

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

## **Collective Monograph**



**Linguistic and Methodological Training of  
Students for Future Professional Activities**



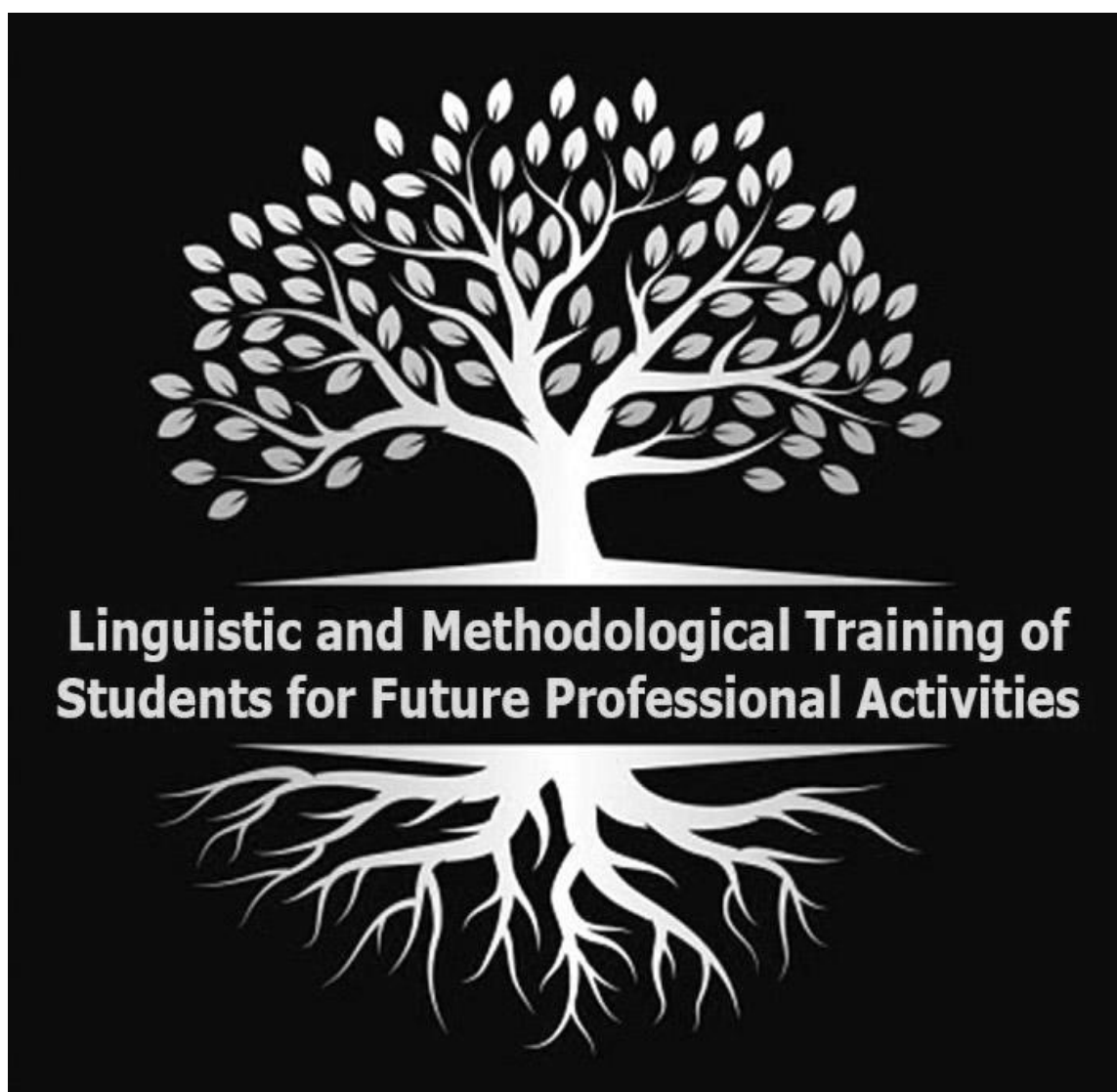
**Philology and Pedagogy**

**Dnipro, 2023**

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**Philology and Pedagogy**

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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 topic “Linguistic and professional training of specialists: linguistic, social and cognitive, communication and pedagogical aspects” (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

*Tendencies in the development of the world economy, the expansion of international, cultural and economic ties of Ukraine with other countries, its entry into the world community, the objective needs of business relations with foreign partners, which cause changes in all spheres of social life, in particular in the system of higher education, which constitutes the basis of the reproduction of the intellectual and spiritual potential of people, is a powerful means of solving the problems of the development of science and technology, culture and national revival, the establishment of statehood, the principles of democracy, and the professionalisation of the country's life.*

*In this context, higher educational institutions have an important task to provide highly professional training of specialists capable of making possible the breakthrough of the state and its taking a worthy place in the global social and economic space, the realm of multifaceted professional and cultural ties.*

*There is a need to modernise the professional training of future specialists through a deep mastery of their linguistic abilities, professional communication as an attribute of the intellectual development of a person with a higher education; establishing the relationship between general cultural, professional, foreign language education and future professional activity; expansion of the invariance and variability of the content, forms and methods of education. Such specialists should freely organise a professional communication with partners, using the possibilities of information and communication technologies to organize a fruitful exchange of information, be deeply aware of the role of the professional culture as a means of coordinating professional communication despite national restrictions, the use information and communication technologies as a means of coordinating professional activities, association of specialists, regardless of geographical location, time and state.*

*The materials presented in the monograph are aimed at scientific research, generalisation and development of recommendations on possible ways to solve the main problems of linguistics, methodology, information and communication technologies, and training of students for future professional activities.*

*Taking into consideration that not all aspects of the research topic have been systematically reflected in the collective monograph, and some ideas and conclusions may be the subject of scientific discussion, we hope that the theoretical generalisations, conclusions and recommendations developed in this research will be used by scientists, teachers, graduate students, post graduate and students of higher educational establishments and other people who express interest in this issue.*

*Authors of this monograph summarise and supplement the results of research of linguistic, social and cognitive, communication, pedagogical aspects of specialist training; determination of priority areas of language and professional training of specialists; development of methods of professional language training.*

*The monograph is devoted to fundamental directions of linguistic research, methods and technologies of teaching foreign languages, professional, interpersonal and intercultural communication, translation studies, copywriting, and media literacy.*

# Section 1

## “Fundamental directions of linguistic research”

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### SYNONYMY AS A LOGICAL PHILOSOPHICAL AND LINGUISTIC CATEGORY

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**Abstract.** *In scientific research, the phenomenon of synonymy is analyzed from the point of view of logic, philosophy and linguistics. The concept of synonymy in the context of various branches of linguistics is defined. A comparative-historical analysis of the concept of synonymy was carried out. Categorical signs of synonymy have been established. The criteria for establishing synonymous relations between words and concepts are described. The article uses general scientific methods of observation, analysis and synthesis; linguistic methods, among which the traditional descriptive method is used to interpret the essence of the phenomenon of lexical synonymy; a comparative method applied to the analysis of definitions of lexical synonymy. Modern definitions of the phenomenon of synonymy have been elaborated. It is noted that currently linguists have tested several approaches to the study of lexical synonyms in literary texts: linguosemantic, onomasiological, semasiological, linguopragmatic, cognitive and linguistic. It is noted that the study of lexical synonymy in a contextual aspect allows the scientist to gain access to the deep macrostructure of the text. Analysis of language on the subject of lexical synonymy in the plane of discourse and anthropocentrism can be successfully carried out taking into account the actual functional-semantic aspect of synonyms and the communicative features of those communicators who engage in communication itself. It is proved that synonymy is precisely that incredible and incomprehensible linguistic fact, which, on the one hand, is based, most importantly, on the awareness of the similarity/identity of objects, phenomena, concepts of the surrounding reality, and on the other hand, on the search for distinguishing linguistic signs for the nomination of such realities.*

**Key words:** *synonymy, lexical synonymy, usual synonym, contextual synonym, artistic discourse.*

**Introduction.** Synonymy is a special linguistic phenomenon that is constantly in the field of vision of linguists. The generally accepted study of synonymy at different linguistic levels testifies to its universality, and the unceasing interest in the comprehensive linguistic phenomenon points not only to the uniqueness and objectivity of the existence of the phenomenon, but also to the constant contradictions in seeing and understanding the essence of such a linguistic wonder.

**Relevance of research.** Synonymy is precisely that incredible and incomprehensible linguistic fact that, on the one hand, is based, most importantly, on the awareness of the similarity / identity of objects, phenomena, concepts of the surrounding reality, and, on the other hand, on the search for distinctive linguistic signs for the nomination of such realities. That is why in the theory of linguistic science there is still no unanimous view on the nature and motives of the appearance of synonymy, a single measure for establishing synonymous relations between linguistic units has not been crystallized, a unified view of the meaning and role of communicators as generators of new, sometimes situational, lexical-synonymous units has not been established. The relevance of the proposed work is determined by the objective need to comprehensively describe lexical synonyms that appear in language and speech.

**A research problem.** A fundamental elucidation of the logical and philosophical constants of synonymy will make it possible to establish the reasons for the appearance and purpose of synonyms, since synonymy is the philosophical side of language, without which neither the spirit of understanding it nor a thorough study can be achieved.

**The aim of the article** is the descriptive and comparative analysis of the lexical synonymy as a logical-philosophical and linguistic category.

**Objectives of the study.** The purpose of the scientific article involves the following tasks: to synthesize linguistic studies of lexical synonymy in domestic and foreign linguistics; justify the main categorical features of synonymy; determine the criteria for establishing synonymous relations between language units; describe the history of synonymy research, the semantic structure of the lexical meanings of synonyms.

**Methodology.** The article uses general scientific methods of observation, analysis and synthesis; linguistic methods, among which the traditional descriptive method is used to interpret the essence of the phenomenon of lexical synonymy; a comparative method applied to the analysis of definitions of lexical synonymy.

**Scientific novelty.** For the first time, the concept of such synonyms, which, functioning in language and speech, perform the role of lexemes, pragmas, and connotations, is substantiated; criteria for establishing synonymous relationships are

defined; a comprehensive descriptive analysis of lexical synonyms was carried out; the history of synonymy is analyzed.

*Analysis of publications.* Lexical synonymy and proper synonymous relations have been of interest to philosophers and linguists for a long time, starting from the earliest eras of language study. The origins of the study of synonymy can be found in ancient philosophy. Ancient thinkers and sages in their reflections on language, its forms and peculiarities of nomination paid attention to the presence of several words in speech to name the same concept. This peculiarity of the language found its justification through the use of the philosophical category “identity – difference”.

The principle of identity was first formulated by Aristotle, who noted that everything true must correspond in all respects to itself. Such a thesis is rather proclaimed in the form of the law of the negation of opposites, rather than the law of identity. Ontological substantiation of the principle of identity, according to which each subject is identical with itself, was proposed by H. Wolff: “The same true is the same true that is true. In other words, any  $A$  is  $A$ ” [1, p. 12]. The absolutization of the principle of identity is inherent in the theory of U. S. Jevons, who puts forward the idea that the object is identical with itself at any moment. H. Hegel initiated criticism of the principle of identity, considering the formula  $A = A$  to be empty and only a law of abstract thought. According to the scientist, “no consciousness thinks... It does not speak according to this law... Statements that follow such a normative law of truth (a planet is a planet, a spirit is a spirit) are rightly considered unreasonable” [2, p. 112]. The same line of criticism of the principle of identity as empty and devoid of meaning is presented by F. E. Beneke, I. Römke, and F. Mautner.

So, the philosophers who addressed the clarification of the concept of identity can be divided into two groups according to the principle of attitude towards them: those who had a positive attitude to identity as a philosophical dogma, and those who did not recognize it. Aristotle, H. Wolff, I. Kant, I. G. Fichte express a positive attitude to the principle of identity, considering identity to be an ontological constant. The second group includes A. Bergson, H. Hegel, B. Erdman, G. V. Leibniz, who understand identity rather as an epistemological principle, gradually establishing in philosophy and

logic, on the one hand, the limitations of the subject area of the principle of identity, and, from the second, the distinction between the subject and the subject content of acts of thought.

Thus, B. Erdman, starting from the principle of non-identity, notes that any object identical to itself differs from another. According to H. Siegart, the formula  $A = A$  fixes the constancy of the filling of ideas and concepts. V. Wundt holds this opinion, for whom the principle of identity as a fundamental law of knowledge establishes the stability of our logical thinking in all its transformations. H. Frege in his work "Sense and Significance" under the principle  $A = A$  understands the principle of identity / equality, where he sees the relationship between the signs of objects, and not the relationship between objects. The scientist assigns sense (meaning) and meaning to different spheres (*opinion – meaning – sentence*, and *meaning – signified object*), noting that it is necessary to draw a clear line between "expressed" and "signified". The explanation of such a principle through the analysis of the variability of phenomena, various processes of nature, society and thinking transfers the study of the category of identity from only the logical and philosophical plane to other fields of knowledge, in particular psychology, sociology, linguistics, etc.

The concept of identity has long been firmly established in the language. We compare it both with the facts of the surrounding reality and with linguistic phenomena. The same objects, signs, actions, circumstances are recognized as identical. The conclusion about their identity is a mandatory final category in the process of assessing the situation of reality, learning objective reality, orienting a person in it. Usually, linguistic units are identical, i.e. equal, the same, according to one differentiating feature: categorical affiliation, lexical meaning, composition of structural components, functional purpose. That is, identity, both as a philosophical and as a linguistic quantity, cannot be thought of and does not exist without difference, because "identity / difference" is a philosophical category, which is an ontological antonymy that produces the essence and nature of synonymy.

The first to pay attention to the identity / difference of the name was Socrates, because, analyzing the different names of such and such Gods, the thinker confirms the

possibility of using all the names of the same god, because in each of them there is a feature that is unique to the deity that a person saw. Plato expresses a special interest in the essence of the relationship “name – concept” in the dialogue “Cratylus”, in which Socrates emphasizes the differences between humans and animals. Such a difference, according to the philosopher, is that a person constantly compares objects and concepts of the surrounding world, compares them. “A person, as soon as he sees something, and one can also say “catches it with his eyes”, immediately begins to look closely and think about what he saw. That is why a person is rightly called a “man”, because he is first of all an eyewitness and an observer” [3, p. 32], that is, he learns the world around him, noticing the similarities and differences between the named objects. It turns out that Plato, with his ideas, reveals such features of human thinking as discreteness and discursiveness, that is, connecting the named objects with each other by means of judgment, identifying their common and distinctive properties. The discreteness of identical linguistic units presupposes their difference among themselves. The difference can be considered as the initial phase of discreteness and as a condition for the implementation of the discursive process of knowing the phenomena of extra-linguistic reality.

In order to name a phenomenon, object, or concept, it is necessary to determine the features or properties that distinguish such an object from a number of other similar objects. Hegel emphasized the difference that is established within the limits of identity, in which these differences are already concentrated. “Since the mind begins to consider identity, it actually goes beyond its own limits and has before it not identity, but difference in the form of difference” [2, p. 273]. O. O. Potebnya (as well as Plato and Humboldt) notes that knowledge of the world occurs with the help of comparison, which, according to Hegel, “makes sense only under the assumption of a possible difference and, conversely, difference has meaning only under the assumption of an existing similarities Therefore, we demand identity in difference and difference in identity” [2, p. 273]. Denying the principle of identity, H.V. Leibniz insists that considering two objects to be identical means calling one object by two names. The identity/difference postulate formulated by F. de Saussure declares: there is nothing in

language except identity and difference. The main element of language – a sign – is constructed only through differences from other signs.

The existence of synonymy is based on such categories of philosophy and logic as identity and difference. Identity is a relationship between objects (real or abstract), which allows us to talk about them as indistinguishable from each other, in some set of characteristics (for example, properties). Difference is a comparative characteristic of objects that indicates the inconsistency of their features and properties. The difference is fixed where it is established that certain features characteristic of some object are absent in another, which is compared with the first. Identity exists within difference, difference within identity.

Therefore, the common is the basis for the difference; differences that are significant in naming the subject are already concentrated in the most common one. The combination of identity and difference explains the dynamic development of language and its systematization, which is manifested in such categories as polysemy, synonymy, antonymy, which are mutually related. The philosophical basis of synonymy is the categories of identity and similarity of concepts, and the logical basis is the relationship of equality and coincidence.

The phenomenon of synonymy is a separate implementation of the problem of meaning and concepts in general, one of the central questions of which is whether logical concepts are identified / converged in the mind or generalizations presented in the lexical meaning of words. Undoubtedly, synonymy is related to the logical category of identity, similarity, relatedness of concepts. Synonymous relationships appear when they occur within the limits of one logical concept. In current logic and linguistics, a concept is defined as an opinion that reflects objects and phenomena in a generalized form by fixing their properties, signs and relations. Properties, signs and relations appear in the concept as common and specific signs correlated with classes of objects and phenomena. Conceptual thinking is carried out through specific mental operations: analysis and synthesis, identification and differentiation, abstraction and generalization.

Thus, philosophers and linguists come closer to the observation that the semantic field of identity is adjacent to the concepts of similarity, similarity, proximity, which became decisive for the progress of the theory of synonymy in the future. E. Meyerson, describing the constant connection of identity with the laws of nature, revealed the special importance of the mind's ability to identify in the process of thought-speech activity. Indeed, it is human nature to compare. Comparison as a process involves recognizing or assimilating objects. The conclusion about identity is the result of the identification operation, which in the mind of the speaker is connected with the convergence of the essential features of the compared objects up to a complete coincidence. A complete coincidence is perceived as identity, not a complete one – as similarity, closeness. In the relation of identity there are concepts whose volumes completely coincide. According to A. E. Konverskyi, identical concepts are “different symbolic expressions that have different meanings, but the same denotation. For example, “a square” and “a rhombus with all right angles”, “the capital of Ukraine” and “the city where Taras Shevchenko University is located”, etc. Related phenomena need to be distinguished. The search for such a distinction and clarification of the identity/proximity of the concepts, meanings, and goals of a linguistic unit has been shaped in the future into the theory of lexical synonymy, since the problem of synonymy in the theoretical aspect is a ratio of philosophical and linguistic interpretations.

In modern linguistics, two essentially opposite interpretations of synonymy coexist. On the one hand, synonyms mean words with identical meanings, and, on the other hand, words with close meanings. Some scientists try to combine these two approaches: words that are identical and close in meaning are classified as two different types of synonyms. Thus, O. I. Uyemov in the article “Problem of synonyms and contemporary logic” notes that two objects are identical if their essences are identical: at the same time, they require not a complete coincidence of all the components of their essences, but a coincidence of only the essential features of their essences. For E. Husserl, where there is similarity, there is also identity in the true meaning of the

word, because a set is defined as a community of similar entities that are elements of one set. That is, identity and similarity are equivalent concepts.

In modern logic and philosophy, the distinction between the concepts of identity and closeness is not made clearly enough, which causes ambiguity in the vision of the nature of synonymy. Identity and proximity are combined and the problem of synonymy narrows down to the question of identity / proximity of concepts or generalizations. Complete identity and incomplete identity (closeness) provoked the understanding of synonymy in linguistics as absolute and non-absolute, respectively (Y. D. Apresyan, O. D. Grigorieva, L. A. Novikov, etc.). According to scientists, zero opposition, equivalent (complete coincidence) distribution and corresponding equivalent concepts are inherent in absolute synonymous relations. The units involved in such relations have completely equivalent values.

In modern linguistics, it has already become an axiom that absolute synonymy does not exist (L. O. Cherneyko, O. Ye. Khomenko), just as there is no total identity of concepts. In most studies, the emphasis is not on the common features of synonyms, which are definitely perceived, but on the differences between them. Because of this, words whose concepts completely coincide are increasingly considered as lexical doublets, “absolute synonyms”, “irrelative synonyms”, “lexical doublets”, “lexical equivalents”, “lexical parallelisms”, and words that differ at least what shades. Such words, like synonyms, mean the name of the same concept, but, “unlike synonyms, they do not differ from each other either in the main meaning, or shades of meaning, or emotional and expressive coloring, for example: *car* – *automobile* etc. Therefore, the named words should not be confused with synonyms, and therefore the terms “absolute synonyms” and “irrelative synonyms” for naming them cannot be considered successful.

From a philosophical point of view, no two situations are the same, so each of us uses a word according to certain conditions of communication. S. Ullman notes that absolute synonymy contradicts our attitude to language, because few words that are completely synonymous in meaning are interchangeable in any context without the slightest change in nominative meaning, emotional color. Some scientists, when

studying synonymous relations, try to avoid the term identity at all, because they believe that each, different from another, linguistic form has a specific, different from others meaning and therefore tend to talk about similarity, closeness.

So, the problem of the logical-philosophical basis of synonymy has emerged with particular acuteness. The primacy of the basic concepts of synonymy (identity or closeness) is solved in different ways in the scientific literature.

In our research, we will take as a basis the view of the logical and philosophical basis of synonymy common in modern linguistics: synonyms can be close concepts (related) and part of the same (almost identical). The similarity / identity of concepts appears as a result of the mental operation of comparing logical categories, by searching for the difference / differences in their essence. Taking this definition as a basis, we can talk about the different degree of identity of words united by a common logical concept into one semantic subsystem and distinguished by individual nuances.

The identity of *alphabet* – *ABC*, in our opinion, does not form a synonymous pair, because from a logical and philosophical point of view, they fix an equivalent match and are therefore lexical doublets. And the rapprochement *amateur* – *dabbler* is a synonymous pair, because the word *amateur* denotes a broader concept relative to *amateur*, because in addition to the meaning “one who is engaged in his favorite business not as a professional”, can also be used in the sense of “who has a great passion for something”, respectively, will fill a larger number of contexts, for example: *amateur florist* and *dabbler florist*, but a lover of the native word and never an amateur of the native word. Therefore, similar concepts can be synonyms when one of the members of the synonymous pair is not only identical in the basic meaning of the concept, but also has at least one distinguishing feature that determines the peculiarities of their functioning. This view spread in linguistics thanks to the works of Y. Apresyan, I. Bilodid, E. Regushevskiy, D. Shmelev, and others. It allows you to count as synonyms both almost identical lexemes and those that converge only by one shade, and therefore behave differently in different contexts.

### **Criteria for defining lexical–synonymous units**

The active search for the basis for establishing synonymous relations between lexical units has established a widespread view in logic, according to which words that denote the same concept, but express its different shades, should be considered synonyms. A. Bragina and R. Budagov adhere to this opinion, considering that the appearance of synonyms is connected with the striving of language towards an ever more precise common and individual correspondence between the world of words and the world of concepts. However, most linguists are skeptical of the formed logical-philosophical understanding of synonymy based on the commonality of the concept expressed by synonyms, noting its inexhaustibility. Thus, L. Krysin believes that “the logical approach does not solve the problem of identifying synonyms, but only translates it into another” [4, p. 58]. Because of this, in the modern textbook on logic by V. Kyrylov, A. Starchenko, a definition of synonyms, traditional for linguistics, appears: “Synonyms are words that are close or identical in meaning, express the same concept, but differ in shades of meaning stylistic coloring, for example: *contract* – *agreement*” [5]. The logical connection of a word and a concept is essential for the definition of synonyms, but it cannot be considered as the only correct one when identifying synonymous relations, and it does not exhaust the linguistic problem of synonymy as a whole.

Trying to free themselves from a purely logical approach to the phenomenon of synonymy and give it a full linguistic interpretation, researchers transferred the principle of identity / closeness of concepts to the plane of language, which was embodied in the understanding of synonymy as the ability of different words to denote identical / close concepts. It is the linguistic direction related to the definition of the criteria of synonymy that turned out to be the most fruitful: to date, a sufficiently rich material has accumulated, which makes it possible to generalize the criteria of synonymy.

When considering synonymous relations, it is customary to take into account various criteria for their establishment. The definition of synonymy of words in linguistics is approached from many points of view. Thus, V. Vilyuman lists at least ten signs that can be

used as a basis for defining synonyms [6, p. 19]. However, it is indicative that all the criteria of synonymy can be reduced to three main ones: closeness/identity of the objects denoted by the word, closeness/identity of the concepts denoted, closeness/identity of the structural meaning of the word. Accordingly, in modern lexicology, the discussion in the theory of synonymy takes place within three approaches: denotative (V. Vilyuman, V. Levytskyi, Reformatskyi, Zh. Sokolovska), significant (V. Grechko, A. Yevgenyeva, S. Melnychuk, L. Novikov, S. Ulman, D. Shmelov).

However, none of these approaches can be used as the only correct one, because denotative commonality is not yet a criterion for the synonymy of statements... Linguistic units with a common denotation and different semantic content are not true synonyms. D. Shmelov holds the same opinion. Only the structural approach cannot be taken into account, because “words that are interchangeable in certain contexts that are in clear correspondence are not free” (B. Hornung). All this forced many researchers to take into account all three factors – meaning, subject and compatibility – when defining synonyms.

The definition of synonyms as words close in meaning does not fully ensure the formal establishment of the fact of synonymy / non-synonymy of words, which is a serious problem of the theory of lexical synonymy. The search for a basis for establishing the fact of synonymy of words led to the formation of a number of essentially additional criteria, with the help of which integrated modeling of synonymous subsystems is possible. Among the linguistic criteria of synonymy proposed by the researchers, we will single out those that do not contradict philosophical, psychological and logical aspects:

a) the presence of conceptual commonality of lexical units (Y. Apresyan, V. Grechko, A. Yevgenyeva, M. Zhovtobryukh, L. Lysychenko, L. Shcherba) is manifested in the fact that synonyms express one concept. Such a criterion is indisputable and mandatory, it is singled out in one way or another by all researchers. A concept is a category of thinking, usually defined as one of the main forms of representation of the world associated with the use of language. The concept is the result of the generalization of the known realities and the mental selection of the

corresponding class according to a certain set of characteristics common or different for all objects or phenomena. Accordingly, the structure of the concept includes generic and species characteristics of objects and phenomena. The concept is objectified into a sign, that is, it is a certain form of reflection of reality at the level of knowing it through language. Nominative units become symbolic forms of concepts. Concepts in linguistics are not associated with any one symbolic form, which causes the appearance of synonyms, for example: *Motherland – Fatherland*;

b) subject commonality of lexical units – a criterion additional to the conceptual one, because exclusively subject commonality cannot be considered the basis of synonymy due to the fact that such a requirement can unite not only synonymous lexemes, but also words that are in generic relations, – hyperonyms and in species – hyponyms, for example, the hyperonym flowers unites the hyponyms *chamomile, rose, iris, narcissus*, which are not synonyms. Therefore, many linguists are inclined to combine the first two criteria and define exactly the subject – concept community as a mandatory basis for the synonymization of lexical units. Subject commonality of lexical units means that synonyms are related to one subject, i.e. have a common denotative meaning, a common seme – archiseme. The coincidence of the denotative correlation of words is definitely a condition for their synonymization and is reflected in the semantic structure of the word, but does not fully determine its meaning;

c) closeness or identity of values. The most important criterion for determining synonymy (semantic equivalence) between lexical units, the selection of which has become traditional in the theory of synonymy, but at that time also the most controversial, because, according to N. Shishova, “if today there is no unanimous view on the lexical meaning of a word , then it is hardly possible to give an unequivocal definition of the proximity of meaning” [7, p. 28]. The approach to the criterion of proximity of meanings in our study is based on the understanding of the lexical meaning as a complex multi-component semantic structure of a word, which is revealed by means of component analysis and represents a hierarchically ordered configuration of sems that correlate with aspects of its denotative, significant, connotative and pragmatic meanings.

All scientists who study the phenomenon of lexical synonymy refer to the definition of the proximity of meanings. First of all, you need to realize that you cannot talk about the proximity of the entire lexical meaning in general, because, as R. Ginsburg rightly points out, “only the denotative component of the meaning can be described as identical or close, because synonyms are similar in their denotative meaning, but the stylistic the meaning component is always different” [8, p. 25].

Secondly, in order to solve the question about the criteria of synonymy, it is necessary to give an unequivocal answer to the question about the linguistic essence of those differences that are permissible within the limits of synonymy and can be observed between synonymous words, since the fact of the existence of certain differences is recognized and promoted by all researchers.

Yu. D. Apresyan reduces all the differences between synonyms to four types:

1) purely semantic differences; 2) evaluation differences; 3) differences in semantic associations; 4) differences in logical accents.

Attempts at a detailed description of the nuances of meaning that distinguish synonyms can be found in Zh. Sokolovska’s scientific research “Problems of Lexical Synonymy in Modern Linguistics” (1970). According to the researcher, such nuances can relate to: gradation (*fear – horror*), greater or lesser breadth of meaning (*use – benefit*), the degree of abstractness and concreteness (*hide – cover*), the difference between the term and the everyday meaning of the word (*car – automobile*), adding to the main value an exceptional feature (*to open – to unlock*). It is precisely the presence of differences (shades) in the meanings of synonymous tokens that justify the existence of synonymy in language and speech;

d) semantic and syntactic compatibility, that is, lexical and syntactic distribution is the criterion that complements and is subordinate to the semantic one. The criterion of closeness of values makes it possible to distinguish a synonymous series at the level of paradigmatics, and the requirement of lexical and syntactic compatibility – at the level of syntagmatics. The meaning of synonyms as linguistic units includes the potential possibility of their combinability in syntagmatics. At the same time, meaning and semantic connectivity are ontologically heterogeneous. If the nominative function

of the sign is reflected in the meaning of the lexical-synonymous unit, then the semantic conjunctiveness is a reflection of its syntagmatic function and is secondary to the meaning. V. Hak, R. Ginzburg, M. Kochergan, and E. Kuznetsova insist on the obligatory clarification of the semantic criterion of conjunctivity. Indeed, seminal analysis is usually carried out by comparing lexical meanings in a paradigmatic way. Linguistics even established the opinion that identical / different components of the meanings of lexical units can be distinguished only by comparing them with other units found in the same semantic field. However, according to Yu. A. Naida, if we proceed from the position that the syntagmatics of a word is a manifestation of its semantics, then the best way to objectify the seminal analysis of a word is to study its conjugation. R. Ginzburg rightly believes that connectivity is the only means of component analysis, since only it can reveal the hidden senses. The importance of such a criterion cannot be overestimated when establishing synonymous relationships between lexical units not only of the language level, but, first of all, of the speech level;

e) interchangeability of lexical units (L. Novikov). V. Vilyuman, L. Bulakhovsky, L. Novikov, S. Ulman, and M. Shansky put forward the principle of interchangeability of synonyms in any context as the main criterion of synonymy. Thus, according to A. Gvozdev, there are no synonyms where their replacement is impossible, but there are only words that denote different concepts, although sometimes they are close to each other. Whereas, according to Yu. Apresyan, no pair of lexical-synonymous units will be able to satisfy such a strict claim, since “there are almost no synonyms that do not differ from each other either semantically or emotionally-stylistically” [9, p. 301], therefore the scientist insists on a weak distributive criterion of synonymy, i.e. the requirement of partial interchangeability. We share the opinion of those linguists (A. Yevgenieva, N. Pashkovskaya, D. Shmelov) who make it impossible to apply such a criterion to words close in meaning, because interchangeability contradicts the main functions of synonyms (ideographic and stylistic); this criterion can be used only for lexical doublets.

Grammatical features of lexical-synonymous units also include their common part-language belonging. We are inclined to the views of those scientists who allow the

semantic proximity of words that have different morphological expression, i.e. inter-linguistic synonymy. We consider cross-linguistic synonymy permissible due to the fact that the proximity / identity of the meanings of words as the main criterion of synonymy is found primarily in lexical semantics, and not in the grammatical meaning, therefore words of different grammatical classes can converge in meaning, for example, synonyms of *own* (pronoun) – *own* (adjective).

