50]. Chapter 20 Wayman, Ashley, Samantha Alexander, and Patricia M. uses résumé data from Texas City managers and survey data from women in the city manager pipeline,

recommending mentoring programs to increase the proportion of women city managers [51]. Chapters 21 to 23 examine gender dimensions in broader policy contexts. Hatch, Megan E. reveals how seemingly gender-neutral housing programs can result in gender discrimination through disparate impacts, despite the United States outlawing gender discrimination in housing in 1974 [52]. Chapter 22 discusses the multiple representation challenges women face in natural resource conservation agencies due to the historically masculine nature of the agricultural sector [53]. Chapter 23 recounts the uneven progress of women's integration into militarized worldwide [54]. Chapters 24 to 26 delve into gender in academia and policy. Chapter 24 examines gendered dimensions in public administration scholarship, highlighting disparities in who produces scholarship and its influence. Despite women filling graduate public administration classes, they are less likely to achieve full professorship or leadership positions. Chapter 25 explores the reasons behind the "leaky pipeline" in academia, noting that the environment of higher education and academic leadership makes excessive demands on women. Chapter 26 examines the role of gender in the 2016 Colombian peace agreement, initially inclusive of women's rights but later diluted by conservative backlash [59]. The section concludes with a success story in Chapter 27 about Ethiopia's National Policy on Women. This chapter details Ethiopia's commitment to gender equality reform since 1993, highlighting significant female leadership by 2019, including the first woman president and female head of the highest court, with women holding 38% of parliamentary and 50% of cabinet seats. This third section is very engaging as it covers a variety of topics and methods. However, it could benefit from a more cohesive synthesis to tie the diverse topics together. Overall, the Handbook on Gender and Public Administration offers a groundbreaking perspective on gender in public administration, challenging traditional views and deepening the understanding of gender-related social constructs. This handbook addresses a broad spectrum of international and nuanced topics relevant to contemporary discourse. It offers valuable insights through its diverse chapters, making it an excellent resource for enhancing classroom teaching in public administration, nonprofit management, and



gender studies courses. It provides readers with essential tools to address and dismantle gender inequities, paving the way for a more inclusive and equitable discipline.

**Prospects for further research.** However, a more robust inclusion of international perspectives-particularly beyond gender, race, and sexual orientation, such as the experiences of immigrants-would have been useful. Nevertheless, it is an invaluable resource for scholars, practitioners, and advocates dedicated to advancing gender equity in public administration, suggesting that achieving gender parity is not just a distant ideal but a tangible goal within our reach. The handbook serves as a foundational guide for continued exploration of gender in public administration, inviting further detailed and nuanced investigation.

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## MODERN TRENDS IN THE METHODOLOGY OF TEACHING BUSINESS UKRAINIAN IN A HIGHER EDUCATION INSTITUTION

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**Abstract.** *The scientific research investigated modern trends in the methodology of teaching business Ukrainian in a higher education institution. It has been noted that modern linguistic and pedagogical science is constantly working on developing successful technologies and methods that motivate students to study their native language in a higher education institution, contribute to better mastery of language knowledge, and meet today's needs. It is argued that one of the main tasks of teaching the Ukrainian language in an agricultural institution of higher education is not only to transfer information to applicants, but also to awaken interest in learning the language, forming a linguistic picture of the world, mastering communicative tactics, developing linguistic thinking, and striving for linguistic self – improvement. It was emphasized that higher education students should learn to critically reflect on current problems of language policy and the language situation in the country in order to form in future agrarians a nationally conscious attitude towards the Ukrainian language as the state language, an understanding of the importance of its use during professional activities. It is explained that among the general competencies, future agrarians after studying business Ukrainian should develop the ability to communicate in the state language both orally and in writing; the ability to work in a team and have interpersonal interaction skills; the ability to exercise their rights and responsibilities as a member of society, to realize the values of civil (democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of man and citizen in Ukraine; the ability to preserve and increase moral, cultural, scientific values and increase the achievements of society.*

**Keywords:** *business Ukrainian, educational technologies, a higher education institution.*

**Introduction.** It is well known that the Ukrainian language is the main sign of the identity of the Ukrainian people and has the status of the state language, which is enshrined in the Constitution of Ukraine (Article 10). On the territory of Ukraine, the Ukrainian language is mandatory for use during communication and the performance of functions by state authorities and local self – government bodies, as well as in other public spheres of life. To regulate the language issue and the situation in the country, the Law of Ukraine “On Ensuring the Functioning of the Ukrainian Language as the State Language” (2019). This law clarifies the status of the Ukrainian language and determines the procedure for its use and application. Analyzing the law, legal scholar N. Kaminska emphasizes: “Today, it is necessary to

create conditions at the state level for conscious national identification, preservation of national culture, traditions, customs, historical memory, and the spread of the Ukrainian language in the world. This is one of the key factors for the development of Ukrainian statehood, constitutional order and consolidation of the nation” [1, p. 96]. One of these conditions is the mandatory study of the Ukrainian language in all educational institutions of the country, which is recorded in Art. 7 of the Law of Ukraine “About Education” (2017): “The language of the educational process in educational institutions of all levels is the state language”.

**Relevance of research.** Thanks to recently adopted regulatory legal acts, more and more attention is paid to the study of the Ukrainian language, since knowledge of the state language is now not only a sign of a culturally and spiritually developed personality, but also an important requirement for specialists in any field. Specialists who are fluent in Ukrainian, able to communicate effectively in the professional sphere and during the performance of official duties, are in great demand in the modern labor market. Researcher I. Polyakova notes: “Unfortunately, there is a violation of the norms of the Ukrainian language among modern youth. This is manifested in a limited vocabulary, the inability to clearly and clearly state and justify one’s opinion, to logically and consistently present the material, as well as in the use of slang, which reduces the sense of responsibility for observing language norms in young people” [2 p. 2]. Also, language training is often insufficient among students who have chosen a specialty related to the agro – industrial sector, because future specialists in the field of agriculture focus mainly on obtaining applied knowledge and often neglect the study of humanitarian disciplines and improving language skills. This indicates a lack of awareness of the importance of developing communicative competence and language skills. Therefore, modern linguistic and pedagogical science is constantly working on creating effective methods and technologies that motivate students to study their native language in higher education institutions, contribute to better assimilation of language knowledge and meet the needs of the time. This explains the relevance of our study.

**The research problem.** The development of a holistic system of teaching the Ukrainian language at non-specialized faculties of higher educational institutions, the creation of appropriate program and methodological tools and its application are impossible without studying the trends that determine the development of linguistic didactics in higher education at the beginning of the 21st century, as well as analyzing these trends to determine the most important and progressive ones in the context of modern linguistic and methodological thought. The replacement of some trends by others in language education in higher educational institutions is due, first of all, to the following factors: – the integration of science into the global educational space; – the dynamic development of social relations, science and culture; – changes in economic life. However, the most significant factors in this process are, firstly, new priorities in state language policy in the field of national higher education; secondly, philosophical rethinking of the content of language education for future specialists; thirdly, the development of new state standards for higher education. The study of educational technologies for language learning is a relatively new task, since this important linguistic and pedagogical problem has been the subject of scientific works by prominent domestic and foreign scientists (S. Amelina, O. Lytvynova, T. Pakhomova, I. Polyakova, I. Sekret, O. Tarnopolsky, D. Brinton, M. Snow, M. Wesche, etc.). All researchers agree that the introduction of technologies into the educational process that meet the requirements of the time, in any case, contributes to increasing the efficiency of perception and assimilation of educational material.

**The aim of the article.** The purpose of this article is to study and describe modern technologies for teaching business Ukrainian in agricultural higher education institutions. First, the modern process of digitalization of all aspects of human life requires new forms and models of communication, which places new demands on interaction. Therefore, it is necessary to rethink language training for business oral and written communication, both in synchronous online mode in real time and in asynchronous format at a distance. Second, the issue of applying the latest technologies in teaching business Ukrainian in agricultural higher education institutions has not yet become the subject of special research.

**Scientific novelty.** One of the main tasks of teaching the Ukrainian language in agricultural higher education institutions is not only to transfer knowledge to students, but also to stimulate interest in learning the language, forming a linguistic picture of the world, mastering communicative tactics, developing linguistic thinking and striving for linguistic self – improvement. As K. Taranenکو notes, “language is a phenomenon that not only records the cognitive experience of humanity, but also largely determines the value orientations of both society as a whole and individuals” [3, p. 291]. Given this, it is important to identify modern effective methods and forms that contribute to the development of the linguistic personality of a higher education student. Educational technologies meet the needs of society and pedagogical science, since their application allows achieving high results in learning and creates favorable conditions for interaction between the teacher and the student. The integration of educational technologies into the teaching of business Ukrainian will help to involve students in active linguistic activity, creating conditions for the formation of a successful linguistic personality of the future agrarian.

**Analysis of publications.** The definition of “technology” in the Dictionary of the Ukrainian Language has the following meanings: 1) a set of knowledge and information about the sequence of individual production operations in the process of manufacturing something; 2) a set of methods for processing or processing materials, manufacturing products and conducting production operations. In science, the term “technology” is used in different contexts, giving different interpretations. In education, specific terms are distinguished, such as “educational technologies”, “pedagogical technologies”, “learning technologies”, “educational technologies”, “information and communication technologies”, “multimedia technologies”, etc. Scientists interpret these concepts differently, expanding or narrowing their meanings. In particular, M. Mykhailichenko and Ya. Rudyk note that “educational technologies reflect the general strategy for the development of education, creating a single educational space, and pedagogical technologies implement the tactics of its implementation. Examples of educational technologies are the “Concept of Educational Development”, the Law of Ukraine “On Higher Education”, etc.



Educational technologies include pedagogical, socio – educational and information and communication technologies. Pedagogical technologies include educational, educational and management technologies” [4, p. 23].

Educational technologies are educational and educational guidelines that determine how the educational process should be carried out. Such technologies that are appropriate in teaching business Ukrainian in agricultural institutions of higher education include: the Constitution of Ukraine, the Law of Ukraine “On Education”, the Law of Ukraine “On Higher Education”, the Law of Ukraine “On Ensuring the Functioning of the Ukrainian Language as the State Language”, the Concept of State Language Policy, approved by the Decree of the President of Ukraine dated February 15, 2010 No. 161/2010, the Concept of the State Targeted National and Cultural Program for Ensuring the Comprehensive Development and Functioning of the Ukrainian Language as the State Language, approved by the Cabinet of Ministers of Ukraine dated May 19, 2021 No. 474 – p, the Concept of Reforming and Developing Agrarian Education and Science, approved by the Cabinet of Ministers of Ukraine dated April 6, 2011 No. 279 – p. The latter refers to the presence of problems in the training of highly qualified workers and specialists with higher education in the agro – industrial complex, as well as the inconsistency of the functioning of agricultural education and science with the socio – economic needs of society. Given this, it is necessary to highlight effective applied educational and educational pedagogical technologies for the language and communicative training of future agrarians.