We consider the selection of the criterion of stylistic uniformity of lexical synonyms to be illegitimate, since the common stylistic component unites a separate type of lexical-synonymous units – stylistic synonyms (*request – statement – report*), therefore it cannot act as a differentiating feature for language synonyms; with a certain stylistic goal in speech, the meanings of words with different stylistic colors can converge, which is a kind of source of expression, an artistic technique (*walk – wander – climb*).

The functioning in the language of semantically close words, which differ in the degree of expression of a particular shade of meaning, received the name of ideographic synonyms, for example: *want – desire – crave – long for – prefer*.

Therefore, the existence of words close in meaning is a lexical-semantic phenomenon based on the speaker's awareness of common features of the facts of the surrounding reality. Having analyzed the criteria for the selection of synonyms available in linguistic science, we note that only the criterion of conceptual commonality along with close semantics does not cause contradictions. Convergence of the meanings of words can be found only in relative concepts that are in mutual dependence and can characterize the phenomenon of the same plan. The similarity of linguistic units implies the presence in each of them of a common semantic base and, at the same time, at least one differential shade of meaning. The other specified criteria are not universal for determining the synonymy (semantic equivalence) of words, although they make it possible to identify the paradigmatic and syntagmatic relations of synonyms among themselves and with other words in the lexical-semantic system of the language.

### **The history of synonymy research.**

The lexical system of the language is an exceptionally complex relationship of lexical groups based on opposition and semantic proximity. Precisely semantic equivalence largely determines the organization of the lexical system. The outstanding linguist L. Shcherba noted that “language is a rather complex system of synonymous means of expression, one way or another correlated with each other” [10, p. 19]. The existence of synonyms is associated with the ability of the language system to have several designations for one signified. All issues of system characteristics in one way or another intersect with problems of synonymy, which makes their study difficult. According to the right remark of M. Nikitin, “the problem of synonymy is one of the eternal problems of linguistic semantics, which has not yet received a generally accepted solution, despite constant efforts both in theory and in practical compilation of dictionaries of synonyms” [11, p. 28].

For the first time, the term “synonymy” (*synonemia*) appeared in antiquity during the time of M. Quintilian and translated from Greek meant “synonymy”, that is, the ability of different words to denote the same realities of the surrounding world. Europeans paid attention to the close meaning of words in the 16th century: words similar to each other were considered equivalent and interchangeable, calling them “word identity”. In English literature, as G. Noyes rightly points out, “the development of the science of synonyms begins directly under the influence of French linguistic science, with the appearance of J. Trasler’s research “The difference between words considered synonymous in the English language”, which became an almost verbatim translation of the famous French linguist Girard “The correctness of the French language or the difference in the meanings of words that can be synonyms” in 1718” [5]. In the German language, the term synonym was first used in Eberghardt’s collection “German synonymy or words related in meaning” in 1794. The first mention of synonyms in the Ukrainian language is found in P. Berinda’s study “Lexikon slavyanorossiskyi y ymen taklochanie”, which was published in 1627 in Kyiv. It is natural that since then, they believe, the scientific study of the close meaning of words, connected with the emergence and formation of the term system and terminopols of the theory of lexical synonymy, begins.

Scientists of the 17th–19th centuries, from the very beginning of the formation of synonymy, are trying to define such a linguistic phenomenon, clarify its logical and philosophical basis, seek to find special requirements to unite such units into a common group. This period is associated with the names of such linguists as I. Davydov, D. Kalaidovych, M. Lomonosov, I. Fonvizin, and others. In their research, scientists pay attention to the fact that the meaning of one word does not always exactly coincide with the meaning of another, in addition, synonyms are not able to replace each other in all speech situations, so they are not completely identical. M. Lomonosov emphasized that synonyms are similar words (not identical) that exist for a more precise expression of thought.

The main problem of synonymy, to which numerous researches are devoted, starting from the end of the 18th century, is the question of the possibility of having two or more words in the language to denote the same concept. Considering the stylistic, expressive, emotional varieties of synonyms, the authors (O. Halych, I. Davydov, N. Ibragimov, P. Kalaidovych, P. Kondyrev, S. Salar, etc.) claim that words identical in meaning (unambiguous) cannot be. Scientists characterize synonyms as words “similar in meaning”, “related in meaning”. “If synonyms are taken in the sense that they contain different concepts, but have some connection between them, then words of the same name exist in every language and can express the same concept in its various degrees and changes. Therefore, accomplice, co-participant and co-partner in this sense will be synonyms, because all these names belong to a person who is engaged in a business that someone else is also engaged in. However, if we accept the definition of synonyms as words that have one meaning and that have a similarity in naming so perfect that the meaning of synonyms in all interpretations can always and without change be the same; if it is possible to use them without any difference in all cases, if there is not the slightest need to choose one of the words, taking into account the power of expression, then there are no words of the same name in any language” [12, p. 8 – 9]. About the inadmissibility of words with the same meaning in the literary language, O. Halych noted: “Synonyms are words that are similar and different in meaning” [13, p. 9 – 10].

So, for linguists of the first half of the 19th century, the defining and mandatory fact in the definition of synonyms was the differences between them, which justified their presence in the language, because “if there were synonyms with an equivalent meaning, then the language would be difficult for perception and memory, because only the ear felt the difference in words of the same name, and the mind could not grasp either the power of expression, or the connection between meanings, or various manifestations of the same concept” [13, p. 9].

However, in the process of researching synonymy, not only contradictory explanations regarding its linguistic nature appear, but also the denial of such a phenomenon in general. Thus, G. Vinokur notes that “... the synonymy of the means of language, if dealing not with a linguistic abstraction, but with a living real language, with the language that actually exists in history, is simply a fiction. A synonym is a synonym as long as it is in the dictionary, but in the context of live speech there is no situation in which it would be the same to say: child or child, road or path” [14, p. 55]. L. Bloomfield also rejects the existence of synonymy, considering it “science fiction”. We find the same views and refutations of the phenomenon of close significance in the scientific investigations of other researchers (for example, V. Zvyagintseva).

The opposing attitude of scientists indicates only the rejection of the formulated definitions and outlined problems of synonymy, and not the expression of doubt regarding the objectivity of its existence. L. Bloomfield focuses on the fact that when studying the meaning of a word, one cannot ignore the variety of speech situations that “incite us to pronounce this or that speech form” [Bloomfield, p. 143 – 145]. “All members of a language group are trained from childhood to use a certain language form when the situation is familiar, known in advance, has typical characteristics, but even in cases like this, the use of the word is never exactly the same; most linguistic forms have even less defined meanings” [15, p. 143 – 145]. It is significant that from the first observations of synonyms, linguists distinguish between synonymy in language and speech. Almost all proponents of synonymy in language claim that synonyms are words of close, almost identical meaning, and it is precisely the differences between them that determine the peculiarities of their functioning in speech.

A more detailed study and confirmation of synonymy takes place through lexicographic description, starting with the works of M. Lomonosov from the middle of the 18th century until the appearance of the first serious glossaries of lexical-synonymous units (dictionaries of D. I. Fonvizin in 1783, P. O. Kalaidovich in 1818). The first dictionaries are not complicated by the author's theoretical concepts about the essence of synonymy, but are an attempt by the authors to collect and classify the units of such a linguistic phenomenon in accordance with the researchers' own views and intuition.

The most significant and interesting lexicographic development of the beginning of the 20th century can be considered the "Dictionary of Russian synonyms and expressions with similar meanings" by N. Abramov, which caused criticism and disapproval, because, as Yu. Apresyan pointed out, "it was not understood and not appreciated by contemporaries". For our research, such a dictionary is extremely interesting and important, because in it the author demonstrates a functional approach to synonymy. The synonyms given in the dictionary do not form synonymous rows, but synonymous nests that reflect the associative background of the era of the creation of the dictionary. The author intuitively organized into synonym nests what are called contextual synonyms, co-hyponyms, hyperonyms, hyponyms in modern linguistics.

A similar, but already extremely stately and deeply researched, view of synonymy can be seen in the popular science essay by V. Favorin "Synonyms in the Russian Language". In this development, synonymy is understood as a process, a dynamic phenomenon that reflects the thinking and cognitive activity of a person, and synonymous relationships are illustrated in the form of dynamic, constantly changing series, which, intersecting with each other, are formed into nests, and nests – into systems; synonyms are able to accumulate in our imagination in amplitudes according to the degree of expression of the semantic shade, thereby demonstrating a constant movement. Therefore, the works of V. Favorin and N. Abramov are far ahead of their era in the understanding of synonymy, because the ideas and thoughts highlighted in them are already developing in modern linguistics.

The twentieth century turned out to be the most valuable and fruitful for the theory of lexical synonymy. Scientists continue to develop the logical-philosophical idea of

difference with identity at the basis of synonymization of words, further forming and confirming the understanding of the phenomenon of synonymy as the first linguistic miracle with the involvement of exclusively linguistic methods. Thus, the well-known linguist O. Potebnia even at the beginning of the XXI century. in his study “Thought and Language” (1928), he noted that “the pairing of the words genus – tribe fully demonstrates the non-identity of identity in folklore. Such a pair, at first glance, is close to the tautological declension of synonyms, but, if you look more carefully, it reflects extremely important differences in the terminological order”.

At this time, synonymous resources of the language are actively and diligently researched and collected, a huge number of scientific surveys and dictionaries of synonyms appear. It was in the 20th century that interest in the study of synonyms grew, a large amount of scientific literature devoted to the study of synonymy as a linguistic phenomenon was published. An independent scientific discipline in linguistics – synonymy – is emerging. Scientists are trying to determine the place of synonymy in the language system (N. Abramov, Z. Aleksandrova, Y. Apresyan, S. Berezhan, V. Grechko, V. Zvyagintsev, O. Reformatskyi, D. Shmelov), strive to find criteria for distinguishing synonyms (N. Arutyunova, Sh. Bally, S. Berezhan, V. Vylyuman, T. Vinokur, V. Hak, O. Gvozdev, N. Shanskyi) develop classifications (L. Bulakhovskyi, R. Budagov, V. Vynogradov, V. Grechko, A. Yevgenyeva, V. Levitskyi, N. Shanskyi) and describe the functional purpose of lexical-synonymous units (O. Galkina-Fedoruk, V. Klyueva, M. Palevska), and also try to analyze synonyms in action, that is, under different conditions of communication (A. Bragina, V. Hak, O. Grigorieva, V. Kodukhov, V. Levitsky).

Linguists of the 20th century are trying to establish such a category as a special linguistic universal, examining it at all linguistic levels. Sound synonyms (R. Avanesov, V. Sidorov), grammatical (Sh. Bally, A. Yevgenyeva, O. Peshkovsky, L. Polyuga, N. Shvedova), phraseological synonyms are actively considered (V. Vinogradov, L. Shevchenko), syntactical (G. Zolotova, A. Lagutina, I. Kovtunova).

Lexical synonymy is analyzed on the material of different languages. Russian linguists such as Yu. Apresyan, A. Yevgenyeva, S. Berezhan, A. Bragina, L. Novikov,

M. Palevska, N. Shanskyi, A. Shapiro, D. Shmelov and others. Foreign scientists S. Balli, J. Eberhard, J. Lyons, R. Farel, Y. Filipets, and others devote their explorations to the problem of synonymy.

The 20th century records the extraordinary interest of domestic linguists in the lexical synonymy of the Ukrainian language. Ukrainian linguists study lexical synonymy from the point of view of general linguistics (L. Bulakhovskyi, M. Kochergan, S. Semchynskyi), lexicology (A. Bevzenko, V. Vashchenko, P. Derkach, M. Fashchenko, L. Shevchenko) and stylistics (O. Davydova, P. Derkach, O. Ponomariiv, V. Rusanivskyi).

It has become traditional for linguists to study lexical synonyms taking into account the grammatical class to which words with similar meanings belong. For linguists, the part-linguistic affiliation of synonyms becomes, at the same time, a special feature around which words with similar meanings can be grouped, and as a criterion that helps to prove the systematicity of lexical-synonymous units. Thus, noun synonymy is studied by A. Bevzenko, V. Vashchenko, N. Davydenko, I. Oschypko, O. Taranenko, verb synonymy by S. Andrienko, H. Kolesnyk, I. Oliynyk, I. Oschypko, L. Palamarchuk and others.

In terms of stylistics, the problem of lexical synonymy has been elaborated in detail by such linguists as L. Bulakhovskyi, A. Buryachok, V. Vashchenko, L. Palamarchuk, and L. Skrypnyk. From the point of view of stylistics, synonyms arise as a result of the selection of perfect forms of expression of thoughts and feelings. According to V. Vashchenko, “synonyms satisfy a person’s desire for accuracy and beauty of speech. It is in the synonyms that the most “intimate” features of the lexical system, its communicative and expressive possibilities are hidden. From these units, you can choose the most successful, accurate, apt or bright words for a specific speech act, depending on the circumstances that accompany communication or the expression of a person’s thoughts and feelings” [5].

In the last century, an active study of lexical synonymy of the Ukrainian language began in the direction of dictionary science. The lexicographical aspect of synonymy was thoroughly worked out in the scientific studies of V. Vashchenko “Dictionary of

synonyms of the Ukrainian language and some questions of the theory of synonymy” (1968) and S. Levchenko “To the question of the principles of compiling a dictionary of synonyms of the Ukrainian language” (1955). The authors refer not only to the elementary consideration of words with similar meanings, but first of all to a scrupulous description of the criteria for their establishment and, accordingly, the principles of arranging synonymous series and nests for further arranging the dictionary.

In general, among the valuable and solid dictionary works of the 20th century on lexical synonymy are P. Derkach’s “Short Dictionary of Synonyms of the Ukrainian Language” (1960), “Minimum Synonymous Dictionary” by V. Vashchenko (1972), “Selected from Ukrainian synonyms” and “Materials for a dictionary of synonyms” by A. Bagmut, “Practical dictionary of synonyms of the Ukrainian language” (1993) by S. Karavanskyi, “Russian-Ukrainian dictionary of synonyms” by N. Pylynskyi (1995) and “Dictionary of synonyms of the Ukrainian language” (1999) L. Polyugy, which was published in 1960 and has been reprinted and supplemented several times to this day. Synonymous equivalents of the most frequently used words are selected in the dictionary, accompanied by brief explanations and stylistic remarks.

Attempts to systematize and give order to words with close meanings in glossaries have provoked different, sometimes contradictory, views on the lexical-synonymous paradigm, i.e., a synonymic series and a synonymic nest as a way of arranging synonyms. A. Buryachok, L. Lysychenko, O. Nechitaylo, L. Skrypnyk, O. Taranenko devote their explorations to the problem of construction, and in general, the existence of a synonymous series in Ukrainian linguistics. A serious study in this aspect is the work of O. Taranenko “Some aspects of the theory of synonymy in the plan of creating a synonym dictionary” (1980). The difficulty remains again in the criteria for the selection of synonyms and, most importantly, in establishing the proximity of their meanings in order to arrange them in one or another synonymous series. To do this, linguists consider whether it is worth including in the synonymous series words that converge in meaning only under certain conditions or only with a certain stylistic purpose, but taking into account the postulates of the non-existence of the same two

words in the language to name one concept (logical difference with identity) and the identical use of one and the same word, are inclined to take into account all possible words with close meanings, otherwise no synonym series would have been formed, and therefore, a dictionary would not have been formed. Such considerations mark and produce a discursive approach to the study of lexical synonymy. The material for research is, most importantly, an artistic text, in which lexical synonymy is the sphere of infinite possibilities of linguistic creativity, and therefore constitutes a fruitful field of sound and high-quality lexical-synonymous means.

The study of the lexical-synonymous level of artistic works of different meters of Ukrainian literature begins at the dawn of the 20th century. There are studies by V. Ilyin based on the material of lexical synonymy by T. Shevchenko, I. Oschypko – on noun, adjective, and adverbial synonymy in the artistic works of I. Franko, I. Oliynyk – on verb and adjectival synonymy in the poetry of Lesya Ukrainka, L. Palamarchuk on the material of lexical synonymy of the artistic works of M. Kotsyubynskyi, L. Polyuga – on verbal synonymy in the works of Ivan Franko, H. Kolesnyk – on the lexical synonymy of the poetic language of M. Rylsky, which is one of the most thorough studies in this series of works, A. Bevzenko – on the synonymous richness of the language of Mykhailo Stelmakh (1968), M. Fashchenko – on synonymy in the works of Oleksandr Dovzhenko (1972), A. Porozhniuk – on the lexical synonymy of Oles Honchar's artistic works (1987), H. Horokh – on lexical synonymy of Ulas Samchuk's artistic works.

In the opinion of I. Hnatyuk, such works testify to the appropriate level of elaboration of theoretical issues of synonymy in Ukrainian linguistics, in particular, the understanding of the very essence of a synonym, synonymy, the theory of a synonymous series, gradation and stylistic distinction of lexical synonyms, contextuality and contextlessness of synonymy. Such studies also had great practical value, as they served as a reliable factual basis for the creation of large summarizing works, in particular the academic Dictionary of Synonyms of the Ukrainian Language (1990–2000). This elegant two-volume work is today the most complete collection of Ukrainian synonyms, which includes 9,200 synonymous rows. Such a collection of

linguistic units became not only a true luxury in the lexical-synonymous dictionary, which demonstrates a richly dressed paradigm of words with close meanings, but also a symbolic and temporal rubicon between the traditional and alternative theory of synonymy.

Indeed, due to the huge number of works devoted to the phenomenon of close meaning of words, by the end of the 20th century it seemed that everything had already been studied and analyzed both in the theory and in the practice of synonymy, so interest in the linguistic phenomenon gradually began to fade. This is also connected with the fact that some leading scientists (S. Ullman, G. Shperber) are beginning to be skeptical about the possibility and expediency of studying synonyms, because, on the one hand, the issue of developing a clearly defined method of synonyms remains open, and, on the other hand, the conviction of some linguists (O. Smyrnytskyi) in the inability of lexical-synonymous units to form a special separate lexical system within the general system of language vocabulary. Such an assumption became directly opposed to the ideas of structural linguistics of Ferdinand de Saussure, which became invaluable for the further progress of the theory of synonymy. Structural linguistics arose and developed in the first half of the 20th century. Having established the doctrine of language as a communicative semiotic system (Ferdinand de Saussure), which has its own structure, the then still young linguistic discipline developed its own method of component analysis, which became extremely productive and indispensable when considering lexical synonyms. However, structural and systemic linguistics sought to develop clear criteria during the definition of this or that linguistic phenomenon, which is practically impossible when identifying criteria for the proximity of meanings.

It is impossible to overestimate the significance of another field of linguistics for the theory of synonymy, the principles of which were formulated as early as 1860 by the American philosopher C. Peirce and which developed under the influence of the ideas of the founder of structural linguistics, F. de Saussure. Linguistic semiotics – the science of sign systems possessed by utterances and utterances – long ago developed successful criteria for an effective and fruitful study of lexical synonymy. To this day, all scientists who study any lexical-semantic phenomenon in language and speech turn to its branches – semantics, pragmatics and syntax.

The phenomenon of synonymy in semiotics is interpreted quite broadly: synonyms are two equivalent but not identical statements. Equivalence means anything related to one and the same denotation or concept, that is, to the part containing explanatory information. Therefore, a more detailed and scrupulous analysis of synonymy in the 20th century is usually carried out in terms of separate branches of linguistic semiotics, most importantly within the limits of only semantics (onomasiology and semasiology). Precisely semantics established a reliable foundation and a serious protection for current and future linguistic studies of the phenomenon of close meaning of words.

The novelty and peculiarity of modern approaches and views lies in the synthesizing, complex analysis of synonymy: in combining the achievements of traditional synonymy and semantics, philosophical views and modern linguistic knowledge.

One way or another, the 21st century was marked by a revival of interest in synonymy, and therefore to this day the problem of synonymy is debatable and topical, which is connected with the modern requirements and claims of linguistic science, because it has been proven that the presence of identity / difference in the meanings of words is usually not limited to the linguistic paradigm, objectively fixed in the thinking of the speakers. Synonyms often occur in speech, where words are used in figurative and other meanings, fall into contextual dependencies that, in connection with the situation or the intentions of the participants of communication, acquire common meanings.

According to V. Chernyak's right remark, "the organic inclusion of the problem of synonymy in various problems of linguistic knowledge is determined by the fact that in synonymy, the main functions of language – communicative, cognitive, and metalinguistic – are uniquely intertwined – the unique ability of language to be a means of analyzing itself" [16, p. 95].

That is precisely why modern linguistics openly demonstrates the transition to the cognitive-communicative-discursive paradigm of linguistic knowledge, which represents the integration of the two leading linguistic branches of our time – cognitive and communicative. In line with current linguistic knowledge, there is a need for a

new, cognitively and pragmatically oriented theory of synonymy. Today's linguistics, focusing on anthropocentrism as a priority direction for the study of linguistic units, expands the aspectology of synonyms. The new anthropocentric linguistic science has already defined new perspectives for the study of synonyms: now synonyms are considered as an actively used means of verbalizing concepts, as an important tool of communication and language reflection. An important place is the study of the role of synonyms in the organization of the text.

Today, there are already linguistic developments dedicated to the study of synonymy not as a systemic phenomenon that has a set of certain characteristics, but as an individual's ability to evaluate and experience similarity in the process of cognitive activity (V. Basok, N. Golikova, V. Zabolotkina, Yu. Knyazeva, S. Lebedeva, O. Pokrovskaya, A. Sudya, O. Taranenko, Yu. Chepel, V. Chernyak, etc.), through synonymy, speech-thinking mechanisms, as well as psychological features of the individual and linguistic and cultural factors are investigated.

The universality of the phenomenon of synonymy, which reflects the dialectical interaction of semantic similarity and difference, the communicative purpose of synonyms actively used by the speaker, has determined today the multifaceted approach to synonymous relationships.

Currently, lexical synonymy is studied from the point of view of onomasiology (V. Dits, N. Yefremova, L. Novikov), semasiology (Y. Apresyan, V. Levitskiy, O. Skshidlo), functional semantics (H. Horokh, V. Zabolotkina), linguistic pragmatics (V. Basok, N. Panasenko, A. Sudya), sociolinguistics (in the communicative direction, the works of L. Dzhalashova, T. Neverova, A. Khrustalova), cognitive linguistics (V. Grishkova, S. Lebedeva, N. Mechkovskaya, A. Shumylova), psycholinguistics (V. Grishkova, O. Zalevska, R. Frumkina), linguistic stylistics (V. Kyrylova, N. Nepliyvoda, N. Khomyak). The problems of lexical synonymy were analyzed in line with modern knowledge on the material of German (V. Basok, N. Panasenko), English (V. Pavlov) and Russian (V. Grishkova, S. Lebedeva, A. Shumylova) language.

Synonymy in the onomasiological aspect is understood from the point of view of commonality of nomination. Synonyms are defined as words that have a common denotative (objective) meaning. The onomasiological interpretation of synonyms consists in “establishing what is hidden behind the nuances of the meaning of lexical units – members of a synonymous series, more precisely, what part of the knowledge about objective reality obtained in the process of activity we fix in their names, which concept we call a certain synonym, the presence of which features in the object’s ontology is mandatory for it to be included in a certain synonymous series” [17]. There is an opinion that the onomasiological stage is a prerequisite for the next, semasiological, stage of analysis.

Synonymy in the semasiological aspect is the identity or closeness of the values of units of the same linguistic level. Synonymy arises due to the complete or partial coincidence of individual elements of the semantic structure of a linguistic sign, which semasiologists call linguistic variants, lexical-semantic variants, elementary meanings.

From the point of view of cognitive linguistics and psycholinguistics, scientists are trying to change the traditional vision of the nature of synonymy, to establish, in addition to logical and philosophical, the first anthropocentric prerequisites for the emergence and principles of the functioning of synonyms, to describe the meaning of such a phenomenon for a native speaker, they strive to get rid of the term “synonym” in line with the latest paradigms.

The study of synonyms from the point of view of cognitive linguistics is connected with scientists’ attention to the composition and structure of a linguistic sign. The appearance of a sign always reflects an individual’s desire to replace one entity with another, which allows for the analysis of mental processes in human consciousness. In the cognitive aspect, synonymy is defined as a special linguistic phenomenon that reproduces the dismemberment of the linguistic picture of the world. Such views on the close meaning of words are convincingly and thoroughly covered in the dissertation study of S. Lebedeva “The closeness of the meaning of words in individual consciousness” in 2002 and in the scientific research of A. A. Shumylova “Lexical synonymy: traditional and cognitive vision of the problem” in 2009.

S. Lebedev connects synonymy with the phenomenon of differentiated nomination, and considers the synonymous series as a means of linguistic objectification of the concept, which reflects its various sides. According to the linguist, “the closeness of the meanings of words can be determined by both linguistic and non-linguistic factors” [18], therefore he suggests considering the process of synonymization as approximation and introduces the term proxonym (from the English *approximate* – almost the same). The proposed term denotes specialized signs, i.e. generally accepted synonyms, quasi-synonyms, parasemantics, etc., as well as non-specialized signs that are not primarily aimed at expressing the proximity of values, but which acquire such a property due to functioning under certain conditions (in the context). The developed theory of the proximity of the meanings of words – proximate – is based on the criteria of comparison / experience during the establishment of lexical similarity by a person. According to proximate, similarity, closeness or commonality of meaning in linguistic activity is based on the analysis of the processes of experience, comparison and contrast.

In turn, psycholinguistics puts forward its own theory of synonymy. The psycholinguistic aspect of words that are close in meaning is elaborated in detail in A. Zalevska’s work “Introduction to Psycholinguistics” in 1999. The scientist notes that “from the point of view of psycholinguistics, a word is always associated with a certain fragment of the image of the world, the images of things in our consciousness are hidden behind the word. Denotations of words are elements not of the world of objective reality, but of the world of our internal, subjective ideas about it under the control of norms and values established in society” [19]. Therefore, in the scientist’s opinion, it is appropriate to consider the closeness of word meanings within the psycholinguistic approach as synonymy of meanings and to designate such lexical units with the term “similar”. “Similar arise in the language organization of an individual, where connections of converging values can be established between any units, the comparison of which is relevant in any situation “for me, here and now” [19].

Therefore, the study of lexical synonymy is possible today only with the distinction of such concepts as a word in the language system, a word in the context of

speech, a word as a human achievement and a word as a tool of influence. For a native speaker, there is no problem of an isolated word: to recognize words, to bring their meanings closer together, means to introduce them into the context of one's own experience, various knowledge established in the relevant culture for the implementation of a communicative and cognitive function. In this sense, the consideration of synonyms in a communicative act is thought of as a discursive analysis, and therefore becomes part of the communicative-cognitive approach to language and its units. That is, the modern description of the relative meaning of words should be carried out only from the standpoint of the speaker of the language and culture as the addressee and addressee of information with the mandatory consideration of the communication situation, in connection with which "synonymy appears as a process of switching the semantic plan of the cognitive content of the sign into the plan of pragmatic meaning" [11, p. 36]. At the same time, as V. Chernyak rightly observes, "the synonymy observed during the semantic switch from the cognitive plane to the pragmatic one is reduced, first of all, to stylistic synonymy" [13, p. 87].

Here, the question immediately arises as to which text to choose for the analysis of such synonymy. It is well known that synonyms realize the greatest potential in the texts of artistic style, because they witness the existence of both synonymous connections established by language usage and those that arise in the conditions of the speech situation. In turn, it is precisely the artistic text that provides a wide space for the functioning of synonymy, improves its semantic-stylistic, connotative, pragmatic possibilities, expands the potential of its use in speech. The author's text for the cognitive-communicative-discursive theory of synonymy is defined as a certain communicative unit, where the context of synonyms is not only their environment, but also a wide communicative context that includes a certain amount of life and verbal experience of communicators. According to M. Hrustaleva, "the study of lexical synonymy in the context aspect allows the scientist to gain access to the deep macrostructure of the text" [20].

In the context of artistic and literary discourse, synonymy from the point of view of modern domestic linguistic knowledge is investigated by V. Basok, V. Vasylenko,

N. Golikova, V. Dits, A. Sudya, O. Romanova, A. Yarova. A landmark for the current theory of synonymy is the dissertation study by G. Horokh “Lexical synonymy in the works of Ulas Samchuk (an attempt at semantic-functional analysis)” (1995), performed in terms of functional semantics, and V. Basok “Contextual synonymy: semantic-stylistic and pragmatic aspects (on the material of modern German nouns)” (2006), designed from the point of view of communicatively oriented linguistics. Scientifically attractive works from the point of view of linguistic stylistics are the dissertation studies of V. Vasylenko “Functioning of synonyms and antonyms in the poetry of Igor Muratov” (1999) and V. Dietz “Lexical and contextual synonyms in the poetic work of young poets (onomasiological and stylistic aspects)” (2006), in which a comprehensive lexical-semantic and functional-stylistic description of synonymy in an artistic text is carried out.

Synonyms in artistic and author’s text are included in the subject of our research, which is based on scientific hypotheses regarding the semantics, pragmatics and stylistics of synonymy by V. Basok, N. Golikova, and M. Nikitin. V. Basok claims that “it is necessary to highlight the spectrum of features of synonyms related to their use in various communicative situations. The interpretation of the pragmatic properties of synonyms involves taking into account the speaker’s intentions, the type of speech act, the degree of its effectiveness, the desired perlocutionary effect, as well as various background information that contributes or hinders the expression of the general meaning of the statement and its adequate understanding” [21, p. 7]. N. Golikova explains her scientific position as follows: “Progress of national and world linguistics at the beginning of the 21st century. requires the identification and detailed description of the widest possible aspectology of synonymous relations, realized by the relevant units not only in the language (statics), but also during the communication of its speakers (dynamics), because it is in the process of communication that the figures of speakers who create and perceive information about realities become noticeable reality” [22, p. 19]. According to M. Nikitin, “synonymy is not only a dictionary given of language, but even more so a communicative and pragmatic speech act” [11, p. 21].

**Conclusions.** So, linguistics, having studied synonymy in the fields of general linguistics, lexicology and stylistics for several centuries, developed and consolidated a terminological and conceptual base that served as the basis for a comprehensive characterization of synonyms as language and speech components of branched dynamic and static systems, which allows today to interpret lexical synonymy as a mental-linguistic category that due to convergence of meanings of words, different in terms of formal expression, realizes the individual consciousness and cognitive activity of a person. Such an understanding of synonymy reveals the essence and nature of the lexical-semantic phenomenon, its place in the speech and thinking activity of a person, the influence of historical, cultural and social processes on the peculiarities of the functioning of such lexical units under different communicative conditions, and makes it possible to solve problems that have repeatedly arisen before representatives of structural linguistics.

**Prospects for further research.** Lexical synonyms that function in language and speech reflect the individual perception of the human world, but they still need more and more comments from the point of view of various branches of linguistics – linguistic stylistics, pragmalinguistics, psycholinguistics, etc.