The educational process in the discipline “Business Ukrainian Language (by professional direction)” in agricultural institutions of higher education, as a rule, includes lectures, practical classes and independent work, which contributes to the study of topics that are not covered in lectures. Higher education students must learn to critically reflect on the problems of language policy and the situation in the country in order to form in future agrarians a nationally conscious attitude towards the Ukrainian language as the state language, as well as an understanding of the importance of its use in professional activities. O. Rezunova and V. Rezunova note that “a specialist must not only understand the modern market requirements for the

chosen profession, but also be adapted to new social and cultural forms of global business interaction” [5, p. 98]. After studying business Ukrainian, agricultural students must be able to effectively participate in scientific and professional communication, as well as take a responsible attitude to their future profession, strive for self – development and self – improvement.

After graduating from a higher education institution, agricultural education graduates must acquire general and professional competencies in order to become qualified specialists, highly cultured individuals, and competitive employees. Among the general competencies that students must develop after studying business Ukrainian, there are the ability to communicate orally and in writing in the state language, the ability to work in a team, the ability to interact interpersonally, the realization of their rights and responsibilities in civil society, an understanding of the history and development of the subject area, as well as the ability to search, process, and analyze information from various sources.

**Technologies for teaching business Ukrainian.** Based on the purpose, orientation, nature of interaction between the teacher and the student, as well as the organization and form of learning, it is possible to distinguish several groups of pedagogical technologies that should be implemented in the process of teaching business Ukrainian in a professional direction. In particular, these are: technologies focused on personally oriented learning, technologies that contribute to the activation and intensification of the activities of applicants, and technologies focused on the organization and management of the educational process.

Technologies of personally oriented learning assume, each applicant is a unique individual, a subject of learning and self – development, who must gain experience that will be useful for his everyday life, that is, life experience. The main goal of such technologies is the creative and comprehensive development of the applicant’s personality. Within the framework of such technologies, cooperation technologies, humane – personal technologies and technologies of free education are distinguished. These technologies have a psychological orientation: the main attention is focused on the development of the student’s personality, his

communicative experience and moral and ethical attitude to the world around him. For the successful development of language skills and the formation of individual vocabulary and terminological stock of students, special attention should be paid not only to knowledge of the language, but also to the internal development of the student, his linguistic picture of the world and interests. In this context, the ideal formats of learning are self – education and self – education, therefore it is advisable to use traditional lectures, practical classes and individual tasks, including work in small groups.

Technologies focused on the activation and intensification of the student's activity are aimed at creating learning situations and forms characterized by high motivation of students to master language knowledge and the effectiveness of the process. Among such technologies, the following can be distinguished: game technologies, problem – based learning technologies and communicative technologies.

Technologies focused on the organization and management of the educational process are aimed at achieving results through the management of the transfer of information from the teacher to the student, the planning of information sources and feedback between participants in the educational process. Such technologies include: technologies of differentiated learning, individualization of learning and information and communication technologies.

Information and communication technologies are one of the most common in modern education, as they include the use of computers, electronic means, the Internet and other information devices. These technologies allow the use of various information environments, such as text, graphics, video, photographs, animation and sound effects. In modern education, it is difficult to do without information and communication technologies both in offline education and in distance learning. They allow you to make classes more dynamic and interesting, ensuring high performance. Students are already accustomed to using digital tools in everyday life, so obtaining knowledge in this way is comfortable for them. Information and communication technologies include various types of educational computer programs, including

simulators, computer games, and automated learning systems. The intelligent and appropriate use of such technologies, for example, through watching video lectures or online testing, is an important part of the educational process when teaching business Ukrainian.

Interactive teaching methods are based on dialogical communication between the teacher and students, as well as between the students themselves, which is a key element of the educational process. During the dialogue, students' communication skills, the ability to work in a team to solve problems, and their language and speaking skills are improved. We believe that it is thanks to interactive forms of teaching that it is possible to interest students in learning the Ukrainian language in a professional direction, promote their active participation in the educational process, and form the skills of applying the acquired knowledge in various communicative situations, both in everyday life and in professional and scientific activities.

**Methods of teaching the Ukrainian language in a higher education institution.** Fluency and deep knowledge of the state language, increasing its prestige and mandatory use in all spheres of public life are the main tasks of language policy and language education at the current stage of development of our state. Students must learn to speak their native language as the main tool of communication during classes in the Ukrainian language. Today, the main goal of the course "Business Ukrainian Language (for professional purposes)" in higher educational institutions is to teach professional communicative activities, which involves the use of methods and techniques that help to effectively acquire practical skills and abilities for oral and written communication.

Acquired language and communicative competences become the basis for the formation of a highly qualified professionally oriented personality. Thus, in modern pedagogical science there is a need to find new approaches to language teaching, taking into account the professional orientation of students of higher educational institutions.

Let us consider the use of methods and techniques of teaching the native language in agrarian and economic institutions of higher education. General issues of methods and techniques of language teaching were studied by such well – known

scientists – pedagogues as A. Aleksyuk, O. Bilyaev, I. Bilousenko, N. Goncharenko, S. Karaman, O. Kozhulenko, O. Kucheruk, S. Tsinko and others. In the methodology of language teaching there is still no single interpretation of the concept of “teaching method”. The most recognized definition of a teaching method is its understanding as a path of educational and cognitive activity of students, leading to the achievement of certain learning objectives. Language teaching methods are a system of purposeful actions of a teacher that organizes the cognitive and practical activities of students, ensures the assimilation of knowledge in the subject and promotes the development of relevant skills and the acquisition of necessary language skills.

In modern pedagogical science, the classification of general didactic methods has gained the greatest support, which include:

- 1) methods that ensure mastery of the educational subject (verbal, visual, practical, reproductive, problem – solving, inductive, deductive);
- 2) methods that stimulate and motivate educational activity (role – playing games, educational discussions, project method);
- 3) methods of control and self – control of educational activity (surveys, test tasks, control and independent work, test, exam, etc.).

In each method, methodological techniques can be distinguished, which are specific actions or operations for implementing the method in the lesson. Teaching is the smallest unit of a teacher’s educational activity, through which skills and abilities are formed, knowledge is obtained, and students’ educational activity is stimulated [6, p. 138].

To form Ukrainian – language communicative competence of students of agricultural specialties, it is advisable to use leading general didactic teaching methods (explanation, organization of training, practice) and corresponding techniques (analysis, synthesis, comparison, classification, systematization, description, comparison, etc.).

According to the recommendations of scientists, no more than 15% of the teaching time should be devoted to explaining the theoretical aspects of the language,

while training in Ukrainian – language professional and communicative activities should be no less than 85%.

Professional and communicative activities consist of speech interaction in the professional sphere, the purpose of which is to achieve communicative and non – communicative goals by the participants of communication using language. Such activities are implemented during Ukrainian language classes in oral and written forms and include both receptive (listening, reading) and productive (speaking, writing) aspects.

In the process of teaching professional and communicative activities, the correct choice of methods and techniques, their optimal combination, taking into account the characteristics of the student contingent, their basic language knowledge, speech abilities, and areas of training, are important. The content and nature of the methods and techniques of teaching Ukrainian – language professional and communicative activities of students of agricultural specialties are determined by the specifics of the discipline “Ukrainian Language (by professional direction)”, the ratio of theoretical knowledge and practical language and speech skills, as well as the principles of studying the material and the logical structure of the discipline.

For teaching the Ukrainian language in a higher education institution, the most suitable classification of methods is the method of interaction between the teacher and students in lectures and practical classes. The methods of such interaction can be different:

1. The teacher presents the language material, the students perceive (lecture, argumentation).
2. The teacher and students exchange opinions on the selected topic and lesson plan in the form of a dialogue or discussion, express assumptions, provide arguments, formulate definitions, seek scientific and practical justification for the proposed ideas, and summarize conclusions.
3. The teacher organizes students’ observations of the studied facts and language phenomena, after which a collective discussion takes place.

4. Students, under the guidance of the teacher, independently search for new information and knowledge about the language from various scientific and educational sources.

5. Students perform practical exercises, test and situational tasks, analyze what has been done, draw conclusions, gain new language knowledge, develop speaking skills and improve communicative competence.

For effective study of the Ukrainian language in higher education institutions of agrarian and economic orientation, which will contribute to its successful use during professional and communicative activities in the future, the following teaching methods can be distinguished: oral presentation of theoretical material by the teacher, conversation between the teacher and students, observation of students' language, work with textbooks, performing exercises, test and situational tasks, the survey method, problem – based learning, programmed learning and interactive learning. According to O. Piddubtseva, interactive teaching methods “are methods that organize the process of social interaction in such a way that as a result of this interaction, students develop new knowledge, skills or abilities that are formed directly in the process of interaction or are its result” [7, p. 39]. To increase the effectiveness of the application of each method, it is advisable to use auxiliary means, such as didactic and visual material, as well as technical and multimedia teaching aids.

Thus, to increase the effectiveness of teaching the Ukrainian language in higher education institutions, which will ensure the successful use of the language in future professional and communicative activities, in classes on the discipline “Business Ukrainian Language (by professional direction)” it is worth using modern general didactic methods and techniques. This will help develop cognitive strategies necessary for mastering the future profession, taking into account the cognitive advantages of students, as well as methods of problem – based, programmed and interactive learning. The prospects for further research on this issue lie in a detailed analysis of the means of forming native language communicative competence of students of agrarian and economic specialties.

**Communicative method of teaching business Ukrainian.** For effective language learning, you can use “a functional – system methodological approach, as well as methods of analysis, synthesis, comparison, deduction, lesson observation and generalization of independent characteristics” [8, p. 190]. Today, there are favorable conditions for the implementation of innovative learning technologies (active learning methods, interactive methods), as they significantly improve the process of memorizing material, contribute to its comprehension and practical application. It is for this reason that interactive learning methods are increasingly recommended for professional Ukrainian language classes.

Today, when most higher education institutions have switched to distance learning, there is a need to find new methods of teaching the state language with an emphasis on national and cultural education, which can be effectively integrated into online educational interaction. O. Rezunova emphasizes that “the use of multimedia tools in teaching is extremely effective, because they are based on visual and auditory perception of the material. Multimedia technologies include animation, videos, sound, interactive capabilities, the use of remote access and external resources, work with databases, etc. These elements, controlled by special programs, form multimedia systems” [5, p. 182]. O. I. Piddubtseva, in turn, notes that “teachers must constantly improve their technological competence in order to successfully use different approaches to learning. The use of information and communication technologies in the educational process will allow to achieve the set pedagogical goals more quickly” [7, p. 216].

These tools are effective for the development of language competence, however, in conditions of distance learning, when students are deprived of “live” communication, it is important to look for technologies that will be most useful for the development and improvement of communication skills of higher education applicants. The communicative approach is one of the most effective for teaching a language and forming communicative competence.

The communicative method, proposed by Dell Hymes in 1972, assumes that communicative competence is the ability of a native speaker to use and understand



language in the process of communication and interaction with others in a social context. He also introduced a communicative approach to teaching English and developed a curriculum aimed at the successful development of communicative competence. Usually, the communicative approach is given great attention in the methodology of learning a foreign language. At the same time, the concept of a communicative approach appears in pedagogical science, which was developed by Robert Langs in the early 1970s. He described this approach as a new paradigm of emotional life and psychoanalysis, focused on a person's adaptation to emotionally charged events that can occur both consciously and unconsciously. The functional-communicative approach to language learning is becoming dominant at all levels of education not only in Ukraine, but throughout the world. Therefore, the new approach to language teaching methodology attaches great importance to the development of oral and written speech, as well as the linguistic culture of the individual.