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## Section 2

# “Methods and technologies of teaching foreign languages”

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### COMMUNICATIVE AND PSYCHOLOGICAL ASPECTS OF TEACHING ENGLISH IN TECHNICAL (AGRICULTURAL) INSTITUTIONS OF HIGHER EDUCATION

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**Abstract.** *In a market economy conditions of the modern business and life, professional communication in a foreign language is a key element of the humanitarian training of an engineer of the future. Universities introduce programs for technical and professional communication of future specialists in the agricultural field in foreign languages into the curricula.*

*This article discusses the psychological aspect of learning a foreign language. In the process of mastering a foreign language, one of the important aspects that affects the success of learning is the human psyche. We examined the psychological foundations of learning a foreign language and identified some effective ways to overcome psychological difficulties in mastering a foreign language. Also, approaches to the definition of the category of “communication” in the XX-XXI centuries are considered. The authors consider the evolution of the concept in the social and humanitarian, natural sciences, technical sciences and philosophy, and pay special attention to the analysis of the content of the concept in psychological and pedagogical thought. It is shown that professional communication has become an integral component of the professional training of specialists. The theory of professional communication is based on ideas developed within such areas of knowledge as rhetoric, ethics, linguistics, psychology, speech etiquette, technical writing, sociology, cybernetics and information technology, however, there is still no precise definition of its structure and content regarding specific areas of activity and specialties. In conclusion, it is concluded that the scientific theories developed within the framework of various disciplines have made it possible to define the category of “communication” in the most detailed way. The psychological research of behaviorists contributed to its selection as a scientific subject. Theoretical-linguistic and cybernetic-informational approaches determined the structure of the communicative action, and philosophical science gave the study of the concept and process of communication a more voluminous character.*

*The author describes in detail the main methods of increasing the level of language training of students in the classroom, taking into account their socio-psychological aspects. Knowledge of the psychological characteristics of a modern student helps to overcome barriers that lead to reluctance to learn a foreign language. The active use of a foreign language in the professional activities of future engineers remains one of the main tasks today.*

**Key words:** *communication, professional communications, foreign language, motivation, language barrier, development of information and communication technologies, intensification of education, intercultural professional and technical communication.*

**Introduction.** In the era of globalization, constantly changing geopolitical conditions, new challenges and threats, the problem of training highly qualified personnel in various fields of activity is especially relevant. The ongoing changes in politics, economics, education and culture contribute to the strengthening of international cooperation, the development of contacts between representatives of different nationalities in the professional field. Learning foreign languages is now a necessary process for every person. To understand the culture and traditions of another people, we first need to know the language of this people. Through the study of a foreign language, we can get to know other peoples, their mentality, their activities, customs, sights of the country of the language being studied. In addition, the study of foreign languages helps a person to broaden his horizons, enrich his worldview, improve various types of memory, steadily fix attention, and develop thinking.

**The purpose of the research** is consideration of the problem of training specialists in agriculture who are able to communicate effectively with colleagues, including in the international arena as well as, consideration of the psychological foundations of the study of foreign language speech and the identification of some effective ways to overcome psychological difficulties in mastering a foreign language.

**A research problem.** To solve the problem of developing and implementing new approaches to the formation of the readiness of future specialists for professional communication, it is necessary to clarify the definition of the concepts of "communication" and "professional communication". Achieving effective mastery of a foreign language at a sufficient level is not only a problem of teaching method and methodology, but also a problem of adequate use of psychological mechanisms of mastering speech and grammatical-syntactic experience, adequate assignment and interpretation of linguistic means of a foreign language for the purpose of their further use in communicative activity. Motivation to study is one of the biggest problems too, but it plays an important role in the educational process, the formation of which in students of technical higher education institutions should be one of the main tasks of the educational process.

**Research methods.** It was used such methods as analysis of psychological and pedagogical literature, synthesis, systematization, comparison and generalization of data on the problem of optimization of the English language learning process in the work.

**Relevance of research.** In a technical (agricultural) university, language training is one of the main tasks, as it helps to become more competitive specialists, ready to solve their professional problems at the international level without intermediaries. Knowledge of a foreign language at a sufficient level includes assimilation of mental representations of the surrounding world by means of this language. In other words, mastering a foreign language at the level of real use of linguistic experience is not only a methodological, but also a psychological problem. The process of teaching English in non-language institutions of higher education has certain features related to the different initial level of language training of first-year students; by the number of academic hours allocated to the study of this discipline; quantitative composition of groups; low motivation to learn a foreign language.

**Analysis of publications.** In modern scientific knowledge, the concept of “communication”, as well as the process of interaction between people, social groups and representatives of various professions, arouses significant interest of researchers not only in the humanities, but also in the field of natural and technical disciplines.

In the 20th century, the rapid development of cybernetics, the mathematical theory of communications and information technologies marked the emergence of interest in the problems of communication and information. Currently, there are a large number of interpretations and definitions of this concept:

- the mechanism through which human connections exist and develop, i.e. all the symbols of the mind together with the means of their transmission in space and preservation in time (Charles Horton Cooley) [1, p.64];
- exchange of meanings (information) by transmitting messages through various means (words, signs, behavior, material artifacts (N.V. Ursul, I.B. Kolenchuk) [2, pp. 38–42];
- social association of individuals with the help of language and signs, establishment of general sets of rules for different purposeful activities (K. Cherry) [3, pp. 161–198];

- transmission of signals between organisms or parts of the same organism when selection favors the production and perception of signals (biologists D. Lewis, N. Hauer) [4, p.4]
- specific exchange of information, process of transfer of emotional and intellectual content (A.P. Panfilova) [5, p.78].

In foreign thought, the theory of professional communication is considered as a combination of communication theories, theory, ethics, technical writing, as well as practice and social responsibility. The main objective of this discipline is the study of information and methods of its transmission and management. Proponents of this approach believe that the main indicator of professional communication is its effectiveness, that is, the achievement of the desired result. Yes, N.R. Blyler, in his article *Research as Ideology in Professional Communication*, notes that researchers tend to expand the definition of professional communication, linking it to practice and social responsibility [6, pp. 285–313].

Authors such as C.R. Miller, D.L. Sullivan separate technical communication (technical communication) and the written form of professional communication (professional writing), but at the same time emphasize that professional communication is not just a pragmatic discourse, but primarily a written presentation of information, which is an integral part of human activity [7, pp. 389–442]. Some foreign authors (K. Tyagi, W. K. Sparrow) completely equate the concepts of professional and technical communication, and the latter is equated with technical writing. E. Tebeaux proposes to study the audience, goals, contexts of communication, intercultural communication and conditions that enhance the effectiveness of professional communication in a work context [8, pp. 136–144].

The humanization of education, especially technical education, is aimed at raising the general cultural level of students. Teachers of the humanities in technical universities are well aware that the knowledge that students of technical specialties have by the time they enter the university in the field of both their native and foreign languages is much worse than that of students in the humanities. Students of engineering specialties are characterized by a low culture of speech, the inability to clearly and competently formulate their thoughts, work with scientific literature, the need for self-education and self-education is poorly developed [9, pp. 20–300].

Z. Osada, O. Matveenko analyzed modern methods and technologies of teaching foreign languages in technical higher education institutions; O. Digtyar, T. Tantsura - the use of multimedia teaching tools for students in English classes at a non-speaking university; N. Bilan – communicative method of teaching foreign languages; A. Bilotserkovets - the latest methods of teaching a foreign language in a professional direction; B. Hrydneva – professional orientation based on the example of training a modern engineer by means of teaching a foreign language [10, pp. 95–101].

**The aim of the article** is to highlight the psychological aspects of optimizing the process of learning English in institutions of higher education; discuss the psychological aspect of learning a foreign language and to consider approaches to the definition of the category “communication” in the XX-XXI centuries. The issue of foreign language education for non-language institutions of higher education, which includes technical higher education institutions, has always been and is a cornerstone. The process of teaching English for technical specialties has certain features, which is related to the different initial level of English language training of first-year students; by the number of academic hours allocated to the study of this discipline; quantitative composition of groups. But the most urgent issue today is to increase the level of motivation of students of technical higher education institutions to learn English. An important factor in solving this issue is the use of modern innovative information technologies in the education of students of a higher technical school, which led to the choice of the topic of our research.

**Objectives of the study.** We propose definition of the concept of “professional communication” and how the system of modern higher education to show its importance to future specialists; show that the following characteristics of the human psyche influence the learning process: learning characterizes the system of acquiring knowledge; creativity (general creative ability); temperament; attention; thinking; perception; memory (preservation of knowledge is mainly associated with long-term memory). Find out that among the main psychological aspects of learning English, the following are the most important: motivation and interest in learning the language;

language learning abilities; the ratio of language and speech in the study; the language barrier.

**Scientific novelty.** To show that communication and communication are an integral part of the life of an individual and society as a whole, this is a rather multifaceted process that allows you to solve certain tasks, both work and personal. Higher education plays an integral role in the formation of this concept, as well as practical skills and abilities.

**Research material.** At the current stage of the development of science and technology, mastering a foreign language, in particular English, is a mandatory requirement for a specialist of any profile. Modern higher education is a subject to the pace of life and business, requirements for specialists in all fields. this means that the principles of the educational process should be flexible, have a person-oriented approach to the student in the process of teaching English and in institutions of higher education, this is achieved by the introduction and use of new information and communication technologies during the educational process, which is determined by the main conceptual direction of higher education, it also provides for differentiation and individualization of education. Modern educational technologies enrich the educational process due to the introduction of active, analytical, communicative learning tools, ensure the connection of theory and the fundamental approach in science with practice and applied research, change the perception of teachers and students about educational activity, form modern competencies in future specialists, which meet the requirements of the labor market, provide the formation of analytical, organizational, project, communication skills, the ability to make decisions in uncertain situations, the ability to build and manage individual educational programs, are a resource for changing the content of education and the structure of the educational process in accordance with international requirements and the Bologna Agreement.

In philosophy, the concept of communication was interpreted in different ways. At the same time, it should be noted that the term itself entered scientific circulation in the 20th century. This term was first used by Ch. Kuly, who defined this concept as “a mechanism through which the existence and development of human relations becomes

possible - all symbols of the mind together with methods of their transmission in space and preservation in time". At the turn of the 20th century, communication was considered a means of communication and, therefore, everything that contributed to the development of relationships between people. After the Second World War, various scientific currents began to appear in philosophical thought, showing a special interest in communication and bringing new meanings to this category. Thus, communication began to be considered as a process of information transmission, while the necessary components of the process were the source of information, the message, the transmission channel, the decoder, the recipient of the message, however, the communicative process was considered as a one-line process, without taking into account feedback. (Shannon Weaver's linear model or "information transmission model"). In the middle of the century, under the influence of behaviorism, a new theory began to be formed, emphasizing the process of interpersonal communication, which is the basis of communication. The concept of communication includes not only the exchange of information, but also the achievement of mutual understanding between actors, the exchange of personal experience, interaction, and the need for feedback.

Communication was also considered as a social phenomenon. The researchers drew attention to the continuous nature of the communication process, which implies the interaction of communicators in the communication process. Thus, communication is considered as a social process of creation, preservation and joint transformation of social realities. These approaches considered communication as a social phenomenon, a transformation process that is impossible outside of society. According to the theory of the German philosopher Y. Habermas, the main characteristic of social action is its focus on mutual understanding. Communicative rationality focuses attention not on the legislative mind, but on the communication process itself. This concept is considered as a process of communication, mutual discussion and reaching a consensus, while the roles performed by the subjects of communication are equally important, in addition, this interaction is not based on existing norms, but norms and rules are created a new every time when communication actors try to reach agreement. From the point of view of Y. Habermas, communicative rationality contributes to a person's understanding of

his own position taking into account the opinions of others, this concept contributes to the socialization of a person, the formation of a personal position and the personality itself. The philosopher formulated universally pragmatic requirements for speech utterances and communicative action: comprehensibility, truthfulness, truthfulness, and normative correctness of the utterance.

The professional activity of a specialist is impossible without communication. It is both the goal of professional activity and a means of professional and personal development, interaction with colleagues. Thus, communication is not only the process of exchanging information between interlocutors, but also the process of making sense of the received information, comparing its meanings with the ideas of partners on the basis of common understanding, forming mutual understanding.

In addition, professional communication implies the interaction of representatives of one profession in cognitive, labor and creative activities aimed at professional development, during which professional communities are created, characterized by certain norms of thinking, behavior and interaction among team members. At the current stage, professional communication also includes such components as knowledge in the field of information technologies, professionally oriented information communication skills, which are actualized in the process of communication in a professional environment. The competitiveness of a specialist in the professional sphere, among other things, is also determined by the ability to receive, process and use the necessary information by means of modern technologies, Internet resources and social networks.

The spheres of professional relations, communication, communication are among the fundamental dimensions of the human world. These problems become especially acute in the context of globalization processes, when the ability to communicate, effectively solve professional problems, translated into one or another “professional business” is greatly appreciated. The interests of the case, and not of specific interlocutors, prevail in business communication.

Business communication is a purposeful process of information exchange, pursuing a specific goal.

The purpose of business communication is the organization, regulation, optimization of professional, scientific, commercial or other activities. At the heart of business communication lies the movement towards the success of its subjects. It concentrates in itself everything that contributes to cohesion, communicative cooperation of participants in communication and the manifestation of individual initiative.

Business communication is a two-way process that represents a joint speech activity, a special form of contacts of its subjects representing a certain organization, institution, company, and the like.

By comparing business communication as a specific form of interaction and communication in general as a general one, the following features are revealed:

- the presence of a certain official status of objects;
- focus on establishing mutually beneficial contacts and maintaining relations between representatives of related institutions;
- regulation, that is, subordination to generally accepted rules and restrictions;
- predictability of business contacts that are pre-planned, their purpose, content, possible consequences are determined;
- the creative nature of relationships, their focus on solving specific business problems, achieving goals;
- mutual agreement of decisions and further organization of cooperation between partners;
- the interaction of economic interests and social regulation is carried out within the legal framework. The ideal result of such relationships is a partnership based on mutual respect and trust;
- the importance of each partner as a person;
- the direct activity in which people are engaged, and not the problems that excite their inner world.

So, business communication is any professional communicative activity (mainly linguistic), represented by a sphere that answers four questions:

- for what purpose are we saying this?
- what do we want to say?

- what linguistic means do we use to do this?
- what is the reaction to our speech?

Business communication penetrates into all spheres of public life. Competence in the field of business communication is directly related to success or failure in any business.

According to a number of American studies conducted in the late 90s. In the 20th century, at least 50% of the working time of a global specialist is spent on various types of professional communication: working discussions and participation in meetings; reading articles, reports, e-mail; consulting activities, professional presentations and preparation of applications for engineering projects, technical documentation, preparation of books, articles, development of programs and software [11. pp. 69–73].

The main tasks for the teacher of the academic disciplines “English language” and “Business English language for professional direction” are as follows: ensuring the appropriate level of training of students in a foreign language in accordance with the requirements of the state educational standard; education and development of students using the English language with the help of scientific and organizational-methodical work. During teaching in a technical higher education institution, problems such as low motivation and intellectual passivity of students in mastering a foreign language arise. This may be caused by the technical mindset of students and the low basic level of knowledge of foreign languages at the time of entering the university. In addition, students' attention is focused on specialized subjects, and foreign language is considered a less important discipline that is not related to their future professional activities. This is also confirmed by the results of a survey conducted by us within the framework of measures to improve the quality of studying and teaching foreign languages at the university among undergraduate students of DSAEU. The questions covered the following aspects of studying the discipline “English language”: motivation to study, organization of the educational process, students' evaluation of the level and use of knowledge by them, etc. To the question: “Is the level of knowledge of the English language acquired at school sufficient to continue studying at a technical higher education institution?” – 58% of students gave a positive answer. The results of the preliminary entrance control showed 43% of a sufficient level of knowledge. This

indicator shows that students underestimate the importance of learning foreign languages in technical higher education institutions for their professional development.

Students of technical universities often consider a foreign language to be a “secondary”, “non-main” discipline and therefore do not pay due attention to it. Setting up in this way, the student shows intellectual passivity when learning the language, which ultimately affects the level of foreign language proficiency. Apparently, everything that is outside the scope of the future profession is of almost no interest to the future engineer. This can be explained in this case by the fact that students see their task in mastering special technical disciplines - they are the main focus of attention and effort. A significant part of students is convinced that general scientific and social-educational disciplines do not bring them closer, but, on the contrary, take them away from mastering professionally important skills and knowledge. Thus, the teacher of a foreign language must first destroy the established opinion about the unnecessaryness of this subject, create a positive emotional attitude towards it, help them realize the necessity of learning a foreign language. And only then will they proceed to practical classes, at which it is necessary to mention as often as possible about the practical command of a foreign language as a means of obtaining special information on the profiling subject. The formation of a positive attitude is facilitated by the socio-psychological preparation of students, which will not only help the effective mastery of the subject, but also remove psychological barriers that reduce the subject's readiness for effective language learning. And only then will the foreign language accompany the professional growth of the future specialist. In addition, in the teaching of a foreign language in a technical university, there is an underestimation of the emotional and value factor in the educational activity.

Optimization (from the Latin Optimus – “the best”) is generally defined as the choice of the best, most favorable option from a set of possible actions, conditions, means, etc. [12, p. 477]. In the learning process, optimization is defined as the choice of such a technique that ensures the achievement of the best results with the minimum expenditure of time and effort of the teacher and students under the specified conditions. Optimization is achieved not by one good, successful method, but by a

conscious, justified choice by the teacher of one of many possible options. Optimization of training is closely related to the concepts of efficiency and intensification of training. The effectiveness of the educational process is its main characteristic, which by one means or another shows how the actual result of the educational process differs from the planned, intentional (desired) result. Modern management of a higher school considers optimization of the educational process as one of its tasks, that is, increasing the efficiency of educational work for each unit of time. Its key components include: increasing the purposefulness of education, strengthening its motivation, the information capacity of the content of education, the use of modern teaching methods, the activation of the pace of educational activities, the development of reflective work skills, the use of computers and other modern information and technical means of education [13, p.4].

Optimizing the process of learning English in a higher educational institution involves the selection of goals, tasks, content, forms, methods and means of learning so that they maximally take into account the general goal of learning, the laws and principles of learning, the peculiarities of students and their team, the capabilities of English language teachers and provide achievement of the maximum possible educational results under the above-mentioned conditions for the minimum required expenditure of time of teachers and students. In addition, in order to optimize the foreign language learning process, it is advisable to observe an adequate ratio of the volume of speech material with the quantitative characteristics of the types of speech activity. The allocation of study time should be carried out optimally, taking into account the real capabilities of students and teachers. The essence of the concept of learning English for specific purposes (English for Specific Purposes - ESP) is the statement that English should be studied only taking into account the final purpose of its use, as a rule, it should be professionally oriented, i.e. English for programmers, English for business communication etc. Teaching English for special purposes has the following features: – professional-oriented content, which primarily takes into account the specialty of the students; – situational learning, namely learning English based on specific situations with the aim of forming students' professional communication skills;

1) teaching all types of speech activity and aspects of language in a professionally oriented aspect; 2) individualization of the learning process. New research in the field of pedagogy and psychology has also contributed to the teaching of English for special purposes. Special attention began to be paid to the personality of the student, his requests, interests, attitude to the learning process. Motivation formed the basis of the effectiveness of the educational process. All of the above determines methodical and didactic principles, according to which the correspondence of the content of education to the requirements and interests of the student becomes of key importance. The use of special thematic texts in the process of teaching different groups - texts on biology for biologists, economic texts for economists, etc. has become a standard and quite effective way of achieving this compliance. This approach is based on the statement that studying "special" texts with their terminology increases student motivation, thus the learning process becomes more effective. Effectiveness of training, interest in higher achievements arise when activity is accompanied by success, when learning causes positive emotions, awareness of one's growth and development. A good mood, a feeling of joy, and success are very important for the successful mastering of a foreign language. Positive emotions facilitate constant efforts aimed at memorization, retention in memory of various small phenomena, constant change of types of activities and mental operations. The main goal of learning a foreign language in a technical university is the formation of communicative competence in professionally oriented activities. The training is also aimed at developing the cognitive independence of future specialists based on the formation of linguistic and professional orientations in the process of working with literature in the chosen specialty. Therefore, the majority of foreign language lessons represent monotonous and monotonous work with authentic texts, students' mastering of general and special vocabulary, and memorization of dialogues on topics or other situations. Although the work should include more communicative exercises, role-playing games related to future professional activities. To a student of a technical university, the volume of linguistic knowledge often appears to be "limitless" due to its specific complexity and lack of the necessary skills and abilities. Sometimes this leads to pessimism and rejection of attempts to acquire

linguistic knowledge. And low self-esteem also negatively affects the study of a foreign language.

For a more successful study of a foreign language, it is necessary to create motivation. For this, before you start studying, you need to set a goal for yourself, for which you want to learn a foreign language. At the same time, you don't need to give up learning a language, even if it seems to you that you don't have the ability to learn a language. After that, you will be able to choose for yourself the most effective methods of learning the language. We often notice that after studying a foreign language for several years at school, then at the university, it is difficult for us to think and formulate sentences, let alone communicate in a foreign language. What is the reason? Probably, this is a fear of a foreign language. Therefore, an equally important condition in successfully mastering a foreign language is overcoming the fear of a foreign language. There are quite a few methods, but two of them are most often used in practice. The first is the involvement of students in role-playing games in this language. The essence of the method is to place students in an unusual active environment, in which the usual patterns of behavior cease to work, and perception takes place at the subconscious level. The second method is also available for independent work. This is an information explosion (or deluge) that is deliberately caused. The task is to read at least 10-20 pages of text in the language being studied every day. At the same time, there is no need to worry about understanding the read material. Attention is focused only on the volume of the text. After about a week or two of such practice, the necessary volume of the language is gained, and an avalanche-like progress follows. After that, the language barrier may gradually disappear. It is necessary to remember that even when difficulties arise, it is impossible to give up learning the language. It should be noted that in order to achieve the best result, it is necessary to pay attention to the study of the language every day, namely - to train your pronunciation, enrich your vocabulary and do not forget about grammar. This requires certain volitional efforts. It is necessary that you do not lose interest in the language being studied. To do this, you can use non-traditional methods of learning the language. For example, you can watch films and cartoons in a foreign language. First you can do

it with subtitles, and then without them. You can also listen to and memorize thematic songs, poems in a foreign language, and also translate them into your native language. But at the same time, you should not refuse to use additional means of learning, such as reading fiction and listening to various types of texts. In the modern world, young people communicate more and more in social networks. To practice your skills, you can make a friend for communication who speaks only the language you are learning, and communicate with him on social networks. In general, learning a foreign language, as a non-native one, is a multifaceted process that requires purposeful thinking, steady attention, and willpower. Thus, it can be argued that the specifics of learning a foreign language should be based on the laws and regularities of psychology. From the point of view of modern psychology, a complex approach to learning a foreign language seems to be the most effective. Psychological characteristics of a person fully affect the success of language learning.

Mastering a foreign language brings certain changes to the individual psychological reality of the subject of the educational activity: the horizons expand, the mind develops, different types of memory are steadily strengthened, the cognitive type of activity is improved, the formed verbal skills of communicative competence are further developed, the level of tolerance increases [14, p. 187]. The success of learning a foreign language is determined by a combination of all factors: motivational, emotional, cognitive, personal, psychophysiological, and interactive [15, p. 145]. The motivation explains the nature of any speech act, while the communicative intention expresses what communicative goal the speaker pursues, planning one or another form of influence on the listener. A special role in the process of learning English in a higher educational institution belongs to the formation of rational actions in students, which allow to ensure the assimilation of foreign language educational material and its further use in practice, to reveal its essence in full; go beyond the learned information; eliminate any overloads when using the potential possibilities of logical thinking and memory; contribute to the emergence of a firm confidence that the educational material must be mastered. In addition, due attention should be paid to written speech as a means of forming and formulating thoughts in written speech signs during the learning of

English with elements of specialization. In English classes, it is advisable to pay more attention to the productive side of writing, since the above-mentioned type of activity forms students' written communicative competence and develops the ability to use foreign language writing in practice as a means of communication.

Teaching written speech is strongly associated with the mastery of other types of speech activity. It is a complex thinking tool that encourages speaking, listening and reading in English [15, p.145]. Individualization of education leads, on the one hand, to the acceleration of mastering the English language, on the other hand, to the improvement of the quality of the results of the entire course of study. And in addition, it ensures the correct and justified choice of means of facilitating and strengthening the learning material. A personally oriented approach to the student's personality in the process of teaching English in a higher education institution is achieved by the introduction and use of new information and communication technologies during the educational process, which is determined by the main conceptual direction of higher education, and it also provides for the differentiation and individualization of education. Due to their psycho-physiological characteristics, students have different abilities and predispositions, so different students need different amounts of time and different amounts of exercises of varying degrees of complexity to learn English-language learning material in order to achieve certain results. The use of computer technologies in the process of teaching English at universities also allows taking into account not only the age characteristics and the level of training of groups of students, but also the individual psychological characteristics of each student. The principle of psycho-individualization in the computerized educational process of the English language is provided by such factors as: 1) an individual means of monitoring educational activities, i.e. the use of different versions of computer programs on the basis of testing the initial level of students' knowledge with the possibility of switching to a more complex or simpler option work with the program depending on the success of the results; 2) the possibility of choosing an individual pace of work, namely varying the speed of presentation of educational information on the display and the pace of dialogical interaction of the student with the computer; 3) provision of an individual set of learning support tools - reference materials in English, tips and keys; 4) adaptation of the form of presentation of educational foreign language material to the

individual characteristics of the perception of information by a specific user. A specific form of manifestation of an individual psychological approach in the process of learning English using information computer technologies is determined by their adaptability, which is realized in the possibility of adapting the educational system to the specifics of the specific learning process in order to optimize it on the basis of: 1. taking into account the psychological characteristics of students - the type of memory yati, type of temperament, etc.; 2. ensuring acceptable psychophysiological characteristics of the student's interaction with the computer; 3. selection of an individual pace of work and means of presentation of educational material, implementation of an optimal strategy for monitoring the learning process. According to some methodological researchers, the principle of taking into account individual characteristics is most fully realized in the computer-based form of education, since computer tools have a powerful potential to adapt to the needs of a specific user [16, pp. 80–83].

The process of training engineering students in language disciplines is much more difficult and its results are much less significant than the results of students of humanities faculties. In general, such students do not know and learn languages poorly due to such a psychological factor as a purely technical mindset and the lack of language flair, without which it is difficult to perceive purely linguistic realities. The main part. For students of technical universities, such personality traits as restraint, dryness, shyness, isolation and tension are characteristic, which are considered a big obstacle in foreign language classes. So, for example, phonetic exercises, dialogues, role-playing games cause them to laugh, feel embarrassed, they are afraid to look funny in the eyes of their classmates. And personal qualities, such as shyness, alienation, deep introversion, autism, increased sensitivity, hinder communication and learning. Internal stiffness, fear of being misunderstood or rejected, lack of initiative make learning and studying a foreign language difficult. In foreign and domestic psychology, a number of psychological theories and concepts related to the psychological features of the process of mastering a foreign language have been developed, and motivation plays an important role in the process of language acquisition. It is clear that for all students the dominant motives are related to professional activities and studies, for example, to find a decent, interesting job, to be a good specialist, to pass the session

successfully, to find a high-paying job. Unfortunately, among students of technical specialties, the motivation associated with knowledge in general and learning a foreign language in particular is quite low. Very often one can hear such phrases from future engineers: “Why is English for mechanics?” or “I’m not going to leave anywhere.” The future engineer came to the university to get a technical specialty for further work, and learning a foreign language is often not included in his plans. The psychological aspect of this problem is connected, first of all, with the peculiarities of the students, including the different attitude to the educational activity, which is caused by the fact that the teaching has a different “personal meaning” for them.

We consider innovative technologies as a set of systematized actions, means and techniques aimed at achieving the educational goal, pedagogical goals and learning outcomes. It is necessary to emphasize that the use of innovative technologies is aimed at the personal development of students with the aim of acquiring new practical and professional experience; the development of creative and critical thinking, the formation of personal values that motivate a person’s self-development in later life. Among the many technologies, we distinguish the technology of personally oriented learning, which focuses on creating conditions for a healthy social and psychological atmosphere in the group, as well as partnership relations between teachers and students. Personally oriented learning technology, according to the scientific views of M. Hrynyova, is studied from the biological, psychological, pedagogical and social positions of the formation of personality in society. An important component of the implementation of this technology is the organization of the learning process taking into account the physical, psychological, intellectual and emotional states of the students in order to improve their individual learning style [17, pp. 47–55].

Interactive learning technologies have become an integral part of the modern educational process. Interactive learning involves active interaction and involvement of all participants in the learning process. In the interactive form of learning, there is a polylogue: not only interaction between the teacher and students, but also an active conversation and cooperation between students. The teacher performs a coordinating or advisory role. This means that the teacher and students are equal subjects of learning,

each of whom can have his own opinion, which a priori has the right to exist. Interactive technologies can be divided into 4 main groups: 1) interactive technologies of cooperative learning; 2) technologies of collective and group training; – situational modeling technologies; 3) technologies for processing debatable issues. Let's take a closer look at several interactive technologies for cooperative and group learning.

*1. Discussion in small groups:* Small groups are created to stimulate thinking and generate ideas related to a certain topic. This method of interactive learning should be used to discuss problematic issues. Each of the groups should demonstrate the results of the discussion of the issue to a small number of listeners, and the teacher should summarize the discussion, draw conclusions, find a common denominator. The optimal size of the discussion group is 4–6 people. The discussion should be short enough, about 10 minutes. There are many ways of grouping:

- calculation by numbers;
- drawing lots (for example, drawing colored stickers);
- grouping by interests or spheres of activity (for example, if work in groups is aimed at different vectors of activity and needs distribution specialization); free association, at the request of the participants;
- let's formulate the main characteristics that are characteristic of learning in small groups: common goals and tasks (cooperation, not competition is the basis learning in a group);
- individual responsibility (individual responsibility means that the success of the entire team depends on the contribution of each student, which involves helping team members to each other);
- equal opportunities for success (equal opportunities assume that any student should improve his own achievements);
- each student learns according to his own capabilities and abilities and therefore has a chance to be evaluated on an equal basis with others.

*2. Brainstorming* is an effective method of collective discussion, search for solutions, which encourages students to express their imagination and creativity by freely expressing the opinions of all participants and helps to find several solutions on

a specific topic. Brainstorming is used both for discussion by the entire group of students and in small groups. Its goal is to formulate as many ideas as possible on a given topic within a limited period of time. “Brainstorming” is carried out in two stages. At the first stage, ideas are formulated - all, even the most incredible. It is very important during the first stage to ensure that there is no criticism of ideas, as this inhibits the further pace and enthusiasm of generating ideas. The absence of criticism encourages students to consider issues from different points of view, to introduce a non-standard approach and to consider original views. At the second stage, ideas are evaluated and the best options are selected for further work. When to apply the method: if the group is faced with a very specific problem; if the group is quite homogeneous and its members are not afraid to express their own ideas; in small groups, about 10 people are best; in a small room where flip charts can be placed on the board with ideas written on them. Principles of participation in brainstorming: “it is not allowed to criticize ideas” – this is a prerequisite for the effective application of the method; each idea should be written down as correctly as possible, but concisely; the number of ideas should not be limited, remembering that it is their number that is important, and the evaluation will be carried out at the end of the exercise; important ideas are usually non-standard; the widest possible use and development of already mentioned ideas or proposals is advisable.

Forms and methods of interactive training can be effectively applied not only in the classroom, but also in the conditions of distance (online) training: for example, on the Zoom platform. The teacher has the opportunity to divide all conference participants into groups – separate “breakout rooms” in the middle of the conference. The teacher can connect to each of these halls. Participants in one session hall cannot hear or see the discussion in other halls. Such a function allows discussions in pairs, groups, teams, etc. You can make the distribution between groups independently or automatically. The settings allow you to automatically change the composition of groups and set time limits. Also, you can effectively use the Zoom board (Whiteboard). This is a function that allows conference participants to draw, write, and make marks on a white screen together in real time. Therefore, after considering the interactive

technologies of group learning, we can conclude that these methods allow to intensify the process of understanding, assimilation and creative application of knowledge when writing practical tasks in foreign language classes, and also increase the motivation and involvement of each student in the educational process. Interactive learning forms the ability to think critically and creatively.