The communicative approach is usually used at the final stage of language learning, which makes it ideal for studying in higher education institutions. After all, at the stage of obtaining a first degree, students should already have developed language skills. This approach is also known as communicative language learning, which involves learning a language through active communication. The process of learning a language becomes more effective and enjoyable when it is truly meaningful, so communicative learning in higher education is based on a sociolinguistic approach. It focuses on the effective use of language for interaction, and not just on knowledge of vocabulary, grammar and pronunciation. Students must be able to use the Ukrainian language correctly in various areas: in official, scientific, business and social environments. The communicative approach focuses on language as a tool of communication and assumes that everyone who learns a language has a clear goal – to be able to express themselves and perceive information. Thanks to this, interactive tasks in the classroom help students use language to achieve a communicative goal in professional activities.

The main focus of the communicative approach is on the formation of competence in communication depending on the specific context. This approach is an

effective method of language learning, which has a functional significance for communication. Mastering language skills in this case requires choosing the right language tools, determining the purpose of communication, as well as using strategies to achieve the desired result of communication. For the effective application of the communicative approach in the process of learning business Ukrainian, exercises should be used that will help students expand their vocabulary and better understand the social context in which communication takes place.

All this is necessary to achieve the goal of this approach – the development of communicative competence. The method, focused on teaching communication, promotes the development of communicative skills through four stages: determining the purpose of communication, maintaining a dialogue, successful communication and understanding the results of interaction.

**Formation of Ukrainian – language lexical skills of higher education students.** Skillful use of lexical and synonymous means during a speech act has long been considered a sign of communicative culture and verbal mastery of the speaker. Synonyms appear in speech as a result of the most accurate expression of the shade of thought, the search for the most appropriate and most appropriate word, giving the narrative an emotional and expressive coloring. Linguist A. Koval rightly notes that the development of synonymy demonstrates “a clearly expressed process of improving the means of the national language. [...] The task of a number of synonyms in the text is to show the richness of the phenomenon, the intensity of the manifestation of the action, the diversity of signs” [9, p. 39]. Synonyms implement such functions in texts of artistic style and thus reveal the author’s manner of writing, the individual ability to depict aesthetic artistic reality. However, in texts of scientific and official – business styles, synonymous strings, which should primarily clarify the indicated realities, on the contrary distort the communicative content, blur the meaning of what is expressed. Such a problem is often faced by higher education students who, on the one hand, have a rich and developed lexical reserve, and on the other hand, due to the desire to diversify the language, “abuse” lexical and

synonymous units and therefore express their own opinion unclearly, which makes it impossible to achieve a clearly defined communicative goal.

Linguistic studies of lexical synonymy (V. Vashchenko, O. Ponomarev, M. Fashchenko) have significantly influenced modern teaching and the model of language learning, which is carried out today, based on the idea of the communicative purpose of language and its main communicative function, which in terms of linguistic methods means: by mastering synonymy, an individual develops and improves competence in the linguistic field.

Working with vocabulary in general, and with synonymy in particular, is of great general educational and practical importance for students. The general educational significance of vocabulary lies in the fact that its study expands the ideas of philologists about language, reflects the existing obvious relationships of lexical level units with other units of different language levels, introduces the spheres of functioning of words, with various sources of vocabulary replenishment and in this way forms the correct view of language as a dynamic phenomenon. The practical significance of vocabulary lies in the fact that its study reveals the word as a component of the lexical system, allows philologists to realize the features of other language units, affects the mastery of grammatical skills, is the foundation for enriching the vocabulary and the basis for work on stylistics. The study of vocabulary develops students' attention to the original and derived meanings of words, conditions and situations of using lexical units, cultivates in them the ability to choose the right word to express a certain thought during a speech act, forms skills in using various dictionaries.

Mastering the synonymy of the native language helps students to master various linguistic phenomena, features of the ethno – mental heritage, spiritual culture of the people, their way of life, national and linguistic customs and traditions, which are manifested in the synonymous wealth of the language. All this determines one of the most important tasks of modern Ukrainian language classes – the maximum activation of students' cognitive activity, the development of the ability to think independently and communicate in the Ukrainian language. In this context, the

study of Ukrainian synonyms, which ensures their correct understanding, the accuracy of the reproduction of their semantics, stable memorization and appropriate use in a speech act, is difficult to overestimate for students.

Lexicology curricula for higher education students include a list of lexical concepts and skills that future specialists must master when studying sections of the discipline. After completing the course, students should be able to: work with the lexical meaning of a word according to the dictionary, context, based on word – formation analysis; find words with derived semantics; identify polysemantic words; identify synonyms, select synonyms for a given word, compile a synonymic series of semantic and stylistic synonyms; identify general language and contextual synonyms; identify homonyms, distinguish them in speech and in the text; identify antonyms, select antonyms for a specific word; find means of expression, artistic means, tropes; find phraseological units, explain their meaning, use them in speech; be able to use dictionaries. To achieve certain skills, we propose to use the following linguodidactic methods that are based on a system of sequential actions of the teacher, organize and motivate the cognitive and practical activity of students to master a certain range of knowledge, such as: the method of communicating knowledge, focused on the receptive activity of students; the method of generalizations after observations of students on certain topics; the method of consolidating new knowledge, implemented through repetition of new material in different versions with the performance of a number of practical actions – exercises, creative statements, descriptions; the comparative method, which activates the learning process and contributes to better assimilation of the material. In the system of teaching the Ukrainian language to future specialists, the issue of synonymy is still considered fragmentarily within the framework of lexicology. Often, information about synonyms in manuals is duplicated, and the proposed exercises are so monotonous that they are unlikely to be able to expand and consolidate the knowledge already obtained. Practically no attention is paid to the issue of the peculiarities of translating synonyms, searching for native Ukrainian equivalents for words of foreign origin. The complexity of studying synonyms obliges the teacher to constantly search for effective

methodological techniques for the best assimilation of words close in meaning. The most effective are such techniques as: replacing a synonym with a word or phrase; comparing a synonym with a phrase; editing the text; composing a story with supporting words; working with dictionaries; independent work; selecting synonyms; individual work with cards; visual clarity. Vocabulary plays an important role in communication development classes. During preparation for writing reports and statements, future specialists should work on the appropriate selection and use of language tools in accordance with the communicative purpose and style of speech. Lexical exercises are exercises aimed at understanding the essence of lexical concepts and at developing lexical skills, such as: 1) finding the analyzed phenomenon among words according to a model. To perform such an exercise, students must know the essential features of each lexical phenomenon; 2) selecting examples that illustrate the studied phenomenon (from memory or from any printed sources); 3) grouping the studied lexical phenomena (including compiling tables aimed at grouping such phenomena); 4) finding and correcting lexical errors; 5) lexical analysis. Lexical analysis as an exercise consists in characterizing a word from the point of view of the features of the analyzed lexical concepts. Such an exercise can be performed only with the help of dictionaries.

Thus, the study of lexical synonyms in a higher education institution for students plays a significant role, has its own characteristics, therefore it involves a certain specific set of different types of lexical exercises. Mastering the lexical norm for future agricultural specialists involves the use of words in the language in the meanings that they have in the language system, knowledge and distinction of semantic shades of synonyms, and observance of lexical and semantic compatibility.

#### **Development of vocabulary as one of the means of language acquisition.**

The current state of pedagogical and linguistic science, which is focused on studying the importance of synonymy for the formation and development of the vocabulary of future specialists, requires not only the adoption of already defined methodological approaches for the development of a rich vocabulary resource, but also the search for new methods and technologies. This will allow effectively improving language and

speech skills, as well as Ukrainian – language communicative competence of higher education applicants.

One of the main methodological principles in the process of analyzing and enriching the vocabulary is the distinction between language and speech. This is reflected in the division of lexical – synonymous units into general – language and contextual. General – language synonyms are used in speech, while contextual synonyms are situationally close in speech. Modern linguistics recognizes lexical synonymy as a phenomenon of the linguistic and speech levels, clearly distinguishing between the constant (general) and contextual (speech) convergence of word meanings. The study of general synonymy is an important stage in the formation of the professional vocabulary of future specialists in higher educational institutions, and many studies have been devoted to this issue, in particular the works of such scientists as M. Vashulenko, V. Glushchenko, I. Klymenko, N. Kostrytsa and others.

It is generally accepted that to enrich the vocabulary of higher education students, exercises should be used that help interpret and clarify the meanings of well – known words, terms, borrowed units and fixed expressions. In addition, the methodology includes various techniques, such as logical definition of an object through its specific or generic name, selection of synonyms and antonyms, generalization of words into one lexical – semantic group, and others. However, today it is important to resort to exercises that contribute to the development of associative and creative thinking, expansion of the worldview and linguistic picture of the world. For this, the study and analysis of contextual synonymy is useful.

The complexity of the lexical semantics of contextual synonyms is manifested in their stylistic characteristics, expressiveness and features of use in author's texts. Therefore, contextually close words provide rich material for communication. In modern linguistics, a cognitive approach to contextual synonymy is actively studied, where the contextual similarity of meanings is considered as a subjectively perceived proximity that depends on the native speaker's attitude to reality. Contextual synonyms are formed on the basis of the linguistic competence of the speaker, which

takes into account not only the normative meanings, but also the communicative potential of words.

In language classes, it is useful to use exercises that help find contextual synonyms in texts, grouping them by thematic features. Such exercises allow students to better comprehend the meanings of words and understand the nature of lexical compatibility. In addition, today it is possible to use digital technologies, electronic resources and online materials to improve vocabulary through the analysis and use of modern media platforms.

Thus, contextual synonymy that arises in texts is a separate linguistic phenomenon that can be effectively used to develop the general linguistic vocabulary of higher education students. These synonyms help students better express their thoughts and achieve communicative goals, diversifying the text and adding new connotative meanings to it.

**Development of media literacy as a component of teaching business Ukrainian.** Media literacy in the modern world has become an important skill that cannot be imagined without self – education, since the media are increasingly becoming accessible means of storing and transmitting information for both individual and mass audiences. Now, media representatives include not only experienced journalists of popular radio and TV channels, but also active users of Internet resources and social networks who share their thoughts, everyday life, become mentors on various issues and influence the thoughts and preferences of others. Thus, modern society is an information community in which people constantly exchange information in virtual space. Today, the term “media society” is often used to describe such a society.

The concept of media literacy is closely related to the media society and media communication. In scientific circles, media literacy is considered the ability to critically interpret information, check sources and find the necessary content. The development of media literacy assumes that a person, receiving any information, will comprehend what he sees and hears, analyze, check, evaluate and draw his own well – founded conclusions. It is also important that when detecting manipulations or lies,

a person will be more careful and help others form the right opinion. Being media literate means being able to “filter” information.

The virtual world offers many opportunities: it is not only access to any information, communication with people from different parts of the world, but also the opportunity to share your own thoughts. However, in addition to the advantages, this space has disadvantages. First, a person receives huge streams of news in a short time, which makes it difficult to comprehend and process them. Media literacy allows you to focus on reliable information and not believe everything that the media publishes. Secondly, society is easily influenced by the crowd, which makes it vulnerable to manipulation. Communities that do not have their own opinion and are unable to think critically are convenient for dishonest forces.