Not only educational methods can be group, but also teaching methods. 3. Team-teaching, cooperation between teachers Team-teaching is the cooperation of two teachers who work together to achieve a common goal – to improve the educational activities of class participants. Team teaching has a positive effect on the professional development of teachers. The main components of team training are team planning, team teaching and team observation. Thanks to this method, teachers even with different levels of work experience have a huge opportunity to collaborate equally. This method allows you to note a number of its advantages: collegiality: team teaching provides a good opportunity for teachers to learn more about each other.

The teacher's goal is not only and not so much to acquaint students with the subject in the first lesson, but to interest them, to create conditions for the activation of cognitive activity. To implement and popularize this goal, the teacher must use the following tools: a) providing information and organizing meetings of students with graduates who can prove that not only professional knowledge, but also a high level of language proficiency allowed them to achieve their goal; b) creation of an environment where knowledge of a foreign language is considered prestigious, and formation of students' understanding of the real need to improve the level of knowledge; c) activation of students' independent work by involving them in professional conferences using a foreign language.

Scientists distinguish between external and internal motivation. Internal depends on the internal environment (teacher, study group, environment), external – due to the importance of information about the country whose language is being studied, in particular about its culture and history; awareness of the importance of language for the realization of needs. The teacher must know the needs of students, constantly maintain the motivation of learning at a high level. There are several types of

motivation regarding a foreign language. It can be a broad social motivation associated with a sense of civic duty to the country and relatives, with the idea of education as a way to fulfill one's purpose in life. The second type of external motivation - narrowly personal – defines the attitude towards mastering a foreign language as a way of self-affirmation, and sometimes as a way to personal well-being, getting a better job. To maintain motivation, the teacher must clearly see the possible sources of motivation: 1) students' awareness and acceptance of the social necessity of learning a foreign language; 2) formation of students' personal needs for learning a foreign language. Motivation determines the productivity of educational activity and is its organic component.

The transformation of the content of education in Ukraine involves changes in approaches to the formation and development of personality in the conditions of intensification of information flows, which contributes to the introduction of new technologies and methods of organizing the educational process in educational institutions. Let's pay attention to the fact that the goal of modernizing the content of education is to teach students to correctly perceive informational content, the content of social networks; distinguish foreign language electronic resources; to realize the importance of quality education; to develop ecological thinking. Modernization of the content of education is also focused on individual personality development, acquisition of practical abilities and skills, self-improvement and professional realization in society. Innovative technologies, which are actively introduced into the educational process of educational institutions, are aimed at helping the individual to get not only professional quality education, but also the formation of practical skills necessary for self-realization and socialization.

The implementation of a person-oriented approach in the educational process of higher education institutions involves the development of a person's individual potential, providing comfortable conditions for his self-realization and manifestation of creative abilities. In the process of implementing such an approach, attention is paid to technologies that are aimed at facilitating the psychological adaptation of the individual to learning and the development of skills through the development of

professional activities in certain conditions. Let us emphasize that the conceptual basis of the person-oriented approach consists of the philosophical ideas of humanization and liberalization of education. The humanization of education is considered as a process of modernization of the content of education, which is aimed at making the individual aware of the importance of developing abilities and social interests. Humanization also determines the main ways for successful self-development of education seekers, creates conditions for their self-determination in society. Liberalization of education involves the creation of conditions and opportunities for individual personality development. The development of the ability to analyze the results of the acquired knowledge and the awareness of the importance of individual and social responsibility acquires significant importance in the process of education liberalization. Liberalization and humanization are processes that help to determine the weak and strong aspects of personality development, to reveal individual abilities and features of his intellectual potential. We emphasize the fact that a person-oriented approach allows the use of various technologies, which are fixed on the diagnosis of mental and creative abilities and changing the role of the teacher in educational institutions of various types; also focus on the processes of individualization of education for the purpose of successful self-realization of the individual. As evidenced by the results of the survey mentioned above, the majority of interviewed students consider awareness of the need for knowledge of a foreign language for further work to be personal motives for learning a foreign language (47.5%); the need for every educated person to know a foreign language (36%). Students mainly use professional information obtained from foreign language sources to study in English classes (33.5%) and write essays, course and diploma theses (5.7%). Less than a third uses it to expand knowledge of the specialty (30.4%). Although 85% of students admitted that their English language skills improved significantly during university studies, they do not sufficiently use their own foreign language competence to deepen their professional knowledge, focusing mostly on fulfilling the requirements of the English language curriculum. Right now there are prerequisites for rethinking the approach to education and more effective application of new teaching methods, such as: cognitively oriented

technologies (dialogic teaching methods, discussion seminars, problem-based learning, cognitive maps, instrumental and logical trainings, etc.); activity-oriented technologies (project method, contextual learning, organizational and activity games, complex (didactic) tasks, simulation game modeling of social processes, etc.); personally oriented technologies (interactive and simulation games, development trainings, etc.)

The choice of methods depends on a number of conditions: the specifics of the content of the educational material, the general tasks of training future specialists, the time the teacher has for studying this discipline, the characteristics of the composition of students. High-quality language training of students is impossible without the use of modern educational technologies. Modern foreign language teaching technologies in technical higher education institutions include professionally oriented learning, the project method, game technologies, intensive and distance learning technologies, information and telecommunication technologies, working with educational and controlling computer programs in foreign languages, creating presentations, teaching a foreign language in computer environment (forums, blogs, e-mail), training training systems, the latest test technologies, namely the creation of a database of foreign language materials for conducting computer testing in order to control students' knowledge, etc. Studying foreign languages with the integration of modern Internet technologies in the educational process enables students to improve their listening and reading skills; overcome the language barrier thanks to immersion in the language environment; introduces students to online resources that offer a lot of interesting and useful information, with the help of which the student solves the tasks set by the teacher; stimulates the discussion of topics and discussions in a foreign language outside of classroom time, which ultimately leads to increased motivation to learn a foreign language as such and further success in professional activity. In connection with the rapid growth of the scientific and technical base and information technologies, the requirements for teachers are increasing. The use of modern Internet technologies in the educational process does not lead to the replacement of teachers by computer systems, but to changes in the role and functions of teachers, the complication of teaching activities. On the basis of Internet technologies, synchronous and

asynchronous communication are distinguished. Means of synchronous communication are Internet resources that make it possible to communicate in real time (chat, video chat, audio chat). Asynchronous means of communication are Internet resources that provide information exchange with a time delay (forums, e-mail and audio mail, sites, blogs). The communicative method as a means of learning foreign languages, aimed at the development and improvement of the personality, the disclosure of its reserve capabilities and creative potential, creates prerequisites for the effective improvement of the educational process in institutions of higher education. Its variety is the cognitive-communicative method of teaching. It is based on the principle of awareness during training. According to this method, the study of any linguistic phenomenon should be based on an understanding of its occurrence and use in language. Exercises of a cognitive-communicative nature should capture the attention of students, stimulate their interest in further learning, teach them to analyze, compare, generalize, and find relationships. The constructivist method is also important in learning a foreign language. It consists in active learning of students. The teacher's task is not to teach, but to facilitate the educational process. The class is action-oriented. Students are encouraged to independently construct their knowledge. The constructivist method is based on the focus of the educational process on action, close to the realities of professional activity. Of course, this type of activity should be carried out, especially at the initial stage, with the active support of the teacher, whose function is to simulate a certain real situation, taking into account such features as the level of students' command of the language in general and lexical material on the relevant topic in particular, the degree of preparation of students for independent work, socio-psychological features of a specific student group. An unconditional positive feature of the constructivist method is the opportunity for students to get closer to real life situations, "experience" them using a foreign language, and be ready to communicate in English in similar situations in the future. When choosing one or another method, the teacher must adhere to certain criteria and set goals that will be achieved, namely: 1) analysis of students' language needs depending on the chosen specialty; 2) focus on practical language use; 3) focus on teaching orientation in foreign

language material and in a foreign language environment; 4) teaching students to conduct conversations on professional topics and develop their own projects. These teaching goals should be realized using a number of techniques, approaches and methods. One of the most effective methods is communicative, which makes it possible to introduce into the learning process such forms of work as brainstorming, role playing, and creating a problem situation. Brainstorming is a problem-solving process based on stimulation of creative activity, which develops search and research competencies, creativity and communication skills, helps to master the skills of working in a group. The role-playing method forces students to solve various problems, contributing to the formation of appropriate types of speech activity. The method of creating a problem situation is based on examples from life and involves students' independent formation of problem situations and a collective search for their solution. The content and technology of learning a foreign language must correspond to current interests and meet the needs of the student, i.e. reproduce the environment closest to real life. For this, the foreign language teacher should show more interest in the students' specialties, be aware of the main achievements in the relevant fields. It is necessary to constantly maintain contact with teachers of special disciplines to determine current issues of future professions of students. The education system prepares an engineer for work not only in the near future, but also in a rather distant perspective. The detailed conditions and nature of this activity are difficult to predict. Therefore, the choice and justification of the content of education, in particular, the study of a foreign language, should also perform some prognostic function. This means that the teacher of each academic discipline must orient himself and orient students not only to his narrowly utilitarian role, but also to the prospects of effective use of acquired knowledge, abilities and skills in future activities, to the formation of their ability and internal need for constant self-education, self-education and self-improvement throughout the entire active labor activity.

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**Conclusions.** Communication and communication are an integral part of the life of an individual and society as a whole. This is a rather multifaceted process that allows solving certain tasks: exchanging information and experience, gaining knowledge, making changes to the social system, self-knowledge of a person through interaction with actors and subjects. During the evolution of the concept of "communication", representatives of various disciplines tried to define and justify their theories of communication. Currently, there are various interpretations of the concept: psychological-pedagogical, social, philosophical. The professional activity of a specialist is impossible without communication and communication. In modern

conditions of integration, globalization, regionalization, widespread computerization and digitalization, professional communication is one of the main means of solving professional tasks for a specialist. However, there is still no unequivocal definition of the concept, which is expressed in different approaches to defining the concept, its structure, and its content in relation to specific professional areas and specialties.

New approaches in education are associated with the rejection of traditional narrow-profile training of personnel for various professional fields, under the conditions the emphasis is on the anthropocentric orientation of management activities, when any company is viewed as a humanitarian system, where the most important factor is the human factor. A new form of corporate governance is reengineering, i.e. designing a business as an engineering activity makes high demands on an engineer as the owner of a broad humanitarian outlook, managerial qualities and an active life position. In addition, the globalization processes of the modern economy, the proximity and accessibility of world experience through rapidly developing information technologies force today to move away from the narrow traditional national trajectories of engineering personnel training, to develop new educational standards focused on the approaches adopted in the modern world, taking into account the requirements of the global labor market. In accordance with the requirements of modern production, the professional profile of a modern engineer consists not only of special technical knowledge and skills, but also a number of so-called “soft” (soft skills), or humanitarian, qualities and competencies that are non-traditional for engineering education: the ability to work in a multidisciplinary team, the possession of techniques effective argumentation and communicative competence in general, understanding of the professional and ethical responsibility of making engineering decisions, the ability to analyze and criticize decisions made, the art of managing people and understanding the need for lifelong learning.

Therefore, the introduction of person-oriented technology is opposed to traditional techniques and means of training students of education, which contributes to the determination of the potential of individual achievements of a person and his level of competitiveness.

Formation of motivation in technical higher education students is one of the main tasks of the educational process, in which the student should become an active participant, not a passive object. High-quality foreign language training of students of technical specialties is possible if new teaching methods are used: cognitively oriented technologies (dialogic teaching methods, seminars-discussions, problem-based learning, cognitive maps, instrumental and logical trainings, etc.); activity-oriented technologies (project method, contextual learning, organizational and activity games, complex tasks, simulation-game modeling of social processes, etc.); personally oriented technologies (interactive and simulation games, development trainings, etc.). The introduction of innovative approaches to teaching English with the use of multimedia teaching aids enables students to increase their motivation to learn foreign languages; get access to new, alternative sources of information; to develop independent mental activity; improve creative self-realization; to form communication skills, intercultural and professional competence. Thus, these technologies help to qualitatively diversify classes, make them informative and didactically diverse, and significantly increase their effectiveness, provided that the content of the subject “Foreign Language” is professionally oriented in technical higher education institutions.

**Prospects for further research.** Searching for tools that will help optimize the process of learning English for professional communication, it is necessary to address the needs of students, the goals they set for themselves when starting foreign language classes, that is, to effectively organize language and mental activity, motivation is necessary. The methods of teaching foreign languages are constantly being updated, therefore, the need for their study is growing. Since one of the most effective methods is communicative, we see prospects for further exploration in its study.

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## Section 3

# “Professional, interpersonal and intercultural communication”

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UDC 316.42

## EMPATHY AND TOLERANCE AS CORE COMPONENTS OF INTERCULTURAL COMMUNICATION

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**Abstract.** *The purpose of the research is to substantiate the place of empathy and tolerance in the process of intercultural communication and to identify differences in their manifestations among representatives of Ukrainian and Anglo-American linguocultures.*

*Research methodology. The theoretical and methodological grounds of the research are based on philosophical statements about the relationship between language and culture, the main statements of the theory of intercultural communication, research by Ukrainian and foreign scientists. The following research methods are used to achieve the defined purpose and set objectives: a) theoretical: theoretical analysis of literature sources on intercultural communication, forecasting manifestations of empathy and tolerance by representatives of different linguistic cultures; b) empirical: questionnaire, comparison, observation, analysis and synthesis, logical method.*

*Results. The main differences in the manifestations of empathy and tolerance of representatives of different linguistic cultures have been analyzed using the example of the USA, Great Britain and Ukraine. Distinctive features have been highlighted despite certain common features in communication and behavior.*

*Novelty lies in justifying the place of empathy and tolerance in the system of cultural competence and comparing the above notions within three lingual communities.*

*The practical significance of the obtained research results is that the identified features of the empathy and tolerance manifestations of representatives of Ukrainian and English-speaking lingual cultures can be used in the process of training students of higher educational institutions in professional foreign language communication.*

**Key words:** *linguoculture, human interaction, intercultural competence, lingual community, dialogue of cultures*

**Introduction.** One of the characteristic features of today is the dynamization and globalization of communication between people belonging to different national, linguistic, and cultural communities. This requires the ability to express oneself perfectly and carefully not only to hear, but also to understand the specific meanings

expressed and interpreted by the participants of intercultural communication. In order to better understand the meaning of what was said and not to get into a conflict situation due to a misunderstanding. First, it is about the formation of readiness for foreign language communication, the development of the ability to realize the common features and differences between different cultures.

The peculiarities and outcomes of human interaction depend on how interlocutors perceive, understand, reproduce and interpret each other's behavior as well as evaluate communicative capabilities of all the parties. Mutual understanding or misunderstanding, the ability or inability to predict the behavior of the communication partner accompanies the process of interaction. That is why the categories of tolerance and empathy are of particular importance when dealing with the peculiarities of intercultural communication of representatives of different lingual communities. The necessity to study these concepts is also revealed in the fact that having an idea of another culture and knowing its language is quite far from understanding another world and recognizing and realizing all the consequences of the universality of human nature, which is manifested in the creation of different unique cultures with their own view of the world, special traditions and rituals, their own values.

**Analysis of publications.** Recently, the issue of studying tolerance and empathy, the peculiarities of their manifestations in representatives of different cultures, occupies one of the priority places in the research of a great number of foreign and domestic scientists. Thus, A. Smitha<sup>1</sup> & Dr. Mary Vineetha Thomas focus on infusing tolerance and empathy skills in adolescents for peaceful co-existence in 21st century. H. Chuyko, I. Zvarych, M. Komisaryk and Y. Chaplak investigate tolerance in the plain of psychology, namely the determination of the characteristics and probable reasons for the manifestation of such a form as tolerance of indifference as well as peculiarities of manifestations of communicative tolerance of students in the conditions of quarantine insulation. Zh. Gerenova and T. Dimitrov consider the manifestation of empathy and its development during the training of healthcare specialists. B. Martinovski, D. Traum and S. Marsella explore rejection of empathy and its linguistic manifestations. K. Ivanova analyzes tolerance and empathy as specific

features of communicative processes of intercultural discourse. V. Vilzhinskyi looks into empathy and tolerance as causal and motivational components of the formation of Ukrainian paternalism. N. Rusan and O. Voitenko concentrate on empathy and application of emotional intelligence for different types of teams in project management.

**The purpose of the research** is to substantiate the place of empathy and tolerance in the process of intercultural communication and identify differences in their manifestations among representatives of Ukrainian and Anglo-American linguocultures.

**Objectives of the research.** To achieve the goal of the research, the following objectives are set:

- To identify and differentiate the essence and goals of intercultural communication and intercultural competence.
- To explore empathy and tolerance as integral elements of intercultural competence.
- To reveal the peculiarities of manifestations of empathy and tolerance in representatives of British and American linguocultures.
- To determine the main differences in empathy and manifestations of tolerance in representatives of Ukrainian and Anglo-American linguocultures.

The object of the research is empathy and tolerance as elements of intercultural competence.

The subject of the research is the peculiarities of empathy and manifestations of tolerance in representatives of British and American linguocultures.

**Research methodology.** The theoretical and methodological grounds of the research are based on philosophical statements about the relationship between language and culture, the main statements of the theory of intercultural communication, research by Ukrainian and foreign scientists. The following research methods are used to achieve the defined purpose and set objectives:

a) theoretical: theoretical analysis of scientific literature on intercultural communication, forecasting manifestations of empathy and tolerance by representatives of different linguistic cultures;

b) empirical: questionnaire, comparison, observation, analysis and synthesis, logical method.

**Scientific novelty** lies in justifying the place of empathy and tolerance in the system of cultural competence and comparing the above notions within three lingual communities.

The practical significance of the obtained research results is that the identified features of the manifestations of empathy and tolerance of representatives of Ukrainian and English-speaking linguistic cultures can be used in the process of training students of higher educational institutions in professional foreign language communication.

## **Research material**

### **Essence and Goals of Intercultural Communication and Competence**

In modern science, intercultural communication is defined as the interaction of representatives of different cultures with the aim of achieving mutual understanding. Scientists recognize that communicators belong to different cultures as the main feature of intercultural communication and emphasize the importance of communicators' awareness of each other's cultural differences. The essence of intercultural communication as a process that has a dialogical basis is revealed through the connection of culture and communication, where language plays a leading role, as a means of preserving and transmitting cultural information, as a means of communication.

The opening of borders and the spread of globalization of these processes have proven that the world does not have sufficient communication skills between representatives of different cultures, which do not allow purposeful establishing and maintaining dialogue between cultures. Relations are built on this basis – from passive rejection of the achievements of other cultures to active resistance to their spread and establishment.

The answer to this challenge led to the birth of a new science – intercultural communication. Intercultural communication arose in the USA due to the practical interests of politicians and businesspersons who worked abroad and found their helplessness in practical contacts with representatives of other cultures. Thus, communication began to be considered as a specific type of activity subject to analysis.

The concepts of intercultural communication and cultural awareness appeared in foreign pedagogy and didactics in the 80s of the 20th century and were initially used mainly in the field of educational theory. L. Samovar and R. Porter define the term of international communication as direct and indirect communication between partners – representatives of different cultures, in the process of which different perspectives of communicators collide, where the components of these perspectives are value orientations, ideas about universals and their verbal expressions, norms, behavior models, etc.; during such communication, mutual understanding can or cannot be achieved [1, p. 14–19]. M. Lustig and J. Koester interpret intercultural communication as a symbolic, interpretive, transactional, contextual process, in which people from different cultures create shared meanings [2]. L. Arasaratnam states that intercultural communication refers to the effects on communication behavior, when different cultures interact together. Hence, one way of viewing intercultural communication is as communication that unfolds in symbolic intercultural spaces. [3]

Intercultural communication is known to begin with the awareness of the fact of real cultural differences between different people, which can prevent adequate behavior and normal interaction with communication participants. Therefore, overcoming intercultural differences, moving away from antagonism to voluntary and conscious compromise becomes an important goal of their communication. In the process of communicating with representatives of another culture, this can become a problem, since even the simplest and most frequently used gestures and sounds can have different semantic meanings, which open up many options and models of behavior.

It is obvious that the successful development of a personality ready for the dialogue of cultures is a process that can be directed by regulating the results of assimilation of a foreign culture. In this regard, the model of assimilation of a foreign culture by one of the leading specialists in intercultural communication, M. Bennett is of special significance. Awareness of cultural differences, according to his model, goes through several stages: ethnocentric, which includes denial (isolation and separation), protection (defamation, primacy, reverse development), distance (physical universalism, transcendental universalism), and ethnorelativistic, which includes

recognition (respect for differences in behavior, respect for differences in the value system), adaptation (empathy, pluralism), integration (contextual assessment, constructive marginality).

Understanding the culture of the country whose language is being studied was originally referred to as the “fifth skill” along with reading, writing, listening and speaking. But, according to C. Kramersch, if language is a social phenomenon, then culture becomes the essence of language learning [4]. According to this, cultural awareness is not really a “fifth skill”, but a sum of skills, which it is more appropriate to speak of as a competence. Intercultural communicative competence is widely studied in the works of M. Byram [5, p.17]. According to his theory, intercultural competence is the ability to interact in a foreign language with people from other countries and cultures. Knowledge of another culture is related to language competence through the ability to adequately use the language and understand its special meanings and connotations.

The first positive (and also negative) impressions from communication continue to be attributed to the interlocutor in the process of further communication.

Linguistic communication is a complex information and sign system in which individual, national, and international language components interact. The transmission of any information is possible only through sign systems. At its center is a person who creates speech as a purposeful action.

Like any type of communication, intercultural communication at any level has its goals, from the implementation of which you can judge the effectiveness (or ineffectiveness) of communication.

Many researchers associate intercultural competence, as a rule, with the concept of communicative competence, which in a generalized form denotes the degree of interpersonal experience, or the skills of interaction in society.

Based on the results of our content analysis, we will interpret intercultural competence as the ability of a person to have multicultural professional and personal communication with representatives of countries of another culture so that they can interact properly, including at the verbal level, in the cultural diversity of real situations.

By the mid-1980s, there was an idea that intercultural competence is the result of mastering the knowledge and experience of intercultural communication. This knowledge should contain specific information about a specific culture and general knowledge in the field of cultural universals.

The analysis of scientific literature on the researched problem proved that there are two aspects of intercultural competence:

- The ability to instill in oneself the essential assets of a foreign language culture – to know the language, the hierarchy of values, norms, standards of behavior of a communication partner. Naturally, the success of communication directly depends on the depth of this knowledge.
- The ability to succeed when communicating with representatives of a foreign culture, even with insufficient knowledge of the main elements of the culture of their partners. It is this version of intercultural competence that is most common in modern communication practice.

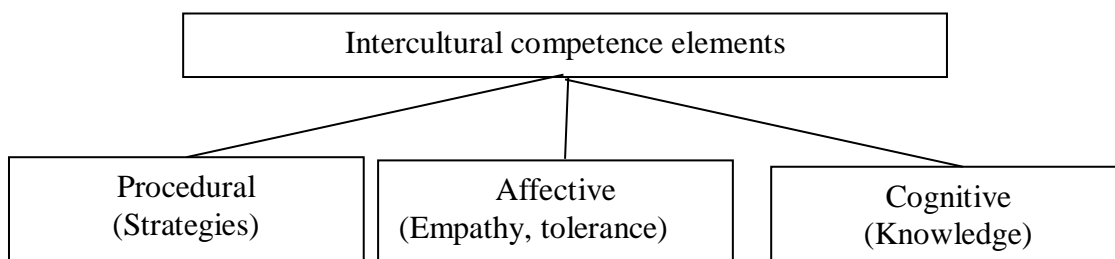
Thus, intercultural competence is aimed at mutual understanding, minimizing contradictions and avoiding conflicts. Various activities and technologies are used to develop intercultural competence. International academic mobility is one of them. It has become one of the tools for the formation of a global educational and scientific space. It promotes intercultural exchange and is an effective technology for improving the level of foreign language proficiency as well as getting knowledge about the culture, history and traditions of the host country [6, p. 68],

Intercultural competence is a competence of a special nature, which is based on knowledge and skills, as well as the ability to carry out intercultural communication due to the creation of a common meaning of what is happening for communicators, and to ultimately achieve a positive result of communication for both parties. The goal of the formation of intercultural competence is to achieve such a quality of linguistic personality that will give it the opportunity to go beyond its own culture and acquire the quality of a mediator of cultures, without losing its own cultural identity.

To analyze the characteristics of intercultural competence, we will present the opinion of modern researchers. Thus, researchers K. Knapp and A. Knapp-Pothoff single out the following:

- understanding the dependence of human thinking, activity and behavior, as well as communicative activity and behavior on culturally conditioned cognitive schemes;
- understanding of cultural dependence and one's own thinking, activity and behavior, as well as communicative activity and behavior;
- the ability and readiness to adopt an intercultural perspective;
- knowledge of the branches of the native and target culture, within which these cultures may differ;
- knowledge of various communicative styles of behavior and the ability to identify them in situations of intercultural interaction;
- the ability to interpret the phenomena of communicative activity and behavior from the point of view of cultural determinants;
- understanding of the basic principles of interpersonal communication;
- mastery of strategies for identification and analysis of misunderstandings during communication based on knowledge of cultural differences and their impact on communicative activity and behavior;
- mastery of strategies to avoid and clarify misunderstandings in communication [7, p. 84–85].

The analysis of foreign and domestic scientific literature made it possible to identify the main elements of intercultural competence (see: Fig. 1).



**Fig. 1 Intercultural competence elements**

The presented types are worth describing in more details:

- Affective – empathy and tolerance, which ensure the effectiveness of intercultural interaction;

- Cognitive – culture-specific knowledge necessary for adequate understanding of the communicative behavior of another culture’s representatives, changing one’s own communicative behavior in an interactive process;
- Procedural – strategies used in situations of intercultural contacts and aimed at the successful flow of communicative interaction by means of finding common cultural elements, expressing readiness for mutual understanding, etc.

There are different ways of achieving intercultural competence:

- to develop the ability to reflect one’s own and foreign culture, which initially prepares for a benevolent attitude towards manifestations of foreign culture;
- to replenish knowledge about the relevant culture for a deep understanding of the relationship between one’s own and foreign cultures;
- to gain knowledge about the conditions of socialization in one’s own and foreign cultures, about social stratification, sociocultural forms of interaction accepted in united cultures.

Therefore, the process of forming intercultural competence is aimed at managing the process of interaction, its adequate interpretation, acquiring new cultural knowledge in the context of intercultural interaction that is, mastering another culture during communicative processes.

### **Empathy and Tolerance as Elements of Intercultural Competence**

In the research of intercultural communication, the issue of empathy and tolerance occupies one of the leading places. Before analyzing the manifestations of empathy and tolerance among representatives of different lingual cultures, we consider it expedient to clarify the essence of the above-described affective elements of intercultural communication.

The term “empathy” first appeared in the English dictionary in 1912 and was close to the concept of sympathy. It was introduced by E. Titchener, who tried to trace the German word *Einfühlung* (literal translation – penetration), used in 1885 by T. Lipps in the context of the theory of the influence of art. According to T. Lipps, empathy is a specific type of knowing the essence of a subject or object.

According to the University of Cambridge's dictionary definition of empathy, it is the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation. [8]. This is the ability to put oneself in the place of another in his/her situation, to overcome the limits of one's life situation, as well as overcome the limits that restrict human behavior in traditional society. Empathy is the ability to sympathize across the entire emotional spectrum. The concept of empathy is much broader than the concept of pity, since it includes not only sympathy in trouble, but also empathy in joy.

It cannot be denied that mass media make other cultural worlds more open to us and form the ability of modern people to understand other cultures as a basis for the emergence of empathy. The modern type of personality is formed in the context of changing social conditions and cultural contacts, which tend to expand constantly. This type of person is the result of changes in the education system, a consequence of broad social processes that include interaction and contacts on a global scale.

Today, the term "empathy" has become widespread in most of the humanities. However, many properties of this type of human relations have not yet been sufficiently studied. The manifestation of empathy in communication is expressed in the general attitude not so much to understand the hidden meaning of what is said, but to feel the state of the partner. The impact of empathy on relationships is mainly determined by three functions: create supportive communication; create assisting and reassuring behaviors; increase the accuracy of reflective communication.

These features are focused on the impact of empathic motivating communication with the other. Such communication strengthens relationships and increases their effectiveness [9, p.960.]

Sometimes, due to conventions acceptable in the respective culture, people begin the presentation of their opinion from some indentation, where their intention is not immediately visible. They seem to encode their ideas and feelings into generally accepted words, so it is often not possible to express an opinion in such a way that the interlocutor understands it correctly. In addition, the difference between feelings and the content of communication is also not always easy to catch. Experiencing the

feelings of the interlocutor through various emotional manifestations, people thereby show how much they understand the interlocutor. In such cases, the productivity of communication depends not only on actual information, but also on attitudes, feelings, and emotional manifestations. The peculiarity of empathy is that the subject of communication seeks to reproduce in himself the experiences of other people with whom he communicates. In other words, empathy is based on the ability to put oneself in the place of another person, to look at the world around him through his eyes, to feel his condition and to take all this into account in his behavior and actions.

In the theory of intercultural communication, three main forms of empathy are distinguished:

- cognitive – the ability to compare and realize what unites and divides people;
- expressive or emotional – the ability to empathize with a person on a sensual level and understand the similarities and differences of emotions and intentions;
- social – the ability to understand similarities and differences in social behavior norms.

Empathic interaction occurs when three main factors are present:

- Empathogenic situation, that is, the circumstances that caused specific emotional state and need of a certain person to get support from another person. Such situations can be both psych traumatic and pleasant. Accordingly, emotions are of either negative or positive character.
- The object of empathy, that is, a person who needs support or assistance.
- The subject of empathy, that is, a person who has certain feelings about the object of empathy as well as the ability to provide with appropriate support.

Based on these forms, we highlight the basic provisions that are an important prerequisite for the successful achievement of empathy during the dialogue of cultures:

- formation of cultural awareness;
- perceived human behavior in the process of intercultural communication;
- respect for the interlocutor and sincere interest in what others say and do;
- the desire to understand how others feel;
- adequate reaction to verbal and non-verbal codes of your foreign interlocutor;
- comparison of the values of cultural categories in different cultures;

- the ability to understand another's point of view.

In our opinion, the idea of EMPATHY as an acronym introduced in the practice of medicine can be adapted to general communication. E is for eye contact. M is for trying to read the muscles of facial expression. The P stands for posture. And it also refers to position. The A stands for affect, which is the scientific word, as you know, for emotion. T is for tone of voice. H is for hearing the whole person. Then Y is your response — the feeling you are getting when you are with another person, because most feelings are mutual. The application of the above algorithm or as they are called seven keys can help develop skills in emphatic communication, create adequate emphatic responses to the modern world and improve overall emotional well-being. EMPATHY acronym can be effectively used as a tool for teaching foreign languages.

As we have mentioned above, another affective element of intercultural communication is tolerance, i.e., tolerance for a different lifestyle, behavior, views, habits, beliefs, etc.

Tolerance is an attitude to perceived cultural or physical differences between people or differing opinions. Tolerance can mean refraining from interfering with an opposed other [10, p.69], while a broader understanding of tolerance includes recognizing the other as equal instead of deviant, inferior, or marginal [11, p.9].

Understanding tolerance in terms of recognition puts equality at its heart. Sometimes some differences can be markers of oppressed or excluded collective identities; people with these identities may be refused or offered second-class membership in the polity and lack the preconditions for full participation in democratic citizenship. Tolerance is thus ultimately a question of justice, recognizing differences, and ensuring they hold an equal position in the public sphere [11, p.10].

It is clear that tolerance is necessary in relations between representatives of different peoples, nations and religions. It is a sign of self-confidence and awareness of the reliability of one's own positions, which are not afraid of comparison with other points of view and do not avoid spiritual competition. Article 1 of the Declaration of principles on tolerance by United Nations Educational, Scientific and Cultural

Organization (UNESCO, 1995) has stated the meaning of Today's Tolerance that are as follows:

1. Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of Peace.

2. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others.

3. Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law.

4. It means accepting the fact that human beings, naturally diverse in their appearance, situation, speech, behaviour and values, have the right to live in peace and to be as they are. It also means that one's views are not to be imposed on others. [12].

APA psychological dictionary gives the definition of tolerance as acceptance of others whose actions, beliefs, physical capabilities, religion, customs, ethnicity, nationality, and so on differ from one's own; a fair and objective attitude toward points of view different from one's own [13].

Tolerance in the context of intercultural communication is, first of all, a respectful attitude to the diversity of cultures in the world, cultural characteristics of the communication partner, those different from one's own norms of behavior and expression of opinions. Tolerance involves the ability of communicators to perceive certain facts from another culture, especially if they differ from the norms and customs of their own culture, which leads to the desire to understand and accept a different point of view without conflict. Intercultural communication, as a two-way process, requires a tolerant attitude and a desire for mutual understanding in all participants of intercultural communication.

Tolerance is not only an important condition, but also a result of intercultural communication, thanks to which respect for other peoples, their traditions, values and

achievements, awareness of differences and acceptance of all the ethnic and cultural diversity of the world is cultivated. A model of tolerant relations in such a context is a community in which freedom and tolerance reign, attention to any opinion, perception of differences – cultural, ethnic, racial, social, etc. A tolerant approach in intercultural communication is a condition for preserving differences, as the right to be different.

The antipode of tolerance is intolerance, which is based on the belief that one's own views and lifestyle are superior to all others. Intolerance manifests itself in a wide range of forms of behavior – from ordinary impoliteness to ardent genocide of representatives of a foreign culture.

In modern scientific literature, the following forms of intolerance are distinguished:

- insults, mockery, emphatic contempt;
- negative stereotypes, prejudices, superstitions;
- ethnocentrism;
- discrimination on various grounds and types;
- racism, nationalism, exploitation, fascism;
- xenophobia (ethnophobia, migrant phobia);
- desecration of religious and cultural monuments;
- expulsion, segregation, repression;
- religious persecution.

Overcoming the consequences of hostile intercultural communication can take place, first of all, under the conditions of education of tolerance, which involves:

- deep and comprehensive mastery of one's own culture as a component of a single universal human culture;
- formation of ideas about the diversity, originality and richness of cultures and fostering a positive attitude towards cultural differences;
- creation of conditions for integration into the cultures of other nations;
- formation and development of practical skills and skills of effective interaction with representatives of different cultures;
- overcoming intercultural misunderstandings and conflict situations in the dialogue of cultures.

As practice shows, fostering a tolerant attitude towards a foreign culture is achieved through a purposeful educational process consisting of several stages:

- general familiarization with the culture of one or another country;
- language training;
- specialized cultural training.

Thanks to this, the ability to adequately assess the communicative situation, use verbal and non-verbal means, develop the results of communicative interaction with the help of feedback is accumulated. And the intercultural competence itself appears in several types:

- Language competence – the correct choice of language means, adequate for the communication situation.
- Communicative competence – applied mechanisms, techniques and strategies that contribute to the effectiveness of communication.
- Cultural competence – understanding of starting positions, background knowledge, value attitudes, psychological and social identity, characteristic of the cultural environment of communication.

Thus, one of the greatest achievements of civilization is connected with the ability to find contact between representatives of different cultural worlds. It is one thing to have an idea of another culture, to know its language (which in a broad sense includes the entire system of symbols and symbolic actions), and another is to try to understand a foreign world and recognize all the consequences of realizing the universality of human nature, which is manifested in the creation of various unique cultures with their own view of the world, special traditions and rituals, with their own values.

### **Tolerance and Empathy Manifestations among British and American Linguoculture Representatives**

As evidenced by the theoretical analysis of the literature on the researched problem, in Great Britain tolerance is understood as the readiness and ability to accept a person or an event without protest.

The Cromwellian period of English history (17th century) is considered an important period in the history of tolerance. At that time, among the various sects that

were part of Cromwell's army, there were two – independents and levelers, who defended the interests of freedom and tolerance. According to their views, no statement can be so infallible that it can be sacrificed to other beliefs that exist in society. In the conditions of religious pluralism and religious tolerance in England, peace and a general atmosphere of mercy was achieved. One of the ironies of history is that it was the Republican Oliver Cromwell, a Puritan well known for his religious fanaticism, who was the first to show a relative degree of tolerance, by authorizing the return of Jews and temporarily ending the persecution of Catholics (1655)

While in Great Britain political and religious tolerance was the result of an accumulation of concessions made by the State, the founding fathers of the American Constitution were keen to include tolerance as a right in their Bill of Rights, the first ten amendments added in 1791 to the original text adopted in 1787 [14].

As we can see, the problem of tolerance first arose in Western civilization precisely at the religious level, and religious tolerance gave rise to all other freedoms that take place in a democratic society.

The multicultural reality of contemporary Britain has been increasingly taken for granted and the presence of post-immigration groups considered a welcome addition to British life. The concern is with making Britain a place that acknowledges and celebrates diversity in its population and that reconsiders its 'national story' to take account of its multicultural reality [15].

One of four main British values is Mutual Respect and Tolerance of Different Faiths or Beliefs. Children are taught to show empathy and understanding of people from different backgrounds. Pupils are given regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect. This allows pupils to understand and respect values different to their own [16].

Among the priorities in the process of education and upbringing in accordance with the values of the British, a special place is occupied by the education of a tolerant attitude towards other races, religions, social systems and cultural traditions as well as high moral qualities of the individual, the ability to empathize and willingness to help other people, i.e. education in the name of peace. The English believe that a person's

tolerance is directly related to his/her level of education, so the more educated a person is, the more tolerant he is to others. Therefore, they try to instill a sense of tolerance in Great Britain at school. Most English scholars, speaking about democratic values, mention justice, freedom, tolerance and individual autonomy. And considering the character traits and qualities of the individual, they note respect for freedom and justice, tolerance, and respect for human rights.

The English take physical education as the basis of harmonious personality education. According to the great J. Locke, “a sound mind in a sound body” – this is the task of any upbringing. This is how this nation raises its children throughout centuries of history, because only a physically healthy and perfect person can be intelligent and have high moral and aesthetic qualities. The British people exalt the book as one of the most important means of mental education of a person. According to J. Milton, a good book is the precious life force of the lord of the spirit, which fills all human things with fragrance life. Moral education in Great Britain is the basis of character formation. A person must learn to discipline his will and his character in order to create good. Instilling moral and aesthetic values in Britain cannot do without religious education. The daily act of worship is obligatory for all schoolchildren (unless parents object). The “law-abidingness” of the English nation is worth noting. In this country, a sense of respect for the past is a source of great deeds, strength of character, worldview and greatness of the people.

Now foreigners are appearing in England, settling there for a certain period. In London only 63% of people were born in Great Britain. Here, any dissimilarity to others is perceived adequately and without unnecessary fuss. The British treat such a situation patiently and have the opportunity to observe extraordinary things: on their own land, foreigners open up to them the wonders of their own cultures – from the national cuisine to the peculiarities of their mentality. Perhaps this is one of the reasons for such a widespread opinion today that you can find anything you want in London.

At first glance, the English people seem to be restrained and unmoved. With their buttoned-down emotions and steadfast self-control, they seem uncommonly reliable and consistent – both to each other and to the world. In fact, in the depths of every

Englishman's soul there is a place for compassion and empathy. Literally from birth, English children are taught not to show their true feelings and to suppress any intemperance in order not to accidentally offend someone. Such "impenetrability" is the main feature of the English.

The English are considered law-abiding, polite, generous, gallant, stable and fair. They are also proud of their characteristic self-deprecating humor, considering it an unconditional proof of their generosity. The English are distrustful of anything unfamiliar, especially foreign. And it should be remembered that in a certain sense the word "another country" for an Englishman begins already at the opposite end of the street in which he lives.

Moderation and restraint is a precious ideal that is of great importance to the English. This is especially evident in the general aversion to those who go too far. The concept of going too far includes, for example, excessive tearfulness; this is considered a manifestation of weakness and is unacceptable. The British believe that it is absolutely unacceptable to poke your nose into other people's affairs.

Relations in American society are built on a tolerant attitude towards each other in all spheres of life. That is, both communication and attitude towards each other are tolerant. They call it a pay it forward attitude. It is considered normal when people offer you their help; openly share their experience without expecting you to give them something back. That's how everyone behaves. As a result, you understand: if you help someone today, they will help you tomorrow.

Americans are tolerant and have an adequate reaction to the mistakes of others. In the process of interaction, Americans strive for compromise, smoothing out contradictions instead of expressing emotions and moving to extremes. They expect quick decisions and express trust to their interlocutors by a tolerant attitude towards them. Tolerance in the USA means respect, acceptance and correct understanding of the rich diversity of the world's cultures, forms of self-expression and ways of manifesting human individuality, because Americans value these very traits, living by the principle: "If this is a good person, why should it matter what race or nationality he or she is?"

The United States as a state entity was evaluated in different ways in different historical periods – with sympathy, with indignation, with affection, with fear. The United States can rightly be considered one of the grandest experiments in human history, in which representatives of different nationalities, ethnic groups, and even races were taken and placed together in a vast territory cut off from the outside world. As a result, in a fairly short period of time, a new community appeared, with its very specific traditions, customs, values, manner of behavior, perception of the world – in short, all that is called national character. Perhaps that is why Americans have such a developed sense of tolerance and tolerance for the behavior and mistakes of others.

Americans are considered to be an individualistic nation. Everyone builds their own life, has the right to choose and strives for their personal happiness. At the same time, the other's right to happiness, which cannot be interfered with, is recognized. They live without looking back at others and without expecting help from others. The main principle is everyone creates their own happiness.

Americans are distinguished by their politeness. Emphasized polite address to the addressee, the form of a personal polite request – these methods are very common in the USA. Appeals with or without the word please showed that all kinds of information (warnings, instructions, and prohibitions) can take the form of a polite request, emphasized by the word 'please'. This is especially accepted in those cases of such manifestations of tolerance, for example, in cases where people are encouraged to give up their comforts for the sake of other people. Example: Please, give up this seat if an elderly or handicapped person needs it; Please, offer this seat to an elderly or disabled passenger; Won't you please give this seat to the elderly or handicapped. Please, exit through back door.

A polite request can have an even more sophisticated and cunning form: Thank you for not smoking.

One of the problems of the American type of attitude towards people is “formal politeness” – a pronounced feature of society. To a simple question: "Tea or coffee?" one cannot simply say “Tea”, you must always add please “Tea, please”: “Black or

white? – “Black, please”. In a negative answer, you should add thank you, but do not go into explanations. For example, to the question: “Sugar?” You must answer “No, thank you”.

The American model of tolerance, on the one hand, clearly demonstrates emphasized politeness, a caring, sensitive attitude towards a person, and, on the other hand, the manifestation of politeness in American culture is often only formal in nature. American social conversation is characterized by tact, attention to the interlocutor, open friendliness and optimism.

In connection with this diversity, Americans have developed such a very nice trait as tolerance for the manifestation of any kind of dissimilarity. This does not mean that American society is completely free from bias and conflict, the manifestation of intolerance or discrimination causes sincere indignation and strong protest in the vast majority. Americans are caring people – they readily come to help even strangers, help the poor, and donate to charity and volunteer. Another characteristic of Americans is that they ask a lot of questions, sometimes they can ask something very personal, and people from other cultures can perceive this as a lack of tolerance.

Conventionally, the empathy of a person, a group of people or an entire nation is divided into high and low. High empathy is an advantage of modern people, it is like additional sight and hearing, and low empathy is callousness, indifference, coldness. Such people cannot respond to other people’s feelings, rejoice at someone else’s joy or be saddened by someone else’s sadness. They make mistakes in relationships with people, because they completely trust only themselves, and this is not enough. Based only on their own relevant states, they do not take into account the motivations and emotional states of the partner.

America ranks no. 7 globally when it comes to empathic concern and the ability to imagine others' point of view, according to a first-of-its-kind study from Michigan State University. Even though America made the top 10, the psychological state of Americans has shifted in recent decades. There is a trend for people of younger generations to focus more on individual needs and less on our collective needs as a society; or the individual needs of another person [17]. Pandemics and social isolation have added much to this steep decline. There is a lot of research on Americans’

empathy burnout investigating how news and current events contribute to this drop. They feel great concern about the results of the surveys, as younger generation do not invest themselves much in social issues that can prevent them from changing communities. Significant is the fact that social; media are generally accepted to intensify empathy burnout. Toxicity and false information are mentioned to have decreased the empathy levels.

### **Differences in Empathy and Tolerance Manifestations among Representatives of Anglo-American and Ukrainian Cultures**

In the context of the analysis of the prospects for society development, racial, ethnic and national tolerance is considered not only as a potential for maintaining peace and tranquility in the country, but also as an indicator of the degree of readiness of the mass consciousness of the population for openness and cooperation with the world community on the basis of universally recognized democratic principles.

It is interesting to note that the difference in interpreting the terms under investigation is brightly reflected in their definitions. Cambridge Dictionary (the most popular British dictionary and thesaurus), for example, defines tolerance as willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them [18]. The first meaning of tolerance in America's most trusted online dictionary Webster's dictionary is capacity to endure pain or hardship, and then comes sympathy or indulgence for beliefs or practices differing from or conflicting with one's own [19]. Ukrainian Academic Explanatory Dictionary describes tolerant as indulgent, patient to someone's thoughts, views, beliefs, etc.

The problem of national relations in the context of assessing the prospects of social transformations requires special methodological techniques that allow measuring the level of national tolerance as a deep basis of international behavior. One of such techniques is Bogardus social distance scale. It allows you to measure the psychological readiness to approach or, on the contrary, to reject people of another culture, regardless of their personal qualities and characteristics. However, modern Ukrainian scholars (O. Shestakovski, V. Nakhmanovych, etc.) point out that the scale

appears to be quite disputable. It tends to measure ethnic biases having low differentiation and in general, being borrowed from completely other times and other countries.

In 2012, the Bogardus scale was used in the study of the psychological state of the population of Ukraine. 1,800 people over the age of 18 were surveyed, by gender, age, education, region and type of settlement, representing the adult population of Ukraine. The obtained data showed that the socio-psychological basis of democratic development on the way to an open society was not as good as it seemed at first glance. First, the population of Ukraine is characterized by a much lower level of tolerance towards all nationalities than, for example, the population of the United States, but a higher level of tolerance than the population of England. In our opinion, this is due to the fact that Ukrainians are generally a mono-national state, where the titular nation prevails, unlike the USA, where representatives of different nationalities, ethnic groups and even races are placed together in a huge territory, cut off from the surrounding world. Perhaps that is why Americans have such a developed sense of tolerance and tolerance for the behavior and mistakes of others. As for the English, they distrust everything unfamiliar, especially foreign. In a certain sense of the word, “another country” for an Englishman begins at the opposite end of the street where he/she lives, which is proved by an old English proverb “My home is my castle”.

In the course of our research, the main criteria for differences in the manifestations of empathy and tolerance of representatives of Ukrainian, British and American linguocultures have been worked out (Table 1).

Table 1

**The main features in the manifestations of empathy and tolerance**

Criteria	Great Britain	USA	Ukraine
Dependence of tolerance on education	Has a direct dependence	Does not depend on education, but is a person's choice	Has a direct dependence
Instilling moral values through religious	Mandatory (if parents do not mind)	The right to personal choice	Is not mandatory
Manifestations of patriotism	A significant drop, become more patriotic with age	Is considered to be one of the most patriotic countries	A significant rise of the patriotic moods

The attitude towards foreigners	Is generally welcoming and open	View openness to foreigners as 'essential to who they are as a nation'	Tolerant, curious about the other culture and ready to share their own traditions
Reaction to manifestations of unusualness and dissimilarity	Adequate in the capital and with reserved surprise in other parts of the country	No attention is paid to it. The right of a person to choose is respected	Rather conservative depending on the age and area
Attitude towards the sound of other languages in their own territory	Tolerant with the general habitual preference to communicate in English being aware that English is the mother tongue of hundreds of millions of people.	Tolerant trying to find common grounds with the interlocutor speaking another language	Tolerant, curious, depends on the education
Developing others	Is trained at courses and universities	Is related to leadership competence	Is not so popular and well-developed as developing oneself
Leveraging diversity	Show respect to people, regardless of their background	Tailor the way they interact with people to fit with their needs and feelings	Do their best to be respectful. However, having some stereotypes and bias
Reasons for politeness	Tradition	More of a formality	Personality type and upbringing
Reaction to the stony expression of your interlocutor's face	A polite question, finding out the reason	Patiently waiting, trying to find out what the matter is	Informal conversation

*Source: built by the author on the basis of empirical research methods*

As we can see, moral education in the USA, Ukraine, and Great Britain is the basis of personality formation, where a person must learn to discipline the will and character to create good.

We can state that the level of empathy and tolerance have a direct correlation with emotional intelligence that helps to reason with emotions and enhance understanding. They are fairly called the cornerstones of emotional intelligence. The concept of emotional intelligence is gaining popularity nowadays. The Internet is full of useful hints on practical ways to improve emotional intelligence and empathy especially when

working in multinational companies. It is also one of the reasons why the investigated issues are of greater importance in the UK and the USA that are rich in MNCs. They are believed to enhance the overall corporate culture. Moreover, they are thought to help become a great leader. In competitive fields like business and entrepreneurship, leaders typically have two primary, basic functions. The first goal for every good leader is to optimize their own teams' respective performance. The second goal is to understand and beat the competition. Empathy is required for both of these goals [20].

The cultural community is sure to influence the patterns of empathy and tolerance determining the behavior of its representatives as the child starts developing it gaining life experience and accumulating emotional baggage. First comes the analysis of one's own thoughts, words, actions, i.e. self-awareness. Only then one can understand the intentions and motivation of the other people, in this regard, empathy should also be treated as one of the forms of identification.

The level of empathy in Ukraine can be described as rather high, because Ukrainians are not an individualistic nation, and are not very reserved. For us, sincere, live communication, understanding and support are important.

Therefore, in the course of the research, we analyzed the main aspects of the manifestation of tolerance and empathy on the example of the USA, Great Britain and Ukraine. The main differences between them are revealed. It is also worth noting that these manifestations can be different and interpreted in different ways within the country, i.e. in different parts of the country,

**Conclusions.** The analysis of literature sources on the researched problem has proved that communication is an important component of social life. The expansion of the scope of the globalization process caused the need to study intercultural communication and define the concept of intercultural communication and intercultural competence.

In the process of theoretical study of the researched problem, the main elements of intercultural communication have been identified, which include affective (empathy and tolerance), cognitive (knowledge) and procedural (strategies).

Based on the theoretical analysis of the place of empathy and tolerance in the process of intercultural communication, tolerance has been determined as not only an important condition, but also the result of intercultural communication, thanks to which respect for other peoples, their traditions, values and achievements, awareness of differences and acceptance of ethnic and cultural diversity of the world is cultivated. And the main manifestation of empathy in communication is veiled in the general attitude not so much to understand the hidden meaning of what is said, but to feel the state of the participants of the dialogue of cultures. The research has proved the multidimensional nature of the concepts.

The study of the peculiarities of the manifestations of empathy and tolerance of the English made it possible to discover that, developing a tolerant attitude towards other races, religions, social systems and cultural traditions occupies a special place in the process of education and upbringing; education of high moral qualities of the individual. The English believe that the level of a person's tolerance is directly related to the level of his/her education. Here, any difference from others, any unusualness and standing out from the crowd is perceived adequately and without unnecessary fuss. At first glance, the English people seem to be restrained and unmoved. In fact, in the depths of every Englishman's soul there is a place for compassion and empathy. They tend to be very supportive. The representatives of this country will never put themselves in your place, because the British believe that it is absolutely unacceptable to poke nose into other people's affairs.

When analyzing the main manifestations of empathy and tolerance of Americans, it has been found out that this is an individualistic nation that most promotes the concept of personal choice to be tolerant or not. Relations in American society are built on a tolerant attitude towards each other in all spheres of life. Americans are tolerant and quietly react to the mistakes of others, they are distinguished by their politeness. They try to look smiling and happy, so there is no need to talk about showing empathy.

The main differences in the manifestations of empathy and tolerance of representatives of different linguocultures have been analyzed on the example of the USA, Great Britain and Ukraine. The research has revealed certain similarities in

communication and behavior. However, there are a number of distinctive features. These cultures define the cause of tolerance in different ways: the British believe that it depends on education, the Americans – on personal choice, Ukrainians – on both. Instilling moral and aesthetic values in Great Britain cannot do without religious education, which is unacceptable in the USA and not mandatory in Ukraine. Attitudes to different kinds of dissimilarity differ, that is perceived as free in the USA, may be condemned in England, in Ukraine there is a transition from conservative views to free ones.

The fields that can benefit from the study cover intercultural communication, foreign language learning and teaching, management and leadership soft skills development, etc. By better understanding cultural differences, we can deal more effectively in general, academic and professional surroundings.

**Prospects for further research.** Further investigations lie in the plain of the interaction of empathy and tolerance with emotional intelligence, the impact of social networking on cognitive and emotional empathy. The study of empathy and tolerance manifestation in verbal and non-verbal elements in different cultures will enable understanding of how they are communicated in various languages. As far as the system of education is concerned, there is a gap on teaching detection and expression on empathy for the needs of various fields of human activities. Investigating the techniques that can help students to form emotional response to the emotional responses of the representatives of different linguocultures and create an emotional reciprocal relationship with them are of special attention.

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## PROFESSIONAL, INTERPERSONAL AND SPIRITUAL COMMUNICATION IN PERSONALITY UPBRINGING

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**Abstract:** *The aim of the study is to represent the principles of spiritual positive pedagogy, directed on the disciples and on the educators themselves for the best results of personality upbringing, to describe the effectiveness of educational process under the basic orthodox requirements for the favorable development of the individual.*

*The following disciple-oriented principles are considered: the principle of person-respectful approach, the principle of soul-saving, the principle of chastity.*

*The set of the educator-oriented principles is as follows: the principle of self-comprehension, the principle of moral responsibility, the principle of self-discipline, the principle of personal example. The paper offers to view the whole system of effective pedagogy from orthodox worldview positions for the developing positive, broad-minded, honored, virtue personality. It suggests to restrict intellectual overload to students, but to develop emotional, cultural, proficient aspects of personal piety.*

**Key words:** *disciple-oriented education, educator-oriented self-requirements, pedagogical influence, upbringing, teaching, moral, spirituality, personality*

**Introduction.** The job of the educator is to help the child realize his desire, protect him from harmful influences and set the right direction. The main thing in education is the development of a living, free and complete immersion of the soul in the life of the family and the school, society and professional organization, municipality and church. Such education requires constancy; it must be carried out day by day by example and word. Children can understand love, mercy, forgiveness, trust, and the truth of Scripture only to the extent that they recognize them in relationships with people, especially in the family.

The educator is called to help the child develop all the possibilities provided by the Creator. However, the teacher needs to clearly represent the hierarchy of types of education and realize the priority of the spiritual principle in a person, which first and foremost needs proper development. In addition, we emphasize that the teacher is obliged to perceive each pupil as God created him, without neglecting anything, remembering that the Lord cares for every soul, leads everyone to salvation, regardless of his mental and physical abilities.

In general, the meaning of education is to help develop and strengthen the forces in the child's soul; make the right choice between different paths; to separate the good from the bad, the essential from the non-essential, etc.; protect the child from spiritual dangers; to heal the sinful side of children's nature through the grace-filled help of the Church; resist passions; to promote the revelation of the image of God in the child; thus preparing him for the perception of the experience of spiritual life.

**The purpose of the research.** The purpose of the research is to describe the effectiveness of orthodox educational process under the requirements for good individual development. It is necessary to analyze the following disciple-oriented principles: the principle of person-respectful approach, the principle of soul-saving, the principle of chastity. As well, the next set of the educator-oriented principles is important: the principle of self-comprehension, the principle of moral responsibility, the principle of self-discipline, the principle of personal example.

**A research problem.** The research problem of this paper is to determine the principles of organizing the educational process, which are favorable for harmonic development of the personality. It develops offers on positive teacher-student relationships and their cooperation on the way of teaching-learning, obtaining a strong-willed character, harmonic perception, cognition and interpretation of knowledge and experience.

**Relevance of research.** The number of experimental works in modern orthodox pedagogy prove the necessity for the society to go to the aspects of harmonic upbringing the youth under the principles of the closest work with Church and small educational centers, where it is common to apply Christian study.

**Analysis of publications.** Clearly, positive teacher-student relationships also contribute to student learning (Wubbels et al., 2006; in press). Educators, parents and students together understand that problematic relationships can be detrimental to the attainment of student outcomes and development (Andrew Martin). Productive learning environments are characterized by supportive and warm interactions throughout the class (Fraser, 2007; Wubbels et al., 2006): teacher – student and student – student. Whereas positive teacher-student relationships are important for every child, these are more than a necessary condition

for the development of students living and studying in contexts in which there is poverty, inequality or unequal access to the learning opportunities. Promoting social justice, also depends on the quality of teacher-student relationships [1].

**The aim of the article.** The aim of the paper is to represent educator-oriented self-requirements in the principles of person-respectful approach, natural conformity, soul-saving, chastity. And to develop the notions of the most relevant principles of disciple-oriented education, which are self-comprehension, moral responsibility, self-discipline, personal example.

**Objectives of the study.** The objectives of the paper are to develop the statements of the offered complex of principles, to describe their priority over the structured non-Christian pedagogy, to emphasize the reasonability of their introduction in the upbringing environment.

**Scientific novelty.** This thesis sets out to investigate the relationship between the design of modern language pedagogy, spiritual development in the educational context, and Christian faith. It does so in the context of recent discussions of spiritual development across the curriculum, and draws upon literature on faith-learning integration emerging from the Christian traditions. Part one of the thesis develops a framework within which the interconnections between these areas can be examined. Negatively, a range of objections to establishing a relationship between Christian faith on the one hand and spiritual development and modern language teaching methodology on the other are countered. Positively, the structure of teaching “methodology” and the roles of control beliefs, spiritual virtues and metaphor in shaping an approach to teaching are elucidated.

### **Research material.**

#### **Educator-oriented self-requirements**

**The principle of self-comprehension.** When we begin to explore ourselves, we are inclined to consider as our “me” only that which we like in ourselves; we perceive everything that is ugly in ourselves as something introduced from the outside, by life circumstances. But life circumstances only reveal what we really are. Although we don’t like much about ourselves, we must accept ourselves as a whole, as we are.

Man as a person is not limited to his psychophysical and social individuality. Let's compare what and how we can learn about our individual, "me", on the one hand, and about our personal "me", on the other. God never allows us to see evil in ourselves if our faith and hope are strong enough to resist such a vision. When He sees that we have become strong enough to endure the abomination of what we see, then He allows us to see what He sees Himself, but to the extent of our hope and faith. If God allowed a person to see something in himself, it means that a person can already cope with the problem, is able to overcome temptation and change internally.

We must consider ourselves as the material that God has put into our hands and from which we are called to create a work of art, something that will become an integral part of the Kingdom of God. Moreover, what we want to express can only be realized within the limits of the possibility of the given material, which we must accept in its entirety. This requires faith that God allows us to see only what we can bear, and courage to see our ugliness. Maybe for people I am too ugly, but I am desirable to God, because otherwise He would not have called me to existence – for eternity [2].

If we want to have a true relationship with the people around us, we must be real, not seeming individuals. Reality must embrace the whole person. No matter how much effort the educator puts in to "seem" to be something that he really is not, children will quickly learn what he really is. It is no coincidence that they say that children "feel a good person." The pure heart of a child sees the truth. And if the word of the educator is constantly at odds with the deed, then the pupils will quickly recognize such duplicity. In order for children to become good Christians and moral people, they must have in the person of their mentors a real, not an apparent example. It often happens that the teacher in the eyes of the students, as it were, loses his unique personality, being perceived by them only as a teacher. In this case, there can no longer be any talk of living and effective interpersonal relationships. Moreover, the habit of such relationships can also be transferred to the attitude of children towards God. Accustomed to seeing only a teacher, and not a person, the child even in his religious prayerful experience turns not to the Living God, but to an idol assembled from fragmentary concepts and images.

Due to sinful damage, a person cannot know himself as a person. Personality can be revealed only in the One who knows it, i.e. in God. As we have already said, the personality in man is the image of the Living God. From the outside, this person appears under the guise of an individual. Overcoming the individual in himself, a person grows into a person. A person is like an icon that came out beautiful from the pen of an inspired master. But, “renewed” from century to century, it became completely unrecognizable. Man, created in the image of God, has become a caricature of this Image. It is necessary to find what is left in the original icon, and, removing layer after layer, clear the icon, return to the prototype, freed from the accumulated distortions [3].

So there are two different ways of self-knowledge:

Knowledge of “me” – an individual who affirms himself, opposes himself, who rejects and denies the other; that “me” that does not want to see itself as it is, because it is ashamed and afraid of its ugliness; that “me” that does not want to be real, because to be real means to stand before the court of God and people; that “me” who does not want to hear what people say about him, especially the word of God.

A personality that finds its satisfaction, fullness and joy only in the disclosure of its prototype, which is liberated, revealed, revealed – and thereby destroys the individual more and more until there is nothing left of him that is opposing, nothing self-affirming, and only the personality remains – the hypostasis, which there is an attitude, there is a state of love of the one who loves and the one who is loved. In such a state, the personality is released from the captivity of the individual and re-enters that harmony, which is Divine Love, containing all and revealing itself in each of us, reflecting and radiating the light of God around.

In recognizing our shortcomings and virtues, fighting for liberation from the first and asserting ourselves in the second, gaining ever greater height and strength, we will be able to help children in this. One of the most important pedagogical tasks is to encourage children to creative self-knowledge and self-disclosure, through the disclosure of the beauty and harmony of the surrounding world and its Creator, and then the crown of creation, which is a man.

**The principle of moral responsibility.** Moral responsibility is a person's internal accountability for everything that happens in the field of his inclinations, choices and specific actions. Moral responsibility is one of the most important forms of moral consciousness. In the process of development and formation of a personality, moral responsibility is a dialogic attitude of a person to himself, to the ways of choice and ways of realizing his freedom.

The more moral trust and authority a teacher is convicted of, the higher the degree of responsibility imposed on him: From everyone who has been given a lot, a lot will be required; and to whom much is entrusted, more will be exacted from him (Luke 12:48). The main meaning of moral responsibility lies in the self-report of the individual for the realization of his capabilities and freedom. Consciousness of responsibility protects a person from committing dishonorable, improper and unworthy acts and subordinates him to the requirements of honor, duty and conscience. From this it follows that the consciousness of responsibility is most essentially connected with the concepts of dignity and freedom [3]. The deeper these moral concepts are rooted in a person, the stronger they influence the degree of his moral responsibility. The content of the concept of moral responsibility includes the following components:

- a person's awareness of his "me" in the freedom of his moral choice;
- assessment of moral choice in terms of the concepts of dignity and freedom;
- determination of the degree of value of the committed act;
- experiencing the moral consequences of one's act in the form of approval or disapproval from conscience.

The height of moral responsibility in each specific case depends on the significance of the situation experienced by the person and the role and place of the person in it. In general, the consciousness of moral responsibility, like all other forms of moral consciousness, grows and forms in the process of development and formation of the individual. God calls man to a responsible attitude towards life.

Everything that is carried out by a person in terms of his value and professional orientation, in the field of moral choice, in the field of interpersonal communication

and in the element of free creative activity, including pedagogical activity, all this implies his moral responsibility.