The formation of media literacy begins in childhood and continues throughout life through various stages of education, based on the principles of integration of media education and media culture, dialogue, intertextuality, development of critical thinking and creative potential. An important means of forming media literacy is the media text, which is a product of foreign language media culture and has a multidimensional, dynamic and socio – regulatory nature.

The process of developing media literacy is carried out on the basis of a contextual – interpretative model, which includes interaction with media texts based on the formation of personal meanings that arise as a result of interpretation and analysis of the context. This ensures the development of all components of media literacy, such as motivational, cognitive, behavioral and value – semantic.

Therefore, media literacy is a necessary skill for the modern information society, as information has become the main value in the world. Users of the media space create a huge amount of data that is difficult to critically interpret, which leads to the perception of false news and manipulation. Media literacy allows you to distinguish truth from lies, which makes it necessary for every person.

**Studying the features of academic writing.** Obtaining higher education today is not only the acquisition of knowledge in the chosen specialty, but also mandatory participation in productive scientific activity. A modern student must, from the very



beginning of his studies, master the skills of working with scientific texts, the ability to correctly design their structural elements, effectively use the language tools of the scientific style, as well as the ability to concisely and meaningfully present scientific results. Usually, academic writing is paid attention to in classes on business Ukrainian or professional language. However, the number of hours allocated for this is often insufficient for the student to learn to work with scientific and educational literature, systematize the material, annotate, summarize, and also critically reflect on and propose his own scientific ideas. Therefore, the problem of developing academic writing skills requires more attention.

Students often encounter difficulties when completing their first written assignments, which emphasizes the need for detailed study of academic writing. Writing skills acquired in high school are significantly different from those that need to be developed at university, since academic writing is associated with scientific traditions, forms of thinking, methods of research and communication in the scientific environment. Initially, the student must identify key aspects of academic writing, understand the role of purpose in the text, work out the concept of “persuasive writing”, study strategies for writing and organizing the text and choose the optimal strategy for presenting their own work.

Academic writing involves the use of formal vocabulary, complex grammar, as well as citing the works of other authors to confirm their thoughts and views. To create logical connections in scientific work, it is important to clearly define the purpose, plan the text, adhere to the structure used in scientific works. The purpose helps the author to choose the necessary lexical and grammatical means, as well as the logical organization of the material. The key point is that writing a scientific paper begins with understanding the question that contains clear requirements.

Academic writing is an important factor that determines the status of a student as a scientist. The ability to write academic papers has a significant impact on a student’s academic prospects. Higher education disciplines are defined by academic texts, and in order for a student to master the subject, he or she must understand how these texts are created and what linguistic devices the authors use. Many students

know this, but they believe that successful academic writing is a difficult task. Teachers can help students develop and improve these skills by encouraging them to practice, share academic papers, provide individual feedback, and direct them to relevant resources.

Academic writing encompasses various aspects of the learning process, such as reading, note – taking, research, planning, writing, citing, editing, and sharing ideas and putting them into practice.

Therefore, supporting students in improving their academic writing skills should be a permanent part of higher education. The most effective way to help students improve their skills is to encourage them to complete a variety of writing assignments throughout the learning process.

**Formation of students’ social communication skills.** Communication is a key element in shaping human life in the future. It can be said that life without the ability to communicate is meaningless, since it is through communication that we understand ourselves and others, our environment, our own behavior and actions, and are also able to describe our feelings and worldview. Scientists define communication as a means that allows us to remember the past, analyze the present and plan the future, regulate relationships with others, interpret the environment and interact with it. People are usually born with the ability to communicate, and later master the tools of communication. However, it is important how an individual learned to communicate and what methods he uses, since this determines the effectiveness of his communication. After all, there is a big difference between simple communication and effective.

The scientist R. Emanuel notes that “communication is a skill that is developed. Most people have the physical ability to master the necessary means of communication, but this does not guarantee that they will learn to communicate effectively” [10]. Communication has also been defined as “the process through which an individual assigns and conveys meanings in an attempt to understand his or her environment. This requires skills in processing intrapersonal and interpersonal

processes, listening, observing, speaking, questioning, analyzing, and evaluating” [11, p. 344].

In today’s technologically advanced society, communication is affected by brevity, as people strive for quick and short communications that do not require compliance with linguistic formalities or polite expressions that take more time. The time spent on social interaction has significantly decreased, leading to a gap between the speed of communication and the quality of interaction. This creates communication problems, which manifest themselves in the growth of social and intercultural conflicts and misunderstandings between individuals and communities. Effective communication usually requires more time and thought, as it requires a clear structure and linguistic and thought processes. Modern society requires more intensive communication with a quick response, and therefore technical achievements such as the Internet, social networks and mobile communications are created for instant exchange of messages. But due to such rapid exchange, people lose important skills, in particular the ability to cooperate and coexist harmoniously. As a result, “changes in social relations affect the psycho – emotional state of young people” [8].

A communication crisis is emerging in our society, when individuals and groups cannot communicate effectively to reach consensus and avoid misunderstandings that can lead to conflicts. In order for communication to be effective, it must be effective and efficient. Effective communication involves minimal expenditure of time, skills or effort, while effective communication involves achieving the intended goal. Effective communication saves resources, while effective communication implements the intended message. The problem is that effective communication is often replaced by fast communication: for example, a report that concisely and quickly presents the topic may not cover important details and the sequence of events, which leads to the loss of important information or its distortion due to the lack of evidence.

Therefore, effective communication requires effort, skills and a thoughtful structure, which requires time and concentration on such aspects as listening, speaking, correct pronunciation, building complex syntactic structures, repetition,

reflection and feedback. The demand for fast communication is due to time constraints and intolerance in modern culture, which promotes tools such as the Internet and social networks, but this negatively affects the quality and effectiveness of communication, which is an important aspect of socialization and personal development. The goal of society should not be to optimize communication, but to reduce the intensity of fleeting, ineffective communication. The media, educational and social institutions should popularize the importance of language and ways of communication, giving it the importance it deserves.