Along with the loss of faith, modern parents and teachers are increasingly subject to the loss of moral consciousness and responsibility towards themselves and their children, which is already evident in maternity hospitals, families, kindergartens and schools. As a rule, these people are not taught to be guided in their actions by the concepts of honor and duty, do not consider themselves to be indebted to anyone or anything, and do not want to listen to the accusing voice of conscience. The absence of personal responsibility opens up space for all sorts of unlawful and immoral acts. The rule “never regret” what you have done is the main principle of an irresponsible attitude towards people and life.

In direct contrast to these natures are people in whose lives the consciousness of their personal responsibility has a fundamental moral significance. These are people of high moral principles and duty, who are aware of their inner personal freedom and their creative attitude to life as a gift from the Creator. According to archim. Cyprian, a person in a metaphysical aspect appears as a response to the Creative Word, by which he is called to possess being.

Within the framework of the Christian worldview, moral responsibility reaches truly universal proportions. Here, a person is able to recognize his responsibility and guilt before God, not only for all the untruth that he allows in his personal life, but also for all those hardships and disasters in which the entire surrounding world and all God-created creatures are immersed, which, through the fault of man, groans and torments until now (see: Rom. 8, 22).

The vital activity of a person in a specific geographical, social and working environment imposes on him a moral responsibility for the state of this environment, the well-being of which is metaphysically dependent on the degree of moral purity, righteousness and piety of each person or on the degree of his obscurity by sin.

Each person is open to the realization of goodness and moral perfection in his personal life and therefore bears responsibility to the extent that he has not yet reached perfection and holiness, has not entered the realm of spiritually transformed being. It

follows that the degree of personal guilt or innocence for each committed act depends on the value of this act in relation to the general and absolute goal of human destiny. From this point of view, the consciousness of responsibility is the most important factor in resisting the processes of moral decay, both at the level of the structure of an individual, and at the level of the entire created being. It is the consciousness of personal responsibility before God, before people, the surrounding world, and before conscience, as something else, that can keep a person from violating the moral law.

Of fundamental importance here is the moral choice of the teacher of any motive, thoughts, inclinations, needs and actions that can have a strong influence not only on the moral, but also on the worldview foundations of children. In pedagogical activity, the consciousness of a special responsibility for the souls of children is a factor that controls and disciplines the teacher and directs his forces to the implementation in personal and public life of the deeds of truth and duty, honor and moral virtue. All this, activating the moral consciousness of the teacher, encourages him to be extremely demanding of himself.

### **The principle of self-discipline.**

The concept of exactingness is akin to such categories of moral consciousness as duty and duty. The concept of duty arises and is formed in the experience of everyday life. Being indebted to someone means a certain internal requirement. Such a requirement may be the payment of a material debt or the provision of mutual services, or the performance of a professional duty and the range of duties associated with it. "From this point of view, debt is the equivalent of goodness, which, according to the law of justice, pays for any good deed. The concept of duty is closely connected with the concepts of dignity and goodness, which are the most important categories of ethics. This connection can be traced in each specific act that is subject to moral analysis and evaluation, and can be expressed in the following terms:

- A worthy deed is one that is performed (as a moral requirement) in the name of duty.
- Faithfulness in the observance of duty is a virtue worthy of man; the desire to observe the duty cannot exist without personal exactingness towards oneself, as a reaction of moral self-consciousness.

- Compliance with duties and duty, including pedagogical ones, is a general condition for obtaining beneficial results of human activity.

Our life usually takes place on two levels: internally hidden, on the one hand, and externally open, on the other. The inner-hidden life consists predominantly of various kinds of thoughts, intentions, desires, aspirations and demands. External, open life – consists of words, deeds and actions. Inner and outer life are closely related to each other. Everything that comes out in the outer life as human behavior is born and nurtured in the inner life. The internal life includes not only that which originates in the depths of itself, but also that which enters it from the outside, as external information. If all this – one’s own and someone else’s – is processed in the soul under the influence of feelings of shame, conscience and the mind associated with them, then it results in a general moral mood that distinguishes good from bad, shameful. Thus, moral consciousness and direction in human life are created and strengthened. With such a direction, the moral law comes to life in the soul of a person and declares itself not only by the content of its norms and commandments, but also by constantly acting feelings of conscience, duty, obligation, exactingness and responsibility.

The moral law, taken by itself, is conceived by us as something abstract, not connected with the personality of a person, with his conscience and will. But if this or that requirement of the moral law touched a person, spoke in him and demanded fulfillment, then this requirement acquires the meaning of a personal duty or duty. Duty and obligation are close and related to each other in content and purpose. They are like the right and left hands of the moral law, with which, through an internal demand, it pushes us to carry out our regular deeds and fulfill our high purpose.

The word “duty” contains a huge force of internal self-compulsion, urgent action. This word comes from the verb “to oblige” (to bind), which means to force, or compel, compel, impose a burden, work, mode of action. And this is because a person is destined for action, for the fulfillment of his high duties, by his very nature and vocation. He is not a guest on earth, but a worker in the garden of the Lord, a responsible worker for the public good, and thus for himself.

Self-compulsion is necessary everywhere and in everything, as the beginning of overcoming obstacles within oneself (selfishness, arrogance, selfishness, exaltation and self-delusion), and outside oneself in order to create the blessings of temporal and eternal life. Faith in God helps to comprehend more deeply and more heartily understand all human duties on earth and raise them to the highest level of consciousness and responsibility before God, society and humanity, before the present and future age.

Duty is not so much a theoretical as a vital-practical concept. At every moment of its concrete life manifestation in the next business, it activates honesty, devotion, fidelity, cordiality, consciousness, activity, responsibility, exactingness and all other moral qualities. And the words “duty” and “should” contain an inner impulse to action, an inner motivation and voice, an impetus to the implementation of the requirements of the moral law in moral life. These words imply that something else is not in our life, but what should be in it.

Remembering the essence of pedagogical ministry, which consists in serving the great – the smaller, the strong – the weak, teachers, in the image of the Lord and in His name, must constantly force themselves on this path. Thus, they will set a personal example of a demanding attitude towards themselves for their students.

### **The principle of personal example.**

Children “model” themselves in our image and likeness. But it’s not even about behavior patterns, but about deep information that comes from us to children. A parent knowing inwardly obedience to God can convey the image of this obedience to a child. Through their parents, children are imbued with the joy of communion with God, a reverent attitude towards God – the fear of God. From the example of fervent and constant prayer of parents, the prayer of their children also grows; in an atmosphere of mutual love, the child grows up as a loving person; on living examples, he learns the virtues of patience and abstinence (in words, food, etc.). Only on the basis of imitation can the innermost man of our heart mature in our child in the incorruptible beauty of a meek and silent spirit (1 Peter 3:4).

According to the data of modern pedagogical psychology, up to 12 years of age, the internal mode of action and external behavior of adults is imprinted in oneself. As adults do, so do children. The child is wholeheartedly open to taking an example from adults. And from the age of 12, a period of independence begins, when the child must check and establish himself in what he has captured on his own actions. In those families where parents assert themselves in front of each other, this is imprinted on the children and manifests itself in independent actions as self-assertion. And such families, unfortunately, the vast majority. But there are other families – in which parents affirm each other, where an atmosphere of mutual love and care reigns. And the children in these families in independent actions affirm others, show their concern for them. Moreover, during the period of independence, the manifestation of what is imprinted is always intensified: if malice is imprinted, then increased malice will appear; if care is imprinted, then the care of the children will surpass that of the parents. In such families, the child often strikes the parents: they are accustomed to taking care of each other, but in the child they find such care for themselves, for their parents or for younger brothers and sisters, which they have never seen in themselves.

The law of mutual influence applies equally to good and evil:

- Care must be taken when inviting acquaintances to the family, when selecting playmates for children. Family ties cannot serve as an excuse for association with atheists and lawless people.
- At the same time, everything possible must be done so that children grow up in an environment of spirit-bearing people; try to find a good spiritual father for your children.

Beneficial role models can be found in books. Spiritual literature gives us the opportunity at any time to talk with the greatest and wisest of people with those in whom the Holy Spirit rested. He warms the heart and awakens us to goodness with examples and the charm of spiritual beauty. Particular attention should be paid to the reading of the Gospel, for this is direct communion with God. Along with caring for good books, children should be protected from bad books. The impure images of immoral books can sink so deep into the soul that they can live there until death and do

not disappear from memory, polluting our imagination. Any book written by an atheist conveys its spirit to the reader (encourages readers to look at the world through his eyes), distorting their concepts and tastes. Such literature suppresses the spiritual growth of the child.

Education is understood as nourishing the soul with moral images of piety, the greater of which is revealed to us by Christ; then - the Mother of God, saints and Christian ascetics of faith and piety. But it is no less important in children's education that these examples be recognized not only from books and retellings, but appear in living personal images of the piety of parents and teachers. So that the children come into contact and be impressed by their prayer, fasting, repentance, humility, patience and love. The educator must educate himself. Teachers and parents have no other way than to cultivate in themselves the qualities that they would like to instill in their children.

### **Disciple-oriented education**

**The principle of person-respectful approach.** Perhaps, throughout the history of mankind, there has never been a century when there was so much talk about humanism, about the flowering of the human personality, about the high purpose of man, and at the same time so humiliated his dignity. Talk about the personal beginning only set off the depersonalization of man, which occurred as a result of his falling away from God. But those times have passed. Today there is an understanding of the uniqueness, originality, irreplaceability of the human personality. This is also evidenced by modern humanistic pedagogy, one of the principles of which is the principle of an individual approach, which means taking into account the hereditary, psychological, age, environmental, and gender characteristics of the child. Unfortunately, in “secular” pedagogy there is confusion in the terms “personality” and “individuality”. Many consider these words to be synonymous. Meanwhile, the difference between them is fundamental.

The individual is the limit of fragmentation, a certain unit striving for isolation, self-sufficient originality and self-affirmation. Personality is something completely different: it is unique, and completely indefinable. Because of the Fall, we know

personality only through the separating prism of individuals. Personality, persona – this is what we are called to become, having overcome the individual.

The beginning of personality is the image of God in man, the center of human nature, in which, because of this, everything is personal, i.e. ascends to the spiritual principle, everything is hierarchically one, unique and absolutely singular. However, the beginning of personality in man is limited by his creatureliness, deep distortion by original sin and inclusion in the common life of all mankind – past, present and future. A person is the more a person, the more he fulfills the will of God, and thus is capable of communion in selfless love, for it is natural for a person to strive for catholic unity.

While non-religious pedagogy strives for the development of a “harmonious personality” – understood as individuality – that is, for the most complete self-affirmation of a person; Christian pedagogy proceeds from the need to reveal the true unique human personality, that is, the image of God that is contained in every person, and to achieve godlikeness. Respect for every human person, for every person as a bearer of the image of God, is fundamental in Christianity. Therefore, one of the most important principles of Orthodox pedagogy is the principle of personal respect.

But before respecting the student and teaching him respect for himself and other people, the teacher must learn self-respect. Self-respect begins with a sense of oneself as an original, unique person worthy of respect. An Orthodox teacher, realizing the miracle of his calling to life and the height of his destiny, cannot but respect himself and every other person, whose personality is unique and created for its unique purpose. From this comes respect for man; and the inability to impose oneself (one’s individuality) on one who is created in the image of God, and to suppress his unique personality; and fear of causing even involuntary harm to a fragile soul; and the desire to help her straighten out, open up, turn around to the Light. By respecting the student, the teacher not only “allows” him to be himself, but helps him to become himself. Respect for the student prompts the teacher to reveal himself to him, to teach him self-respect (because one who does not respect himself will not be able to respect others). But in order to be able to help, the educator must study a person in all his fullness, so

that intuitive feeling is supported by ecclesiastical, patristic and scientific knowledge of a person.

So, the vocation of a teacher is to find a personal approach to each student, to respect the personality of each person in its givenness; help the child develop all the good that was originally inherent in his personality. In the process of this development, a person begins to become more deeply aware of himself and actively strive for spiritual life. This energy of spiritual development brings the child into the Church. And here the teacher is already faced with a more difficult task: without contradicting internal development, to organize in a certain sequence the meetings of the human soul with the Holy Scriptures, with divine services, with the works of the Holy Fathers, with church history and church art, and, finally, with the life of a real community, with people. It is the organization of meetings that promote internal spiritual development that can be considered the basis of our pedagogical process.

**The principle of soul-saving.** The human soul is more precious than all the treasures of the world, and a ruined soul can no longer be redeemed by anything, by any earthly riches and means (see: Luke 12:13-21). The ultimate purpose of the human soul is salvation for eternal life. Therefore, the salvation of the human soul is more necessary and more important than anything in the world. The whole world without the salvation of the soul is nothing. In order to find out what our salvation lies in, we must first clarify for ourselves a whole series of questions and what their solution is.

What is our spiritual death and what is our soul salvation? Quite clearly the answers to these questions and the ways to resolve them are learned from the works of the holy fathers of the Church. Our spiritual death was accomplished through the fall and the destruction of our communion with God and through entering into communion with fallen outcast spirits. Therefore, our salvation lies in the termination of communion with the spirits of wickedness in high places and the restoration of communion with God.

Through the actions of sin and the spirits of malice against man, all of humanity was filled with spiritual blindness and delusions, starting to seek honor, glory and wealth in the world, not knowing whom it seeks and collects, into whom it grows rich.

Such people are like a fool who draws water with a sieve, or a blind man who does not recognize the light of the sun and does not know the way to salvation (see: Luke 6:39). Only through self-knowledge does a person recognize his mental illness and distress. The recognition of our errors and the depth of our fall is the beginning of our salvation.

Who is our first helper in our salvation? Without Whom and Whose help is salvation impossible? God, in His inexpressible mercy, called the human race back into fellowship with Himself. For the sake of saving people, He was incarnated, having been created for His creation, in order to call sinners to repentance. Therefore, "everyone who wants to be saved must turn with a pure heart to our Lord Jesus Christ" and believe (see John 15:5; Matt. 11:28).

What do we need in order to assimilate the merciful help of the Lord? The Lord calls everyone on the path to salvation, is longsuffering (see: 2 Pet. 3, 9), desires that everyone come to the understanding of the truth, repent, be baptized, do all righteousness, turn away from evil and thus be saved (see: Mark 1:15; Matthew 28:19-20). Whoever wants to be saved must belong to the Church, be her faithful and obedient son, assimilating the gifts of grace that are in her, obeying her institutions in everything, remembering the words of the Gospel: If he does not listen to the Church, then let him be to you as a pagan and publican (Matt. 18:17). The need to receive the communion of the Holy Spirit while still on earth is explained by the fact that whoever does not see the Light of Christ now will not enter eternal life after death.

The salvation of a sinner man is accomplished from two sides: from the side of God and His Grace, which always desires to save, and from the side of the person himself, who seeks salvation.

By what human means is salvation achieved? The greatest ascetic st. Simeon the New Theologian. He advises that a person, as a rational being, complete his ascetic path of ascent to God rationally, for salvation. The basis of the asceticism of St. Simeon believes three basic virtues: humility (see: Philp. 2, 7–8), love and reasoning. Humility, as finding peace with oneself, with people and the Lord, destroying passions and planting heavenly, angelic dispassion. Love that does not seek its own (1 Cor. 13:5),

laying down itself for others (John 15:13-14) and constantly striving to increase. And perfect reasoning, guiding a person in dispensation, perfection in virtue and salvation.

Every Orthodox teacher and educator, while performing his soul-saving care for children, must:

- know for himself what our path to salvation is;
- walk this path himself, for the one who does not know it does not go, and the one who does not go does not know it by experience;
- understand the spiritual and moral state of the children handed to him by God and the world, with its many temptations and obstacles to salvation;
- have all the necessary means and develop their professional abilities to further the work of salvation;
- be able to control oneself and resist temptations and temptations on one's own path to salvation and in pedagogical work;
- be a pious, faithful to God and the Church Christian, in order to lead children in this direction by his own example.

Today, if we are trying to form a Christian worldview and a good life in children, it is important for us to realize that the world around us seeks to completely subjugate our soul in everything, even in a religious sense. In worldly life today, a person is faced not with individual temptations, but with a constant state of temptation, manifested in the ubiquitous background music, annoying advertisements, terrible book covers, idly staggering people. Even in the family, television becomes a secret steward – this main conductor of anti-Christian values, opinions and tastes. The number of various sects, preachers, healers and even sorcerers who slyly offer their “values” and services, alien to Orthodoxy and traditional confessions, has appeared and is growing more and more.

Hieromonk Seraphim (Rose) very clearly defined the position of the modern world: The call is heard everywhere: live for today, enjoy, relax, feel good. Every fear of God and reverence for holy things. The world actively imposes on us and our children “self-worship, relaxation, spitting, enjoyment, rejection of the slightest thought about the other world” and thus teaches godlessness in various forms.

What can parents and educators do to help children resist the temptations of the world? Every day we must be ready to overcome this pernicious influence through Orthodox life and upbringing. Orthodox educators cannot be indifferent to what their unbelieving or heterodox colleagues teach children. Adhering to a frank position and clearly highlighting the moral aspect, they should, to the best of their ability, clarify, correct and supplement the incorrectly presented material.

In turn, parents should check and correct what the child learns at school. A child's assessments of literature, history, philosophy, science and, of course, life and religion should first of all come not from school, but from home and the Church, otherwise the education that he will receive will not be soul-saving. Parents should know what kind of music their children listen to, what films they watch, what language they hear and what language they speak themselves – and give a Christian assessment to all this.

Protecting children from everything unclear, unkind, non-Christian, Orthodox parents and teachers, at the same time, can and should use the best cultural values of the world to educate children, even if they are not directly related to Orthodoxy.

The study of world history, and especially Russian Orthodox history, will show children truly soulful examples of the life of people – ascetics of faith and piety; will help them to correctly judge the life and philosophy of our time.

Any school subject can be taught soul-saving. Thus, the subjects of the humanitarian cycle – history, literature, language, world artistic culture, etc. allow us to give an Orthodox assessment of everything that has happened in the world, literature and art. At the same time, to the best of his ability and ability, the teacher can and must protect children from books and pictures of a blasphemous nature, theomachic, immoral and sowing unclean images. If school curricula oblige the study of such “works”, it is necessary to reveal the true face of its authors and heroes, their madness and depravity. Instead of them, it is necessary to select those soulful works created, if not by Christians who are alive in spirit, then at least not by their enemies.

The danger of temptation also threatens our children from that part of modern “science” taught in schools, which is clearly anti-God in nature, sows lies and deceives with the imaginary power of the human mind. However, the natural science disciplines

not only do not contradict the Holy Scriptures and the patristic heritage of the Church, but each new discovery brings them closer to the Truth. The main thing is that the Orthodox teacher himself understands this and, realizing the main goal of education, leads children to it through the subject he is called to teach.

Summarizing the religious, moral and pedagogical aspects of the principle of soul-saving, we can call soul-saving a special quality of Christian life, expressed in the worship of God, good morals and piety of a person.

**The principle of chastity.** One of the sad facts of our time is the steady decline in the morality of society, the loss of the chastity of life and human relations. “Everything is permissible for me, but not everything is useful” says the Apostle Paul (1 Cor. 6:12). Nowadays, the emphasis is on the first half of the phrase. The very concepts of virginity and chastity today are so perverted that they are often considered something unnatural, undermining health and shortening life. In fact, everything is just the opposite. A pure, chaste life preserves health, makes a person enduring, increases longevity, and most importantly, leads the soul to salvation, makes it an heir to the Kingdom of Heaven.

However, many modern parents and educators do not have a clear understanding of chastity. In this regard, it seems important to define concepts that are close in essence, but not identical, about chastity and virginity. Virginity is the incorruptibility of the body, mind, and heart. True, genuine virginity is a constant union with God, an uninterrupted stay in Divine love according to the commandment: Love the Lord your God with all your heart, and with all your soul, and with all your strength (Lk. 10, 27). The retreat of the mind and heart from the love of God is regarded as spiritual adultery, as a crime against love. Having lost virginity, a person enters into a new relationship with the world. The sooner the veil of mystery is broken, the sooner aging and the realization of vitality come. But it is not enough to preserve the virginal purity of the body: one must also keep the mind, soul and heart uncorrupted from evil thoughts and feelings, one must constantly think about God, pray to Him, give Him glory, honor and worship.

Chastity in the narrow sense of the word refers to sexual purity. But in Divine Revelation (see: 1 Kings 9:4; Ps. 77:72; 2 Kings 22:21; Matt. 5:8; Ps. 72, 1 and more. etc.) and the patristic teaching, chastity also means all abstinence, sobriety, moderation, modesty and prudence. Chastity, translated from the Church Slavonic language, means a whole, healthy, unspoiled wisdom, i.e. wholeness of the whole human being. Based on this, we can give the following definition of chastity: Chastity is the desire to preserve and acquire an ever greater measure of purity, integrity, inner unity, conscience, modesty, wisdom of God (and all of oneself before God and for Him). Chastity is not only the overcoming of carnal attraction, but it is the purity of the mind and heart, the purity of images, thoughts, actions, that is, it is a certain type of worldview, a holistic attitude towards the world.

In a word, being chaste means wisely guarding one's God-given spiritual and bodily integrity, integrity and purity (see: 1 Tim. 2:2; 4:12; 5:22; Tit. 1:15, etc.). The concept of chastity is connected with the concept of purity, which has always had an extremely deep meaning in the mind of a Russian person. It is, of course, not so much about physical purity, but about opposing the spirit of love, goodness, light to the spirit of evil. We call evil, crafty spirits impure, thoughts, desires, conscience, etc. can be impure. Water has a cleansing power on a spiritual level (they are baptized in water); in the spiritual sense, a person is cleansed by fasting and repentance. Thus, purity is freedom from evil. Therefore, the mother's womb should be a purified, sacred place, a temple of the soul, not only of one's own, but also of the child.

Chastity is an expression of man's rationally free love for himself. Whoever honors the image of God in himself will appreciate the image of God in others. Chastity stands in close relation to reverence and truth, therefore the protection of one's spiritual integrity is inseparable from love for God and people.

A person's natural love for himself is expressed in bodily self-preservation, while rationally free love is expressed in chastity, which can be called spiritual self-preservation. Both loves are based on a high sense of shame, inherent only in man. Shame is that divine spark that makes it possible to recognize evil in its most subtle, rudimentary manifestations and actively respond to everything that offends moral well-being. Shame in relationships

between people in the past played an important and necessary role. Shame can be destroyed by neglecting it, as a reaction to any impurity, by instilling the habit of overcoming it. For example, at present, both children and parents have to watch erotic programs on television together. Probably everyone knows how embarrassing it is in such cases for both. This sincere feeling gives us a signal about the wrongness and unnaturalness of what is happening. Most often, they try to drown it out, not realizing that this destroys important, necessary moral feelings and behavioral stereotypes, which ultimately lead to personal deformations.

In today's immoral world, it is difficult to maintain virginity and chastity. It is dangerous to underestimate the corrupting role of the streams of pornography pouring from TV screens, from the pages of newspapers and magazines. Promiscuity and permissiveness is becoming almost the norm of life. Nevertheless, a person with God's help can and must resist all this dirt. We find examples of such opposition not only in the lives of the Holy saints of God, but also in the lives of the people around us, and the means for this are in the word of God and the sacraments of the Church, in spiritual and patristic literature.

In order to maintain chastity, especially recommends fasting abstinence not only from fast food, but also from bad deeds, words and thoughts, for "it kills carnal passions, heals diseases, casts out demons, drives away evil thoughts; makes the mind bright, the heart clean, the body is healthy; the soul is bright, clean, fragrant, and makes a person the heir to the Kingdom of Heaven" (principle of dimensionality). His other advice to those who wish to live chastely is also of great value: "Be modest in your walk, in conversation, in your home, in clothes. No one, unless absolutely necessary, should see your body. Wash your face with plain water, do not rub or decorate your body is the temple of God! Beware of defiling it. Your gaze must be simple and pure, but rather refrain from looking at others. When you look at someone or something, look superficially, and focus all the power of your gaze on your heart, your actions, your words and deeds: try not to anger God in any way. Do not talk in church, but listen carefully to what they read and sing. With zeal, give alms if you can, and if there is no way, there is no means, reading Psalm 40". "Listen rather than speak, for in verbosity you will not escape sin". "Learn to speak a little with people, but a lot with yourself and with God, because for every word you will have to give an account to

God. Fulfill all the commandments of God. For those who fear God, His commandments are not burdensome”. “Do not rely on your chastity, but always be afraid so as not to fall. As long as you are afraid, you will not fall”. Have a spiritual father. Always remember your outcome and constantly have death before your eyes. Do not forget before Whom you must appear. Asceticism and abstinence are hard, but there is nothing sweeter than the Heavenly Bridegroom”.

A chaste life leads us to salvation, regardless of whether a person leads an equal-angelic lifestyle or is in a blessed marriage. “You can also be saved in married, family life” says father Savva, “but virginity is higher”. But we must not forget that as virginity is higher than marriage, so virgin marriage is higher than dubious virginity. Therefore, one who strives for spiritual perfection must test himself and choose either pure virginity, if there is a disposition and willpower, or matrimony.

Like is brought up by like, therefore, parents and teachers, before raising children of chastity, must have it themselves. As long as the educators live in the impurity of the body and feelings, without having a positive family experience, it is difficult to expect that their pupils will be chaste and pious. And here, for those who have lost their purity, the example of St. Mary of Egypt and saints like her, testifying to the fact that even a fallen person is able – with great and hard work – to gain chastity. And these many labors will be of great benefit, because the personal piety, purity and chastity of teachers will bring the greatest success in educating chastity in children.

After the fall, a person must educate his strength in order to master himself, in order to find himself, in order to understand the path of freedom and master its secret – this is the general educational task of every Christian. The ideal must be restored integrity of education, so that it embraces the entire personality of the child, the hierarchy of pedagogical values must be restored at the same time.

Since children, especially at an early age, are close to the heavenly state of the first people, chastity is characteristic of them to the greatest extent, and it is important to keep and protect it, like a precious pearl. It is especially important to reveal the blessed beauty and power of chastity to teenagers. It is important to instill in them the conviction that only chastity of soul and body is the basis of happiness, the source of perfect joy, and that its loss

cannot be replaced by anything. This is possible when the teacher addresses not only the mind of the student, but also his feelings, conscience, will and moral self-awareness. It is necessary to educate, improve his moral, spiritual, physical qualities in the aggregate, without separating the process of moral education from cognitive training in the basics of science. Orthodox Russian literature can be called the first of these sciences – it provides truly invaluable lessons in chastity.

It is necessary to bring up chastity, and not to engage in sexual education of children. Instead of introducing sex education programs, instead of fixing children's attention on visual images of sexual orientation, we need to stop the flow of dirt, we need to save children from all that is unclean. And for this it is necessary to turn to the experience of our pious ancestors, who sought to maintain in children the purity of not only actions, but also thoughts. At all times, people have tried to romanticize intimate relationships, to humanize, to add mystery, and not to dissect anatomically. Orthodox Russian people carried out sexual education not so much through lectures and conversations, but through the fixation by children of the patterns of male and female behavior. The boy captured the behavior of his father: a worker, a master, a defender of the family and the Motherland. The girl is the image of the mother: the mistress, educator, keeper of peace and love. The girl was always prepared for marriage and motherhood. Each child knew that in the future he would become a master and a family man, and by what he would be a family man and master, he would be judged by those around him. These clear and definite goals were achievable with a well-ordered life. Today we are all in a pit of restlessness. But a person cannot live outside of traditions, because he is not only a psycho-physiological integrity, but also a spiritual one. Only reliance on traditions gives such integrity, so the family and the school should strive to find a way of life, to return to lost customs and traditions.

Only in this way, with God's help, will we be able to preserve (or resurrect) in ourselves and in our children truly human qualities – modesty and conscience, with which representatives of the anti-Christian civilization are so fiercely fighting. The culture of storing feelings is lost today, but the internal demand for it is not lost. Children need spiritual attention, a word that carries the truth, examples of purity and wisdom, and creation of

concepts of beauty. The task of an adult is to form in a child a concept of who he should be, as a moral being, for which he is intended.

It is important to understand that children do not at all strive for shamelessness and shamelessness. Experienced psychologists testify that the children themselves ask not to impose on them the problems of sick adults and, as a rule, do not like those who primitively flirt with them and show philanthropy. Teenagers for the most part want to learn to see the beautiful, they are looking for true love. Even those of them who are infected with simplistic stereotypes in relationships flourish, ennobled and sincerely thank when they meet true soul-saving mentoring and honesty in relationships with educators. Based on the foregoing, the following areas of chastity education can be distinguished:

- The concern of the teacher is, first of all, the education of a holistic person.
- Such education is impossible without religious and moral nourishment, in isolation from God and the Church.

The task of the family and the school is to connect the upbringing of the child with the arrangement of his life, so that it leads him into life, not taken away from it. The school should help the family to build a chaste, purposeful and meaningful life, and not just nourish the knowledge and technical mastery of this life, because the trouble of today's teachers and schoolchildren is that they are looking for rational, convenient ways of life, and not achieving its goal. It is important to find the unity of the family, school and Church – parents, teachers and shepherds for the education of a whole person.

**Conclusions.** To educate a child means to lay the foundation of spiritual life in him, to shape his character and bring him to true self-determination in life and the ability of self-education, self-education and improvement. Raising a child means preparing him for a completely independent existence in the complex modern world, making the right decisions in any unexpected situations. To raise a child means to put him on the path of selfless and joyful service to his neighbors, to his Fatherland, to his Lord. To raise a child means to teach him to hear and fulfill the word of God, the will of God in the name of love for Christ and salvation in Christ.

So, summing up the results of our study, taking into account the state of all modern pedagogy, we can propose the main stages of its spiritual renewal:

- We must learn and teach to believe, developing this gift of God, which lights up in personal spiritual experience and is called to burn more and more brightly.

- We must learn and teach true freedom, to which we must ripen, grow, so that it does not become a source of temptation and death, but becomes a condition for salvation – so that it is freedom in goodness.
- We must learn and teach conscientious self-awareness, which will lead us to the purifying font of repentance and the greatest joy of self-sacrificing love.
- We must study and teach spiritual enlightenment and the gradual churching of the individual, family and school, taking into account their spiritual and social state and position.

Extremely important:

- So that the light of Christ's enlightenment more and more penetrates into our school sphere and permeates the entire educational process.
- So that the ever-sounding truth of the word of God would fertilize again the minds and souls of parents, teachers and children.
- So that the law of God becomes a real lamp in the lives of children.
- So that the richest historical tradition is reverently studied and the innermost experience of the Orthodox Church is explored.
- So that modern pedagogical theory and practice be thoughtful and compare their undertakings with the experience, tasks and goals of our Orthodox cultural and historical past and the richness of pedagogical traditions.
- So that the pedagogical environment is more and more saturated with the church spirit and manifests itself as true catholicity.
- So that we learn to overcome all difficulties on the way of introducing our people to the saving truths of Orthodoxy.

The principles of Orthodox pedagogy described in this study are designed to help the implementation of all these urgent tasks, on the solution of which the future of our children and the Fatherland depends.

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## COLLABORATIVE LEARNING IN THE DEVELOPMENT OF SOFT SKILLS OF FUTURE MARKETOLOGISTS

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**Abstract.** *The article is devoted to the research of the role of collaborative learning in the development of soft skills of future marketologists. The article considers the concepts of soft skills and hard skills and their significance for the development of a specialist in the field of marketing. It is established that the profession of a marketologist is multifunctional, a marketologist performs many functions for which he needs soft skills. Key characteristics of “soft” and “hard” competencies are provided. The article substantiates the possibilities and expediency of introducing a collaborative form of education in the process of the future marketologist professional training in higher education process. The ways of updating teaching forms and methods, scientists’ approaches to uncovering the essence of the students collaborative learning concept with the aim of developing their soft skills are considered in the article. A comparative analysis of cooperative and collaborative learning was conducted. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task etc. It was founded that collaborative learning is one of the innovations in the educational space that creates conditions for student’ soft skills improvement. It is established that soft skills are best formed in future marketologists through the modeling of professionally oriented tasks that require students to choose the best soft skills in situations of dialogue and group interaction. The sample forms of the educational process for the formation of soft skills of future marketologist in Dnipro State Agrarian and Economic university are presented.*

**Key words:** *soft skills, collaborative learning, innovation, professional training, educational process.*

**Introduction. A research problem.** Transformations in the system of higher education in European countries and Ukraine, the need to live and work in conditions of uncertainty and constant change, the need for a new generation of specialists economists who would possess not only highly specialized knowledge in their field, but also super-professional, universal competencies, such as critical and creative thinking, teamwork, effective communication and influence skills, etc. have made it important for students to master the so-called “soft skills”. The problem of marketing education in Ukraine is also extremely relevant in the today’s labour market. Without a marketologist, any company that is interested not only in sales volumes, but also in creating its positive image, simply cannot exist. At the same time, a modern marketologist must have not only specialized knowledge. He needs to take a proactive position, enrich his managerial and communication skills. It is safe to say that all these abilities such a specialist possesses are provided by soft skills. soft skills.

**Relevance of research.** In Ukraine, the definition of “soft skills” is relatively new and little studied. Higher education institutions do not pay enough attention to the development of students’ soft skills, in particular in future marketologists. The curricula are represented by disciplines through which students develop “hard skills”, that is, “hard” skills related to knowledge of special disciplines, practical training, etc. More and more recruitment agencies instantly respond to changes in the labor market, offering various courses, programs, mastering which, one can hope for the rapid development of “soft skills”. Academicians understand that such courses, which promise quick results, seriously claim to take a competitive position. Therefore, universities have begun to develop educational programs, disciplines, create a special educational space in higher education institutions, where students can master practical approaches to the formation of soft skills. The relevance of the problem and the contradictions that have developed in education have determined our choice of the topic.

**Analysis of publications.** The analysis of the Ukrainian scientific discourse allowed to establish that recently the interest of practitioners and theorists of education to the potential of higher education disciplines for the formation of soft skills has been noticeably increasing, as evidenced by the studies of A. Bezus, I. Gevlych, L. Gevlych, K. Koval, Y. Fedorova, I. Fedulova and others.

Theoretical and practical principles of cooperation in education are considered in the works of P. Dillenbourg, B. Smith, T. MacGregor, M. McManus and R. Aiken, L. McGuffin and G. Olson, Thomas C. Reeves, G. Funaro, M. Baker A. Blaye and C. O’Malley and others. The problem of organization of collaborative learning was studied by such scientists as N. Dementievskaya, V. Diachenko, H. Liymets, N. Morse, J. Piaget, O. Savchenko, V. Yagupov, O. Yaroshenko.

The basics of professional training of future economists in Ukraine were studied by N. Babkova-Pylypenko, G. Voshkolup, R. Heizerska, S. Nestulya, O. Yatsenko. Scientific researches of S. Adamiv, I. Basha, M. Vachevsky, I. Gogol, O. Holubyonkova, I. Horbulich, S. Zhukov, R. Kubanov, Y. Mendruk, Y. Ogirchuk and O. Kachanovetska are devoted to the problem of professional training of future marketologists in particular.

**The purpose of the research.** The article is devoted to the research of the problem of collaborative learning in the development of soft skills of future marketologists.

**The research methodology.** Systematization of the results of scientific research, analysis of foreign experience.

**Research material.** “Soft skills” are a set of non-specific career-important superprofessional skills that are responsible for successful participation in the work process, high productivity and as opposed to professional skills in the traditional sense (which are considered in this discourse as “hard skills”), are not dependent on a specific subject area. They do not depend on the specifics of a particular job, are closely related to personal qualities and attitudes (responsibility, discipline, self-management), as well as social skills (adaptability, communication, including listening, teamwork, emotional intelligence) and managerial skills (time management, leadership, problem solving, critical thinking). According to a study conducted by Harvard University, 80% of career achievements are determined by “soft skills” and only 20% by “hard skills”. Recent labor market research suggests that interest in “soft skills” is increasing. Most employers consider them as important as professional knowledge and skills. It is believed that professional skills go out of date, while “soft skills” are always relevant [1].

Analysts of the World Economic Forum made a forecast in which they identified the key skills that will be in demand in 2025. Among them are the ability to solve problems, self-management, interaction with people and the use of information technology. We note that all of the above competencies belong to “soft skills”. Acquiring these competencies can give a person the opportunity to navigate in modern society, information space, rapid development of the labor market, further education.

When training a marketologist, it is necessary to develop such skills and personality traits as goal setting, determination to achieve goals, creativity, open-mindedness, critical thinking, prudence, communication, consistency, responsibility, independence. It is also necessary to develop logical and imaginative thinking, stress resistance, skills of analyzing the situation based on the information received and responsibility for decisions, the ability to see the future. For future marketologists the ability to act meaningfully in conditions of uncertainty, to act productively in the educational, professional and social spheres is

becoming increasingly important [2].

The importance of “soft skills” is indicated by the standards of higher education of Ukraine for the degree of higher education “Bachelor” speciality 075 “Marketing”, among the general competencies of which are indicated: the ability to generate new ideas (creativity) (GC2), the ability to adapt and act in a new situation (GC4), the ability to take initiative and entrepreneurship (GC7), the ability to work in a team (GC11), the ability to communicate with representatives of other professional groups of different levels (GC12) [3].

Thus, for a modern student, a future marketologist, soft skills are a prerequisite for successful employment, vital critical thinking skills, the formation of a creative personality, the ability to evaluate and make decisions in challenging situations, the ability to work in a team, negotiate, to perform tasks in a qualified and creative manner in further professional activities, to become competitive in the modern labor market [4]

Collaborative learning is defined as a joint organization of learning in which students with different abilities and interests work together in small groups to complete a project or solve a problem. Based on the research of English academicians Gilles R. and Adrian F. [5], we find out that “collaborative learning” originates from Britain and refers to the problems of supporting students on their way to gain experience of professionally oriented interaction through increasing their activity in learning. Collaborative learning strategy is a common model of partnership in learning. Collaboration requires the distribution of tasks between the participants of a working group, where each is responsible for a separate part of the problem coverage with their further effective combination to achieve the goal. The relationship between members of a collaborative group is determined by such characteristics as: democracy, equality, autonomy. Collaborative learning as a form of interaction during the educational process requires teachers to work in a team with colleagues, students, as well as discuss plans and results with a teacher-moderator. Unlike cooperative learning, in which each student is responsible for his own part of the work, during collaborative learning all team members work together to solve a common problem. Distinguishing between the concepts of cooperative and collaborative learning, J. Meyers argued that cooperative learning is more teacher-centered, forming groups, organizing positive interdependence and teaching students cooperative skills. Collaborative learning,

in turn, allows students to form groups based on interests, friendships and preferences, research and contextual approaches are used to teach interpersonal skills. Free dialogue between students is the key to solving tasks. Collaborative learning (or as it is also called “learning in cooperation”) is one of the means of innovative and creative improvement of the educational space through which conditions for self-development, self-improvement and self-realization of the individual are created. Collaborative learning technologies develop leadership skills in future marketologists: communication skills, emotional and volitional stability, result orientation, creative thinking, motivation for professional growth, ability to analyze and predict the situation, adaptability to a new situation, ability to defend their point of view, responsibility, public presentation and speaking skills [6].

Moreover, collaborative learning requires students to work in small groups toward a common goal. This method enhances learning because students can share their knowledge and expertise while discussing contradictory viewpoints. Likewise, it provides exposure to real-world problem-solving techniques because businesses depend heavily on collaborative work environments [7].

The forms and methods of collaborative learning are an interview, a round table, discussion, debate, use of dialogic situations, a role play, problem solving, questionnaires, Jigsaw method, case-study, a project, a game etc. This type of learning expands the traditional education system, transforming the knowledge, skills and abilities of students into key competencies, among which communication takes a special place [6]

It is established that soft skills are best formed in future marketologists through the modeling of professionally oriented tasks that require students to choose the best soft skills in situations of dialogue and group interaction [8].

Discussion is used to teach participants to analyze situations constructively, to develop skills of persuasive influence and management of collective decision-making processes, to develop the ability to listen and perceive the arguments of opponents. Group discussion allows students to compare opposing opinions, to see the problem from different sides, to reduce resistance to new information that differs from the expected. It is used to objectify the situation of interaction, to stimulate deep awareness of participants of their own ways of behavior, as well as actions and motives of partners.

Another way to improve professional training of students is the use of game technologies that provide their independent orientation in the motives of the actions of a person, the choice and embodiment of external manifestations of his inner world.

Game is a kind of active learning, which has its own patterns and features, where the teacher and the student are equal partners, and learning process takes place in conditions of goodwill and constant interaction at the student-student, student-student, teacher-student levels. The implementation of the game involves the modeling of life, professional situations, shared analysis and problem solving, which contributes to the effective formation of appropriate soft skills, the development of students' own values.

The role-playing game is designed to form the experience of managing group processes, working out and consolidating leadership behavior in the context of intragroup interaction.

Business game is a means of modeling various conditions of professional activity by finding new ways of its implementation, which imitates various aspects of human activity and social interaction. During the game students learn to make a single decision, work in a team, listen to others and be heard. The use of a business game makes it possible to bring the learning process as close as possible to real professional activity through the modeling of role functions inherent in professional activity.

Debates are closely related to the formation of communication skills, develop students' critical thinking, the ability to effectively organize the thinking process, to present their thoughts in a logical sequence. They contribute to the mastery of oral speech and the art of persuasion, form the skills of composing public speeches. This method is very effective for developing leadership in students. In this case, the latter is closely related to the development of communication skills. After all, a successful leader is distinguished by the ability to express himself / herself clearly and logically. They also encourage students to identify their own aspirations, resources, and leadership, and develop students' strong motivation to acquire new knowledge and interdisciplinary problem-solving experience. In general, debates develop students' critical thinking, the ability to effectively organize the thought process, and present their thoughts in a logical sequence. All types of debates have the following common features: 1) the parties always have an equal number of speakers; 2) the parties have equal time slots for their speeches; 3) the affirmative side usually speaks first

and last.

During the debate, the teams compete with each other on a specific topic. The main goal of both teams is to present their position, their own arguments for or against, in a qualified manner and within a certain time frame, convincing the judge (or several judges) of their rightness, who evaluate the results of the debate and determine the winner in each round. The subject of discussion is a topic-assertion, the so-called resolution, which requires evaluation and defines the key issue for discussion in the debate, the arguments of opponents and the cases of the parties

Case method or solving a problem situation is a teaching technique that uses the description of real situations, in which students have to analyze the situation, understand the essence of the problems, propose possible solutions and choose the best of them. We are sure that the case method is the best way to develop soft skills. Often, the teacher offers quasi-professional situations in the case study, during which students listen to the opinions of others, defend their own, communicate, work in a team, and agree on the best solution. Short and mini-cases, accompanied by a discussion, are productive in terms of time and scope of the training session. Note that the cases are based on real factual material or are close to the real situation. Often employers offer applicants a veiled case, during which a person does not even suspect that he is being watched: how he perceives information, how he understands, reacts to others, whether he is able to curb his emotions, that is, to manage them, how he solves the situation, whether this situation contributed to creativity and non-standard thinking. Reasonably planned cases help to reveal the presence of soft skills from creativity to lateral thinking, from leadership to protection of unexpected ideas [4].

Talking about the method of projects, it would be appropriate to cite the opinion of T. Godovaniuk [9], who notes that the project method is a system of educational and cognitive techniques that allow solving a particular problem as a result of independent or group actions of students. The project method stimulates student's need for self-realization, self-expression, creative activity; implements principle of cooperation between students and teachers, allows you to combine group and individual work.

I. Geiko [10] emphasizes that in the organization of project activities a student finds himself in a situation of choice, as he has to independently decide how to achieve the project

objectives, with whom to work in the group and so on. And “putting a student in a situation of choice is extremely important for his personal development, because where there is a conscious choice, responsibility is formed, interest is born”.

The group project method encourages students to interact with others, exchange opinions, take responsibility for joint decisions; creates conditions for the development of various necessary qualities in them as both an autonomous and socially active personality, able to interact in a study group and take responsibility both personally and for the study group, which contributes to the socialization of the individual, develops his or her professional and business activity, i.e. creates conditions for the formation of leadership competence in students.

If we consider the project method as a pedagogical innovative technology, it involves the interaction of problem, research, search, creative tasks. In the process of project activity, the students obtain their own knowledge, not abstract scientific facts transmitted by the teacher.

The student finds himself in a situation where he does not only acquire theoretical knowledge, but also has to explain how he got this result. In this situation a student develops creative activity, cognitive skills, ability to construct independently acquired knowledge and skills [9].

The project activity of students can be considered as a multilevel task that requires the application of subject skills. Thus, project activity embodies the priority trends of modern education to the integration of learning content.

So, summarizing all of the above, we can say that technology of project activity is understood as a set of educational and cognitive techniques that allow solving a particular problem as a result of independent actions according to a certain plan, practical tasks with the obligatory presentation of the obtained results. Project technologies provide involvement of almost all “soft skills”.

The Jigsaw classroom is a research-based cooperative learning technique. The description of this method is as follows: the material is divided into separate puzzles, which are assembled together piece by piece into one overall picture. The basic idea, as explained above, is very simple: students are divided into groups which all have their own research topic to study. After doing research, each topic group is split in such a manner that new

groups have a single member from each of the old topic groups. After the new groups have been assembled, each topic expert is responsible for integrating the knowledge of their topic-specific knowledge into the understanding of the new group they are in. Each student on the team becomes an “expert” on one topic by working with members from the other teams assigned the corresponding expert topic. Upon returning to their teams, each one in turn teaches the group; and students are all assessed on all aspects of the topic. After a given time, the original groups are disbanded and new ones are formed, which unite “experts” on each aspect of the problem. At this stage, an exchange of opinions of experts takes place, as a result of which their understanding of the issue deepens, and the questions that arose at the first stage of studying the problem are eliminated. As a result of work in this phase, “experts” must assimilate the educational material at a level that would allow them to consciously and accurately convey the content of this educational material to the other students who are not initiated into this particular aspect of the issue. In the third step, the “experts” return to their original groups and transfer the acquired knowledge to the other members of the group (who are not familiar with this aspect of the problem, but are “experts” on another aspect). At this stage, students learn to listen carefully to their peers, independently explain new material, ask questions and answer them. At the final stage, the teacher checks the level of assimilation of all aspects of the problem by each member of the group. Control can take place in any known form and ensures the integrity of the work of the “experts” [11]. For the formation of soft skills in future marketologists in the context of collaborative learning, it is important to provide appropriate pedagogical conditions: among the methodologically grounded ways to develop soft skills is an organic combination of forms of organization of educational activities (individual, pair, group). Harmonious development of personal and interpersonal skills is possible due to the balanced inclusion of different types of work (individual, pair, group) in the context of classwork. The relationship between the members of the collaborative group are determined by such characteristics as: democracy, equality, autonomy. Collaborative learning as a form of interaction during the educational process requires teachers to work in team with colleagues, students, as well as discussing plans and results with teacher-moderator [12]. There should be a balanced combination of activities, methods and exercises that reproduce real life

scenarios and professionally oriented situations, as well as the proper implementation of the process of self- and mutual evaluation of learning achievements and performance [13].

Forms of work in the classroom and in extracurricular time, which aim to equip students with the above interpersonal soft skills, should include work in pairs, small and large groups, students-participants of which should cooperate with each other, and any individual work should contain an interactive component. According to the observations of I. Mosquera, the practices of group work create the necessary environment for the development of tolerance and inclusion in groups of students, contribute to the formation of organizational skills and abilities to work harmoniously and effectively in groups: to persuade, to listen to the opinions of others, to negotiate, to compromise, to make concessions [9], to actively listen and speak in turn, taking into account certain limitations in the time allocated to the participants [13].

The element of regrouping students will enable each of them to come into contact with many others, to build relationships and negotiate with students with different temperaments, points of view, behavioural styles, socio-cultural backgrounds. Teachers should also ensure that students try different roles and, accordingly, different functions in pairs or groups (leader, organizer, moderator, performer, etc.). Pair and group work contributes to the development of not only a number of communication skills, but also stimulates the development of emotional intelligence, because, consciously observing the behavior and emotions of others, students become more literate, begin to better distinguish emotions, interpret them correctly, respond to them accordingly and build communication according to the emotional state of a partner.

Individual forms of work in the classroom also require appropriate attention and contribute to the formation of soft skills, as individual work contributes to the development of personal cross-cutting skills (responsibility, organization, creativity, etc.).

Again, taking into account the ideas of Nesterenko I.V. [6] collaborative learning focuses on systematic approach in compliance with a certain algorithm of actions, namely:

- *setting clear group goals*. The use of collaborative training involves the observance of sequence in the implementation of such actions, such as setting group goals (one goal), as

well as individual responsibility of each participant in the learning process. It is also worth note that a clear definition of goals and objectives will save time;

- *creating a medium-sized group.* The ideal group is considered to be of medium-sized group – five students. Activities in small groups (3 or fewer students) does not have enough diversity and may not allow for divergent thinking (the opinions of each participant in the learning process are different). On the other hand, a negative aspect is that in too large groups, not all participants participate;
- *building trust and promoting open communication.* Open communication is key in the implementation of this type of training. Research have shown that emotional issues and addressing any interpersonal problems encourage team members to thoroughly explain concepts to each other, and therefore get more out of the joint learning, develop communication competence;
- *creating group roles for large tasks.* Another important stage, that will allow you to effectively complete the task, as well as save time. It is about dividing a complex task into parts with further assignment of different roles (for example: group leader, recorder, reporter, fact checker, etc.);
- *drawing up a summary when discussing the results of the group.* A good way to ensure the implementation of collaborative learning is to involve everyone in the discussion of the results of the joint work. In fact, many researchers use this method to evaluate the effectiveness of group work. If the results are unsatisfactory, changes can be made in the content of the training. In addition, group facilitators can use Bloom’s taxonomy system to further adjust specific skills and competencies;
- *use of real problems.* Experts believe that project-based learning issues related to real problems are much more interesting for the participants of a particular group. Instead of spending time on developing an artificial scenario, it is worth turning to real world problems that are closer and more interesting for students;
- *teaching problem-solving and critical thinking skills.* Implementation and improvement of such skills is ensured by following step-by-step procedure for problem solving: defining goals and objectives; collecting data; generating options and courses of action; evaluating options using data and goals; obtaining a solution; implementation of a solution;

- *availability of diverse groups.* Mixed groups, which include talented students with different learning styles, ideas and experiences are the best. Members of such groups have the opportunity to learn from each other.

An example of collaborative learning can be the following forms of education process for the formation of soft skills in future marketologists in DSAEU. At the lecture-discussion “My dream team” in the discipline “Marketing Communications” students marketologists learned about the five “shortcomings” of the team and how to overcome them, highlighting the tasks of the leader in each of these situations, the existing models of team development in various fields and the description of the peculiarities of creating teams at different stages, the distribution of team responsibilities and setting tasks in accordance with team roles. There was also a discussion on the topic: “Why does a group need a leader?” Then the students discussed methods of harmonizing team goals with the personal goals of its members, methods of making a single team decision and agreeing it with team members, methods of forming a stable sense of community as well as methods of establishing horizontal relationships in the team.

Also at the practical lesson in the same discipline, students solved situational problems (cases) that describe situations that have actually developed in the professional activity of a marketologist and require soft skills in developing approaches to solving the problem. Here are some of the cases.

### *Case 1*

*(interaction in a team)*

*Purpose:* training of team decision-making skills.

*Duration:* 15 minutes.

*Task:* the trainer divides the participants into 2 microgroups and gives instructions: "You are sailing on a yacht in the South Pacific Ocean. Suddenly there is a fire of unknown origin and most of the yacht and everything on board is destroyed. The yacht is slowly sinking. Navigation equipment has been lost or destroyed and you do not know where you are. You think you are somewhere about a thousand miles southwest of the nearest land. Below is a list of 15 things that remained unharmed by the fire. In addition to these items you have a rubber raft large enough to hold you, your crew and all the items below. There

is also a pack of cigarettes, several boxes of matches and 5 one dollar bills in survivors' pockets.

Your task is to rank the items below in order of their importance for your survival. Put the most important item on the 1st place, the second most important on the 2nd place, and thus the least important on the 15th place. Once you have made your own list, the group must agree on the order of the 15 items. You have 15 minutes, otherwise everything will be lost. When the task is completed, the groups present the final lists.

*Questions for discussion:*

- What emotions did the exercise evoke?
- Did your group manage to become a well-coordinated team?
- What traits of the participants contributed to this? What hindered?
- Share the group recipe for reaching consensus.

***Case 2***

*(ability to solve conflict situations)*

*Purpose: training of conflict resolution skills*

*Duration: 15 minutes for each situation.*

*Task:* to present your own decision on the way out of the situation. The correctness of the decision and possible consequences of the conflict for its participants are discussed in the group.

***Situation 1***

Your subordinate mistakenly received an email from the central office addressed to you. The letter says that in the next two months the company will be forced to slightly reduce the funding of your company and reduce the staff of marketing specialists. First of all, the category of employees to which the employee who read the letter belongs will be affected by the reduction. How to solve this situation?

***Situation 2***

Your boss is a very noisy person who often uses an irritated tone when communicating with subordinates. In your opinion, how should you respond to your boss's remarks?

***Situation 3***

The marketing department of a large company “Logika” employs 30 employees. The team is united and friendly. The head of the department Ivanchuk V.L. proved to be a skillful leader, enjoys well-deserved respect of the majority of employees.

At the beginning of the year the Board of the company decided to transfer Ivanchuk V.L. to another, higher position in “Logika”.

The team of the department has an informal leader - I.I. Petrov, whom most employees, including the former head of the department, see as the new head. In addition, there are several other highly qualified specialists in the department, whose experience allows them to apply for a leading position.

However, the company’s board makes a completely unexpected decision for the department’s staff: the new head of the department is appointed a person “from the outside” who has never worked in this company. At first, the employees of the department were in a state of surprise, because no one expected such a turn of events.

Gradually, the state of bewilderment changes to indignation, and those who could have taken this place are especially indignant. The new chief I.A. Sinitsyn is a high-class specialist, but due to the fact that he has not worked in this organization before, he does not know some subtleties in the specifics of the work. With his appearance in the team there is a conflict situation. Most employees are dissatisfied with his appointment, and some do not want to see him as their manager.

At one of the meetings in the department between O.A. Sinitsyn and L.D. Petrov a dispute arose over the quality of the work performed. L.D. Petrov insisted on listening to his opinion, as he had been working in the department for a long time and considered himself competent enough in this matter. O.A. Sinitsyn replied that the issue that concerns many employees cannot be solved by one person, even if he is a very experienced specialist.

After such a meeting, L.D. Petrov considered himself offended and appealed to the company’s management with a request to transfer him to another department. After him, 7 more people wrote similar application to the management. An open conflict broke out in the team. Further normal work of the department becomes impossible.

*Questions for discussion:*

- How right was the decision?

- What are the possible consequences of the conflict for its participants?

### **Case 3**

*(communicative skills)*

*Purpose:* practice of communicative skills.

*Duration:* 10 minutes.

*Task:* the coach pairs the participants.

Role 1 is an employee of the HR department conducting the interview.

Role 2 is a candidate for the position of a marketologist.

Instructions for Role 1: Today you have interviewed 8 candidates for the position of a marketologist. At this point, you have almost decided on the candidate who is best suited for the job, but you need to listen to all the candidates. The candidate sitting in front of you has a significant drawback - a complete lack of practical experience.

Your tasks: 1) clarify the candidate's practical skills; 2) complete the interview in 10 minutes.

Role 2 instruction: You are interviewing for a marketologist position. This position is perfect for you. Your education, knowledge and interests fully meet the requirements of the position. Your only drawback is that you lack the practical experience required by the position.

Your tasks: 1) establish a rapport with the HR officer; 2) convince the interviewer that you are a qualified employee.

*Questions for discussion:*

- What emotions did the exercise cause?
- Did your couple manage to achieve the communicative goal?
- What features of the participants contributed to this? What hindered?

### **Case 4**

*(decision-making skills)*

*Purpose:* practice of decision-making skills.

*Duration:* 15 minutes.

You need to finish the work plan for the next month today, because tomorrow you start your vacation. The problem is that the head of the finance department is delaying his report, without which you cannot complete your work. He is a rather proud man and has already told you that he is not going to rush the report at the cost of making mistakes.

Meanwhile, there are four hours left until the end of the working day, you are getting more and more nervous. How to get out of this situation?

*Task:* to present their decision on the possibility of a way out of the situation. The correctness of the decision and possible consequences of the conflict for its participants are discussed in the group.

*Questions for discussion:*

- What emotions did the exercise evoke?
- What was the best solution in this situation?

### *Case 5*

*(organisational skills, ability to solve problem situations)*

*Purpose:* practice organizational skills, ability to solve problem situations.

*Duration:* 25 minutes.

*Task:* employees were asked to split into two teams and analyze a problem situation related to the organization of work at the enterprise, after which they present the results of modeling the situation and propose a solution that they consider optimal. Based on the results of the presentations, a discussion is held on the topic: how can an individual employee influence the success of the organizational functions of a leader?

You are the head of the marketing department of a large advertising company. You have twelve subordinates who have worked together for a long time and understand each other well. During the time of working together, the organization has formed a corporate culture, common beliefs and values. You used to consider the team of subordinates as your family. All this gives its results: the work of the company is very stable. You manage not only to perform high-quality work, but also to expand your network of clients. Your profits have been growing for the last six months, and now you are ready to raise the salaries of all your employees by fifteen percent. You have even informed everyone about it. But the family of one of your employees, Nadezhda, had a misfortune, her little daughter fell ill. Nadezhda was already worried that she was letting the team down. She immediately volunteered to work at home at the bedside of the sick child. But in the first days of her absence it became clear that this approach does not work. Her home computer is outdated, and it is impossible to perform the required amount of work on it. The deadline for the order

was approaching. In addition, because of her worries, Nadiya forgot to send a confirmation letter about the completion of the order for the client who made a large order and sent payment for it to the company's account. As a result, the offended customer withdrew the money transfer and turned to competitors. The loss of such an important client made it impossible to increase the salaries of all employees. Moreover, the employees of the firm divided Nadiya's duties among themselves. This led to a systematic overload and a series of errors in the execution of the second order, which ultimately jeopardized another contract. You need to make a decision urgently. The best option would be to hire a new employee to fill Nadia's position. But you need a real professional, with developed organizational and communication skills, work experience, connections. Such a person will not agree to a temporary job, and you can take the thirteenth employee only at the cost of a salary increase for others. When you asked Nadia how long she would be absent from work, she said that she could not say for sure. At the same time, she told other colleagues that she would be absent for at least 4 months. You are very much impressed by Nadiya's insincerity. You have to make a decision as soon as possible.

*Task for team № 1:* Simulate the consequences if you decide to fire Nadia and hire another lead designer. Which decision do you think is the most optimal?

*Task for team № 2:* Model what the consequences will be if you decide to leave things as they are and just wait for Nadia to return. Which solution do you think is the best?

*Questions for discussion:*

- What emotions did the exercise evoke?
- What was the best solution in this situation?

### **Case 6**

*(negotiation skills)*

*Time:* practice negotiation skills.

*Duration:* 10 minutes for each situation.

#### **Situation 1**

**Intentional deception.** The partner states something deliberately false. However, if you express doubt, he/she clearly demonstrates offense - what to do?

#### **Situation 2**

At the moment of negotiations, when you think that a firm agreement has been reached, the other side informs you that they do not have the authority and rights to make the final decision, to make concessions, and they now need to get the approval of some other person.

This is a trap: if only you have the right to make concessions, then you will make them. What to do?

### ***Situation 3***

You agreed to negotiate on the territory of a business partner, seeing the following advantages: the other party will listen more attentively to your proposals and, if necessary, it will be easier for you to interrupt the negotiations. However, you feel that the physical environment is working against you. You suspect that the uncomfortable room was chosen deliberately to make you want to end the negotiations as soon as possible and be ready to concede on the first demand. What to do?

### ***Situation 4***

“You don’t seem to understand what we are talking about?” etc. The partner is dismissive of your position, makes you wait, interrupting the negotiations for other things, makes you understand that you are uneducated, does not listen to you and repeats several times what you have just said. Finally, deliberately does not look you in the eye. What to do?

The example of the project method is the interdisciplinary project “Servant leadership”, which DSAU students marketologists done within the discipline “Theory of Motivation” using interactive webquest technology. Students had to explore the phenomenon of servant leadership from the historical, philosophical, psychological positions, etc. Webquest involves the use of information resources of the Internet and their integration into the education process in order to effectively form a number of competencies: social, educational, communicative, information. The development of webquests is carried out in order to maximize the integration of the Internet into various disciplines at different levels of education. Students, working on the task, collect, analyze, summarize information, draw conclusions, forming and defending their own opinion. The creative process of transforming information from different sources contributes to the development of thinking, analytical skills and communication culture. The result of working with the webquest was the publication of students’ works in the form of web pages and websites (locally or on the Internet). Since the webquest involved teamwork, students

discussed, argued, composed a joint work plan for the group. Each of them, being an expert in their field, wanted to solve their tasks in the best way. Then students chose the form of presentation of the general report and distributed roles for further work: development of the site layout or presentation, design creation.

Working according to this scheme, students analyzed the information resources provided by the teacher, selected the necessary information, searched for additional data. The result of the work was a report on this topic in the form of Powerpoint presentation.

Another example of the project method was a group project «Start-up». Students are marketologists in an institution engaged in the production of goods/ services (the type of economic activity is determined optionally). The task is to jointly develop a marketing project to promote a product (service) in the local market using digital learning tools. The task was performed in small groups (4 – 5 people). These tools made it possible to implement cognitive learning methods (essential vision; heuristic questions and observations; comparison of facts; construction of rules, theory, hypotheses), creative methods (brainstorming tactics, figurative picture, hyperbole and agglutination). First, students were introduced to the algorithm of working on the project.

The project started with a conference where the whole group gathered and students expressed their opinions on which projects they were interested in. The conference was preceded by an introductory speech of the teacher, who introduced the topic proposed for the project activity, listened to the students' suggestions. Performing independent research work, students collected the necessary information, determined the main directions of its analysis. Then the group were processing the information and discussing its content and forms of reporting.

Future marketologists also took part in the project “Our company”. Groups were organized into 5 students. Each subgroup had to form their own company. During the week, each “company” had to come up with a name, draw up a business plan for the production of goods (at the discretion of the team), create a plan for marketing and advertising activities and develop a presentation of goods or services of the company. In preparation for the defense of their business project, the team was asked the following questions: “What products do you manufacture or what services do you provide? What is your strategy for

the future? Is your product competitive? What is your sales system? What is your company's solvency and sources of financing? What kind of financing do you need?" The participants of the meeting (students groups presenting their own projects) evaluated the presented projects on a on a ten-point system. Observers recorded the course of the meeting, analyzed its stages, positions of "interaction" between the participants and the presenter, and the ability to win over, and ability to impress. The teacher was a representative of the board who had the right to decide which project to fund. The participants of the meeting had to evaluate projects on a ten-point system, having previously chosen the chairman of the board – the leading financier.