**Manipulation as a means of public communication.** Media discourse appears and occurs in various spheres of communication processes, is a thematically designed, socially and culturally significant result of linguistic and thinking activity, an integral feature of everyday life in modern society. The study of media discourse is of great importance, since through understanding its essence, one can realize the peculiarities of linguistic thinking of individual individuals and groups of people who are producers or recipients of a media product, as well as the means, methods and tactics of influence presented in it.

Such scholars as B. Nechyporenko, G. Podshivaylova, K. Taranenko, Yu. Shepel, O. Shportko, M. Yatsemirska and others have devoted their works to the study of media discourse. The works of linguists reveal the concepts of discourse and media discourse, clarify the linguistic and stylistic features of media text and media discourse, however, additional comments are required on the means of manipulative influence used by producers of such messages, since, advertising and political information is mostly delivered to the consumer “for free”, its production and delivery are paid for by customers interested in forming demand for certain goods and ideas. Since manipulation technologies are targeted and successfully influence the vast majority of information consumers, monopoly ownership of information generators in democratic societies is completely replaced by former undemocratic methods of governance.

The media still remain the main tool for officially informing the population, but communication channels and information transmission technologies are changing

due to the introduction of digital technologies, the reorientation of the defining trends in the development of human civilization, digitalization and digitization of all social spheres of human life, which is why the language of information presentation is also changing. There is more and more information, and accordingly, there are more people willing to provide it and get some benefit from it. The media are trying to transform language tools in such a way as to interest the recipient, so they are increasingly resorting to manipulative means, and the average reader, in turn, should learn to recognize such manipulative means, critically interpret information, and distinguish true information from distorted or false in a torrential stream of bright and eloquent headlines and messages. Due to information overload, a person may be vulnerable to the powerful flow of the information environment.

Media discourse is associated with manipulation, which is one of the key concepts of critical discourse analysis, which require further theoretical analysis. Manipulations are forms of abuse of social power, cognitive control of the mind and discursive interaction. Several aspects of the definition of manipulation are distinguished, namely: social, cognitive and discursive. In the social aspect, manipulation is defined as illegitimate domination, confirming social inequality. From a cognitive point of view, manipulation as mind control involves interference in the processes of understanding, the formation of biased mental models and social representations, such as knowledge and ideology. In the discursive aspect, manipulation generally includes conventional forms of ideological discourse, such as emphasizing someone's positive features while simultaneously underscoring the negative features of others. Manipulation is different from actual legitimate rational presentation, such as persuasion and information provision.

We define media manipulation as a sociolinguistic and linguotechnical process by which motivated actors use certain linguistic and technical means or technologies in the media space, trying to attract public attention and influence public discourse through deceptive, creative or false tactics. For example, certain pseudo – calls, memes, viral videos, fake documents or information leaks can be placed on media resources. Media manipulation is a broad term, as it can be used to define a number

of other terms, such as disinformation, information operations or influence operations.

A distinctive feature of media reality is that it is often impossible to verify the authenticity of its symbols and images. Various techniques of manipulating the audience's consciousness, for example, purposeful distortion of information, its biased presentation, figurative projection of media reality, which also led to the emergence of the term "media fake discourse", which can be represented as simple imitation or sophisticated falsification. Media reality for the average listener replaces social reality, and the created image of the event in his consciousness displaces the event itself. In order to adequately perceive information, one should learn to apply a functional – system methodological approach, as well as the method of analysis and synthesis, comparison, deduction, generalization of independent characteristics.

Thus, media discourse is presented in simulated language, not by usual language means, created purposefully and intentionally in various ways, among which is the use of synonymous lexical units with different shades of meaning, different connotative coloring. The use of different nominative means when designating the same concept also provokes different attitudes towards it, respectively, different reactions, actions and behavior of the recipients of the discourse.

**Conclusions.** Thus, in the conditions of modern socio-economic development of our country, the study of business Ukrainian language plays an important role in the formation of highly qualified specialists, professionally and culturally developed specialists. The introduction of educational and pedagogical technologies adapted to modern requirements in teaching the Ukrainian language in agricultural institutions of higher education brings significant advantages. This contributes to the automation and improvement of the educational process, modernization of the organization of lectures and practical classes, activation of students' activities, increased motivation to study the state language and the development of Ukrainian – language competence. The use of interactive, personality – oriented teaching methods when studying the Ukrainian language in a professional direction contributes to the development of

students' communication skills in professional and official – business spheres, and also stimulates their cognitive interest. Interactive teaching methods motivate students to actively participate in various communicative situations, both in everyday and professional life, which allows them to deepen their knowledge and skills through practical activities. Thus, students already during their studies at the university gain important experience for solving practical tasks, learn to work effectively in a team, exchange experience and coordinate their actions to achieve a common goal. High-quality training of a future non-philologist specialist involves, first of all, the formation of a linguistic personality, increasing not only the general level of culture, professional and intellectual abilities, but also linguistic culture, which is an important component of a specialist's professional competence in any field. This should be the main goal of teaching the Ukrainian language course (by professional direction) in domestic higher educational institutions.

**Prospects for further research.** Prospects for further research lie in the detailed study of information and communication technologies and the development of a system of electronic exercises, programs and applications for teaching business Ukrainian.

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**SCIENTIFIC EDITION**

**TRAINING OF SPECIALISTS IN LANGUAGE ACTIVITY AND  
PROFESSIONAL COMMUNICATION**

**COLLECTIVE MONOGRAPH**

*In English*

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