DSAEU students marketologists also took part in the debate, which is also one of the examples of collaborative learning. All students were divided into threes, with one of the students in the mini-group acting as a supervisor. The supervisor had to identify two polar statements on the chosen topic for the debate, for example: Statement 1: money is the only measure of success of a modern marketologist; Statement 2: historical recognition of achievements is the only measure of success of a modern marketologist. The statements were written on paper and blindly distributed among the other two participants of the mini-group, who had to prove the statement they received. The debate took place in three stages: argumentation, counterargumentation, questions and answers of the parties. The opposing side was given 10 minutes to prepare arguments and questions. Students had to find arguments in a short time and formulate them so that they looked convincing. The total time of the debate was 30 minutes. According to its results, the participant, who was not a party to the debate, determined the winner, who managed to prove his opinion. After the end of the debates in mini-groups, a general discussion was held in the form of a conversation. Representatives of the mini-groups took part in the discussion about: 1) which statements were the best; 2) which arguments sounded the most convincing; 3) which elements of non-verbal communication helped the participants to prove their opinion, and which ones, on the contrary, hindered them; 4) what was the most difficult in preparing the arguments; 5) what was the most difficult in determining the winners of the debate. After the general discussion, the "universal tips" for preparing for the debate were deduced.

The third step was a lecture-discussion "Leadership competence in marketologist

activity”. The “peer-to-peer” method of teaching was used, which involved students’ independent preparation of material for the lecture and presentation to their classmates in the form of messages, conversations or in another form. Representatives of the subgroups had the opportunity to make prepared reports supplementing the topics under consideration. The activity consisted of two stages. The first stage was a discussion of the following questions:

- What should be the moral profile of a modern marketologist?
- What does success mean in a marketologist’s professional activity (money, fame, recognition)?
- Should a marketologist be a leader?
- What is the manifestation of a marketologist leadership competence?
- Should a marketologist think about the consequences of their actions for the world around them?
- What are your own life priorities and goals?
- What is your own mission in life and career?

At the lecture-discussion “Effective communication as the demonstration of marketologist leadership competence”. During the lecture, students discussed marketologist’s possible styles of behavior, in particular, directive, decisive, accusatory, persuasive, etc. They then discussed the appropriateness of using this or that style in a particular situation and the means of developing the necessary skills. Then the students completed the exercise “Friendly questioning”. The participants were divided into pairs. Each of them received a topic to “ask”, for example: a leader who inspires me, methods of personal development, ways to get rid of stress, etc. The task of each student was to get as much information as possible on their own topic and provide as little information as possible to their opponent on their topic during the conversation with their partner in compliance with ethical principles. Thus, they developed the ability to seize the initiative during a conversation, the ability to move the conversation into the right direction of communication, and the ability to protect their own information field.

At the practical lesson “The Art of Persuasion” future marketologists completed a number of exercises. During the first exercise “The Genius of Marketing” (based on the

materials of N. Kipnis), students were divided into three subgroups of 6 people each, each subgroup was given a box with things of different origin (ballpoint pen, soap, napkins, book, chocolate, brochure of European countries). Each member of the subgroup had to choose one item and within 15 minutes find at least 5 advantages of each item in order to sell it to the audience. The task was to convince the “customers” to buy this item by proving that it is necessary for them and using business communication tools in the process of persuasion. During the exercise, the future marketologists tried to be tactful with the “customers”, show empathy, and listen carefully to the wishes regarding the quality of the goods. After the exercise, the students had a discussion, and everyone expressed their opinions on the marketing strategy used by their colleagues. Future marketologists chose the best ideas and criticized the less successful ones, pointing out mistakes in the process of business interaction. By doing this, the students practiced using influence and professional communication skills in the course of marketing activities, pointing out the mistakes of their colleagues without offending them.

Next the students were offered the game “Counterpart” aimed at understanding the phenomenon of leadership, developing observation and expressive qualities of the personality. One of the participants embodies the image of a political or public figure or a famous person who has outstanding leadership qualities. The other participants play the role of journalists who have been invited to a press conference with this person. The jury evaluates each player. At the end of the game, a collective analysis took place.

In order to develop the ability to analyze different aspects of self, students were offered the game “Two Chairs”. All students were divided into groups of 3 to 5 people, each group created an improvised circle with two chairs in the middle. Each member of the group had to imagine himself in a situation of personal contradiction and act as both a “defender” and “attacker” in it. As a “defender”, the student took one of the chairs and had to present arguments that justified his lack of motivation to act. Then the student switched to another chair and begin to speak from the position of an “attacker”, providing arguments that should motivate him/her to act. The student could change chairs until, in his/her opinion, the conflict was settled. Other students acted as observers who had to analyze what they saw.

With the aim of developing the skills of handling conflict situations and resolving

them positively future marketologists played the business game “Advertising is not advertising”. The students were asked to act out the following situation: an electronics supermarket company has entered into an agreement with an outdoor advertising company to order an advertisement for their products. The advertisement should be displayed on billboards for 30 days. Halfway through the term, some of the billboards began to peel off the paper with the advertisement. The company refused to replace the advertisement or update it. As a result, the director of the Electronics Supermarket demanded a half refund. In turn, the advertising firm refuses to remedy this fact and demands additional payment for the correction of the advertisement. Students had to settle the conflict.

Future marketologists were offered a business game “Wolves are fed, sheep are safe”. The teacher explained the rules of the game, formed teams, suggested a problem situation, appointed an expert group and summarized the results in the end. Team members had to find a solution to the problem in pairs: Head of the marketing department/deputy director for economic issues”; the team listened to the negotiation strategies of each pair; discussed and chose the best strategy; demonstrated game negotiations. Experts evaluated negotiation skills; determined the winner.

Procedure for conducting a business game: all students were involved in the game. The teacher formed teams from them (the number of students in a team is an even number) and announced a game situation.

Situation: M.O. Kovalev is a deputy director on economic issues in an agricultural company. M.P. Tkachenko and M.O. Kovalev studied in the same group at university and have been working together for over 7 years. In addition, M. Kovalev has been M. Tkachenko's official boss for 3 years. Kateryna Miroshnyk is the head of the marketing research department, whose professional qualities have made a great impression on the head of the marketing department, M.P. Tkachenko. She joined the agricultural firm 10 months ago.

Kateryna graduated from the university with a degree in marketing analytics. Her salary was UAH 2 thousand. The revision of the salary increase in this area was supposed to be reviewed in accordance with the company's strategy in six months based on her first performance, and the next review of the contract in a year. Mr. Tkachenko praised her for

her professionalism and personal contribution to marketing projects of the department. He considers her the best of the newcomers to the team because by the results of her work (after a year of work) she took third place out of 11 possible. The salary in the department varies from 1.5 to 5 thousand UAH.

M.P. Tkachenko's task is to raise Kateryna Goichuk's salary as much as S.M. Kvasha will allow since other employees in the department receive more than her. During her tenure as head of the marketing research department, she proved to be a competent research department, she proved to be a competent specialist. Usually, the company is to increase salaries by 5% per year, but it is also possible to increase them by 10% increase, and sometimes there were cases when the increase reached 20% or even 30%. M.O. Kovalev's task is to save money as much as possible. All the heads of the departments under his control are trying to get as much money as possible. The management of the agricultural company recommends that the increase should be no more than 8% per year, but they are also interested in retaining skilled workers.

After the negotiation the teams analyzed the results and tactics, discussed successful moves and ways to correct mistakes made. The task of the team members was to develop a strategy for negotiations on a given problem, create a scenario and demonstrate it. Teams had 30 minutes to complete the task.

There was conducted a case aimed at mastering knowledge and developing skills in productive implementation of negotiation technology. We offered students to imagine and try to recreate the following situation: "You are a representative of the company Chysta Voda, which produces water products. Your company has appeared recently, so its name is not common and the quality of your products is not tested. You would like to cooperate with a fairly large and well-known supermarket. You invite the supermarket manager to negotiations with a view to concluding a contract and further cooperation. The supermarket manager has come to your office and is ready to listen to your proposals. How will you conduct business negotiations? What methods will you use?"

In order to acquire knowledge of the principles, algorithms, techniques and forms of constructive business communication, a seminar-discussion "Establishing contact with client is a foundation for effective sales" was developed which aimed to test the knowledge

of future marketologists on how to effectively establish contact with a potential client. The following questions were discussed at the seminar: 1) In your opinion, is the statement “No contact, no conversation” correct? Why? 2) Is it necessary to react negatively to a client’s bad mood? 3) Why can the client have distrust: in your professional qualities? qualities? Personal distrust?

The exercise “Personal luggage” was aimed at developing the ability to draw up a psychological portrait of the interlocutor; to master an active style of communication and develop a relationship of openness and partnership in the group; to help future marketologists understand themselves, overcome internal barriers, uncertainty and constraint. During this exercise students had to determine how well they had begun to understand each other and their personalities. Future marketologists were asked to imagine that they will soon have to part, and each of them is preparing his or her own backpack for the trip. This was their personal luggage. We had to pack the backpack together, as a group. At the same time, we agreed to put in it not things, but the personal qualities of a friend. Equally: those that are positive and those that the group thinks may hinder his marketing activities. What would the group put in friend’s backpack?

There were a few more rules to this game. First: you should only put in the backpack those qualities that you have witnessed during your work together. Second: you cannot put a personal quality in the backpack that the whole group did not vote for (even if it was one person). The group will have to convince him or her, otherwise the controversial quality will not be included in your friend’s luggage.

For each participant whom the group helped to pack their personal luggage, a final list was made, the date was indicated and the signatures of the group members were put. This list was solemnly handed over to the player who has packed for the trip.

After the exercise students discussed it. The question was asked: Does the student agree with the luggage that the group has collected for him or her? What would you still like to keep (what quality)?

The exercise “Refueling” enabled participants to test their leadership skills; to actualize life situations related to certain qualities; to show practical experience in acquiring leadership skills. In five corners of the room, posters were hung with the 5 most important

leadership qualities identified at the end of the brainstorming session “Leadership Qualities”. Participants were asked to think carefully, choose one type of “fuel” that they need to refuel in order to become an effective leader and stand under the appropriate inscription. As a result, 5 microgroups were formed. Within 10 minutes, the participants in the microgroups had to share life experiences that prompted them to choose this particular “gas station”. That is, at the “determination” station, you need to briefly describe a situation when you would lack this leadership quality. After the discussion, the trainer thanked the participants for their sincerity, readiness for self-criticism and self-disclosure. Then, within 5 minutes, participants needed to prepare for the presentation of a group sculpture that would reflect the opposite of the desired state described in the stories and come up with a name for this sculpture. The presentation took one minute.

When doing the exercise “Marketing Genius” (based on the materials of N. Kipnis) future marketologists were asked to organize themselves into three subgroups of 6 people each, and recommended to each subgroup a box with things of different origins (ballpoint pen, soap, napkins, book, chocolate, brochure of European countries). Each member of the subgroup has to choose one item and within 15 minutes to find at least 5 advantages and think about how best to present this thing to the audience in order to sell it. Students have to convince the “customers” that this item is necessary for them, using business communication tools in the process of persuasion.

During the exercise, future marketologists tried to be tactful with the “customers”, show empathy, and listen carefully to the wishes regarding the quality of the goods. After the exercise, the students discussed the actions of the participants, everyone expressed their opinions on the marketing strategy used of their colleagues. The future marketologists chose the best ideas and criticized the less successful ones, pointing out the mistakes successful ones, pointing out mistakes in the process of business interaction. Having fulfilled this, students practiced using business skills in the process of marketing activities, and correctly point out the mistakes of their colleagues without offending them [14].

For the development of emotional intelligence in future marketologists they participated in the exercise “Recognize an Emotion”. The students were shown a number of videos, each of which implicitly demonstrated the following emotions: joy, surprise,

sadness, anger, disgust, contempt, and fear. The videos were shown without sound, and their content demonstrated the behavior of people (not actors) in real-life situations, including during speeches. Each emotion was shown several times. Students were tasked with identifying the emotion and explaining the reasons for their conclusion. The purpose of the exercise was to develop students' skills in recognizing emotions and forming knowledge about their manifestation. The students were also tasked with finding a video similar to the one shown by the next practical lesson. At the next practical lesson, the exercise was repeated using the videos found by the students. The purpose of the repeated exercise was to consolidate the above skills and knowledge both through repeated demonstration and discussion of the video and through independent search.

The students also mastered the group problem solving technique, which aims to master the problem-solving algorithm. In particular, they had to clearly define the problem, analyze its causes, draw up an action plan, implement the plan, evaluate the result and, if necessary, repeat the cycle. Students were divided into mini-groups that competed with each other. The mini-groups received tasks and presented their solutions, which were evaluated by the teacher. The number of tasks was determined in accordance with the number of students in the group, so that everyone could try their hand at leadership. For diagnostic purposes, this exercise was also performed at the beginning of the academic year (before the relevant lectures and seminars) and at the end of the academic year.

In order to develop students' decision-making skills, a role-playing game called "Six Hats" was played in a practical training class according to the methodology of British psychologist and creative thinking researcher Edward de Bono. The Six Hats game is a type of brainstorming that is used in organizations when making important decisions. This method allows you to see the problem in its entirety, and also allows you to train six different aspects of thinking in turn. During the exercise, students were divided into mini-groups. They were offered the following situation: they are employees of a company that plans to organize a promotional event, but is not sure of its success. Using the "six hats", they would make the best decision in the interests of the organization. The teacher took turns giving the group pieces of paper in white, red, black, yellow, and green, which mean hats of these colors. The teacher kept the blue color. Wearing the white hat, students focused only on the

facts and figures they knew about the event. In this hat, they used only the retrospective method of cognition, cause and effect relationships. Participants in the red hat game used their feelings and intuition, sharing their own experiences and emotions about the event. Students wearing black hats approached the product as critically as possible, trying to find out all the possible risks and negative consequences for the organization from holding such an event. Wearing yellow hats, the students offered the most optimistic scenarios. Participants wearing green hats offered the most creative and unconventional approaches. While wearing this hat, students had to maximize their creative thinking. The teacher, wearing a blue hat, recorded all the conclusions and ideas discussed by the students and helped them make the most informed decision at the end of the game. His functions also included managing the process and the course of thinking of the participants. Thus, with the help of the Six Hats exercise, students used a mode of thinking that allowed them to focus on different aspects of the problem, analyze it thoroughly, and make the most optimal decision by consistently considering various aspects of the task.

At the seminar-discussion “Outstanding leaders who inspire me” students prepared presentations about outstanding leaders (some presentations were in English). A discussion followed, with students identifying what inspired these leaders, what functions they performed, and what style of interaction with others they used. Seminar-discussion (and other types of seminar classes) is a form of dialogic communication, during which the skills of practical experience in discussion and solving theoretical problems is formed.

Exercise “City of Ideas Generation” contributed to the development of participants’ skills in generating new ideas; teamwork skills. The trainer divided the participants into 3 microgroups. Each team received a piece of paper and markers and gathered around the table. The trainer explained the task: “Somewhere in the universe there is a planet called Creative and we are all residents of a fantastic City of Ideas, where interesting people live. There are 3 universities in the city, and each group represents one of them. The task of the groups is to draw a university, come up with its name, coat of arms and motto, specialties taught there, other things that make it special. And you are not limited in your imagination at all”. Participants were given 7 minutes. Then the groups took turns in the center of the room and presented their universities.

The trainer gave the second task: “Each of your universities has extraordinary students and a creative student body. The second task was to depict and tell about the student activists of the fictional university, its hierarchy, if any; functions and responsibilities; indicate who was the leader of the students activists”. The participants had 7 minutes to present their drawings for the second time.

The trainer announced the third task: “In the City of Ideas, there is a competition among universities for the most creative student activists, the winners of which will go on a trip around the universe. According to the terms of the competition, the student group that will best organize the “Festival of Leadership” at the university will win. Each group should develop activities targeted at different groups - students, teachers and university administration, and the city community”. To determine their group participants drew lots.

When the work is finished, the posters were defended. At the end, the most creative team was chosen by open vote.

*Questions for discussion:*

- What emotions did the exercise evoke?
- How did the work in the groups go, did each participant take an active part?
- Would you like to study at the university you have invented?
- What features of fantastic student assets would be nice to implement in yours?
- Do you agree with the expediency of holding a “Leadership Festival”?
- How would it be organized at your university?
- Did it make you feel more creative?

The exercise “Interview” was aimed at facilitation of interpersonal interaction between participants. The trainer invited the group to form pairs, so that each pair included people who were least familiar with each other or those who communicated the least. After that, for two minutes, one participant told the other about himself or herself and answered the questions that interested the opponent. After the time was up, the participants switched roles for 2 minutes.

The aim of the exercise “Joystick” was to demonstrate situations of interaction between a leader and followers; to acquire skills of coordinated teamwork. The trainer divides the participants into 4 microgroups of 4 – 5 people. The groups stand in a row

opposite each other, on both sides of a table with 2 coins in the center. Each participant takes a neighbor's thumb (right hand holds the thumb of the left hand of the neighbor standing on the right). The neighbor's thumb was the joystick. The first person in the chain of command extends his or her arm forward over the table. Everyone closes their eyes except the last person in the group. He or she controls the "joystick" silently, passing the movement command to the first person through the rest of the group. The goal of the first person in the chain is to put their finger down exactly on their coin.

*Questions for discussion:*

- What emotions did the exercise evoke?
- Was it difficult for the last person in the chain? Why?
- Did the first in the chain feel trust in their partners?
- What helped them to cope with the task?
- What analogy can you draw between the exercise and servant leadership?

The aim of the brainstorming session "Ways to develop leadership potential" was to encourage participants to work on developing their leadership potential. The trainer initiated a group discussion on the topic "Ways to develop the leadership potential of student activists". First, the participants should name how they personally had achieved this. The trainer recorded the answers on a flipchart in 2 categories – "spontaneous" and "directed", the participants – in the "Leader's Portfolio". Then the trainer asked everyone to write down 5 more ways to develop leadership potential in the Leader's Portfolio. When the group was ready, everyone read out in turn, the trainer wrote it on the board, and the participants added to their lists. If one of the options had already been mentioned, the participant didn't not repeat it.

*Questions for discussion:*

- Do you think there are enough ways to develop leadership potential?
- How can you fully utilize the potential of spontaneous resources?
- Which of the directed resources do you find most effective?
- Is there anything that prevents you from using them?
- What are you ready to do today to develop your own leadership potential?

Doing the exercise "Becoming independent" students outlined the directions of further

group work on leadership development. The trainer said that during the brainstorming session the participants identified many ways to develop the leadership potential of an individual. But during the training sessions they secured the status of a well-coordinated, friendly team of student activists whose task, as true servants, is to establish themselves as leaders, helping to develop the leadership potential of other students. Therefore, the participants-volunteers were faced with an important task – to choose a form of work with students, which will be implemented over the next six months at the Marketing faculty. The trainer suggested paying special attention to clubs and hobby groups. The main requirements were that the form should be interesting, creative, held at least twice a month, and contribute to the development of leadership potential and effective leisure time for students. To work, the trainer divides the participants into 5 microgroups. Each group presents its own option. One is chosen by voting. The trainer asks the participants to jointly identify those responsible and distribute responsibilities. The trainer also notes that all groups involved in the formative stage of the experiment will also implement some form of work and students within the same university can arrange mutual visits and exchange of impressions of the program. At the end of the year, it is planned to organize a roundtable discussion to evaluate the effectiveness of the work done by the student activists.

Questions for discussion:

- Are you ready to work independently to develop the leadership potential of student without the guidance of a coach?
- Do you feel responsible for this?
- Do you already have some ideas on how to implement the chosen form of work?

At the brainstorming seminar “How a marketologist should act in a crisis”, students studied the material on crisis leadership (lean leadership) in advance. Then they proposed solutions to the problem, followed by discussion and selection of the best option.

Students also took part in charity events of the Foundation “ПомораЙ”, “Stop Bullying”, “Stop Drug” (Alfred Nobel University), as students learn soft skills while communicating with colleagues, teachers, and support staff. Development of “soft skills” is much more effective with the active participation of students in self-government, various creative circles, studios, societies of young researchers, public associations, etc. form a

humanistic motivation in future marketologists and develop their spiritual culture. In the process of socially useful activity, a student receives actual recognition from the community, takes a certain place in society, feels like a member of it, gets the opportunity to realize his or her physical and moral capabilities, satisfy the need for self-realization in socially significant activities, show readiness to act in the interests of society; leadership position is formed, teamwork is developed. In addition, socially useful activities requires the student to demonstrate his or her inherent qualities, while at the same time being the basis for the formation of new ones.

**Conclusions and directions for further research.** Thus, the study proved the importance of forming personal and interpersonal soft skills of students marketologists and formulated a number of recommendations on the ways to develop those through individual, pair, group forms of work, their balanced combination and appropriate content. According to the results of the study, it was found that the use of collaborative learning in the development of “soft skills” in future marketologists in higher education institution is one of the means of innovative improvement of the educational process, and therefore is appropriate. The introduction of new methods and techniques of collaborative learning in the process of forming “soft skills” will increase the motivation to learn in future marketologists, stimulate independence and responsibility in solving certain problems in a group, develop teamwork skills, responsibility, predictive thinking and creative approach to problem solving, make long-term learning interesting, creative, stimulate students to self-study, teach critical and creative thinking, develop self-confidence and improve their skills. This type of learning enhances the traditional system of education and changes the content and forms of learning, transforming students’ knowledge and skills into key competencies, among which soft skills take a special place. We consider the use of collaborative learning in the development of soft skills of students of other economic specialities as a prospective direction for further scientific research.

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## IMPLEMENTATION OF INFORMATION, COMMUNICATION AND INTERACTIVE TECHNOLOGIES ON BUSINESS ENGLISH CLASSES FOR FUTURE SPECIALISTS IN ECONOMICS

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**Abstract.** *The implementation of up-to-date information and interactive technologies in education is one of the most significant and sustainable tendencies in the development of the world educational process. Recently national system of higher education uses computer and other information technologies for studying different subjects.*

*The purpose of the research is to analyze the existing interactive, information and communication technologies and to get acquainted with the advantages of their usage by teachers in educational process on Business English classes for future specialists in Economics.*

*The methodological basis of the research forms the principles of scientificity, systematicity and objectivity. The general scientific methods (of analysis, synthesis, comparative, systematization, generalization) have been used when 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 article deals with modern information, communication and interactive technologies, the advantages of their use by teachers in practical Business English classes for for future specialists in Economics. The basic signs of interactive technologies have been exposed: the construction of training based on the student's interaction with the learning environment; the change in the interaction of the teacher and students: the activity of the teacher helps to activate students, and the task of the teacher is to create conditions for their initiative; the role of a teacher as a consultant, organizer, source of information; the absence of the dominance of any participant in training over others.*

*Authors study the most potential and promising types of modern information and interactive technologies, which are used in the educational process of higher institutions: chat, internet forum, educational portals, multimedia, role and business games. They help to improve the quality of education, give the opportunities for continuous education, provide adequate level of teachers training, and improve the content of teaching.*

*Up-to-date information technologies and innovative teaching methods give university instructors tremendous opportunities for education, professional growth; they provide access to unlimited information, and give the chance to conduct dialogue with the whole world.*

**Key words:** *interactive technologies, information and communication technologies, multimedia, role and business games, chat, internet forum, educational portals.*

**Introduction.** Nowadays, higher education is one of the determining factors of the intellectual and productive forces for society reproduction and for the development of Ukrainians' spiritual culture, the guarantor of the future success in consolidation and

strengthening of the authority of Ukraine as a sovereign, independent, democratic, social and law based state.

The process of integration of Europe, its move to the East, is followed up by the creation of general education and scientific area, development of the unified criteria and standards in this field, where the quality of higher education is the basis for the formation of this area.

Over the past two decades, there has been a shift from traditional technology of higher education to “information and communication technologies” - personal computers, computer databases, electronic information networks, etc. Thus, there is a shift to the developments aimed at creating a specific learning environment, or applying technology and communication in education. Information and communication teaching technologies (ICT) in education is a complex of fundamentally new educational and methodological materials, technical, communication and instrumental means of processing, preservation, transmission, display of information in accordance with the laws of the educational process, which effectively influence the professional training of future specialist.

Means of ICT is a synthesis of modern achievements of pedagogical science and means of information and computer technology. They implement scientific approaches to the organization of the educational process in order to optimize it and increase its efficiency, as well as to intellectualize the material and technical base of educational institutions in a continuous way. In addition, the effectiveness of the learning process also depends on the introduction of a variety of interactive technologies that ensure the dialogue of the learning process.

Consequently, the relevance of this issue in the modern educational environment is evident, as today qualitative teaching of disciplines cannot be carried out without the use of facilities provided by computer, interactive technologies and the Internet.

**The aim of the research** is to analyze the existing interactive, information and communication educational technologies and to get acquainted with the advantages of their usage by teachers in educational process.

According to the goal, the following tasks were set: to reveal the concept of ICT and interactive technologies, to consider the ways of using these technologies by teachers in educational process of higher schools.

**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 theoretical and practical results of implementing information and interactive technologies have been studied using the methods of analysis and synthesis. The method of analysis has been used for a detailed study of information technologies, 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 types of interactive technologies in the system of higher education.

**Analysis of publications.** A large number of scientists were engaged in theoretical and practical aspects of the problem of computerization of education: B. Gershunsky, A. Korotkova, E. Mashbits, V. Rubtsova, O. Tishchenko and others. The problems of teaching foreign language communication through the use of interactive technologies are devoted to many works of both national and foreign scientists highlighting their great practical value (M. Skatkin, S. Gaponova, V. Filatov, B. Esipov, V. Palamarchuk, G. Vashchenko, L. Vishniakova, O. Pometun, G. Sirotenko, O. Tarnopolsky, Y. Babanskiy and others). Scientists M. Alekseev, S. Grigoriev, B. Gershunsky, A. Ogol, A. Petrov determine the possibilities of computer communication in higher educational establishments regarding changes in the content of teaching in disciplines. However, researchers mainly focus on the individual communicative properties of computer education (Z. Jaliashvili, V. Kolesnikov, A. Kritsky, G. Chusavitina). However, there is a lack of thorough research on identifying and implementing information, communication technologies and interactive technologies in the process of learning Business English.

**The purpose of the article** is to substantiate the expediency of using the Internet and electronic educational resources in the educational process of higher educational institutions.

**Scientific novelty.** We proceed from the fact that the effective use of ICT in the educational process is possible only when the appropriate technologies are not a certain superstructure to the existing education system, but are reasonably and harmoniously integrated into this process, providing new opportunities for both teachers and students. According to the results of the scientific works of specialists who studied the means of modern information technologies, it is possible to single out the following methods of their use for the purpose of organizing the educational process: computer support for the organization of the educational process, in which the computer acts as a tool that ensures the individual work of students; demonstration of educational information for group work under the guidance of the teacher. The computer is used as a source of structured information or as a means of organizing learning in a group mode under the guidance of a teacher; information processing and storage. This way of using a computer is appropriate for the purpose of creating various databases, such as specialized or additional dictionaries, etc.; exchange of messages for the purpose of organizing communication at the international level using the telecommunications network. In this way, knowledge of a foreign language is practically applied in the process of working on joint international projects.

### **1.1 Operational definition of terms “technologies”, “information and communication technologies” “interactive technologies”, and their advantages (ICT)**

Historically, the concept of technology has emerged in connection with the technical process and according to vocabulary interpretations (*techne* - art, craft, science, *logos* - concept, teaching) is a set of knowledge about methods and means of materials processing. Technology also includes the art of mastering the process, resulting in personification. The technological process always requires a certain sequence of operations using the necessary means (materials, tools) and conditions. Technology in procedural sense answers the question: “How to make, with what and

by what means?” [16 c.7] Existing features of technology include standardization, unification of the process and the possibility of its implementation in relation to the given conditions.

The analysis of the psychological and pedagogical literature shows that scientists have different interpretation of the studied phenomenon. Information and communication technologies, including the computer, which can manage cognitive activity, are a collection of computer-oriented methods, tools and organizational forms of learning. Very often the term “information and communication technologies” is associated with the term “computer-oriented technologies” [32]. ICT is regarded as a means of realizing the global tasks of reforming higher education, the mean of “the personal development and creative potential...” [33]; information technology based on personal computers, computer networks and communications that have a favorable user environment [25]; “The methodology and technology of the educational process using the latest electronic learning tools, and, first of all, computers” [15, p. 32]; “A set of software, technical, computer and communication tools, methods and innovative methods of their application to ensure high efficiency and informatization of the educational process” [17, p. 30]; a system of methods for entering, processing, storing, retrieving and transmitting information on computer networks [19]. We emphasize that the term “communication” and “information” characterizes the concept of this term, the dual nature of technology - information content (information environment) and communication capabilities (communication tool). Scientists characterize this technology as a subject-oriented and communicatively oriented learning environment included in the educational activity [7].

Information and communication technology (ICT) is often used as a synonym for information technology (IT), although ICT is a more general term emphasizing the role of unified technologies and the integration of telecommunications (telephone lines and wireless telephony) connections, computers, software, storage and audiovisual systems that allow users to create, access, store, transmit and modify information. In other words, ICT consists of IT as well as telecommunications, media broadcasts, all types

of audio and video processing, transmission, network management and monitoring functions [23, p.5].

So, information and communication technologies is a set of methods, production processes and software tools integrated for the purpose of collecting, processing, storing, distributing, demonstrating and using data for the benefit of their users [23, p.7].

Interactive technologies are collaborative studying when both students and teachers are the subjects of the educational process. Interactivity can be highlighted as the ability to interact, study in conversation, dialogue, action. So, in the narrow sense, interactive ones can be called technologies in which the learner is a participant. He does not act only as a listener, an observer, but takes an active part in what is happening, actually creating this phenomenon [16].

The main advantages of interactive technologies include:

- helping students learn how to express their own opinions; to analyze the information received; to use the knowledge and experience acquired earlier; to debate, to defend their own point of view; to be more confident and independent;
- facilitating the intensification and optimization of the educational process. The goal of interactive learning is to create comfortable conditions and a supportive atmosphere in which each student will feel successful in learning and feel his or her intellectual ability.

The main features of interactive technologies are:

- the development of training on the interaction of the student with the learning environment, which serves as a space for learning experiences;
- a change in the interaction of the teacher and students: the activity of the teacher gives way to the activity of students, and the task of the teacher is to create conditions for their initiative;
- role of the teacher as a consultant, organizer, source of information;
- absence of the dominance of any participant in training over others [8].

## **1.2 Information and Communication Technologies in the system of Higher Education**

Any pedagogical technology is information technology, because the basis of the learning technological process is the receiving and transformation of information.

The information and communication technologies in education are aimed at boosting mental activity, developing creative abilities and forming a dialogue. In turn, ICTs are tools for creating, storing, transmitting, processing information and managing it. This widely used term includes all the technologies used to communicate and work with information. Appropriate use of ICT in the educational process is a prerequisite for improving the quality of educational services, expanding their capabilities, and creative implementation of personality in learning activities [29, p.9].

Information and communication technologies have great potential in education and contribute to the implementation of such didactic tasks:

- improvement of the quality of education on the basis of the interconnection of the general and didactic principles of autonomy, activity and systematic character;
- expansion of opportunities for continuous education based on the implementation of the principles of consistency, continuity and accessibility;
- providing adequate level of teachers training for work with information and communication technologies;
- improvement of the content of teaching, taking into account the interaction of general and didactic principles, covering the principle of scientific research, visibility, accessibility, communication theory with practice;
- continuous improvement of the didactic provision of the educational process [29, p.10].

We researched the following types of the information and communication technologies: chats, online forums and educational portals.

*Chat* (means “talk”) is one of the technologies of synchronous dialogue that occurs in real time and almost without delay. At the same time, two interlocutors are simultaneously at their computers and, using special software, instantly send each other small written phrases, short messages that are created in the format of ordinary, live dialogue. To have a real-time online dialogue IRC (Live Chat Online) can be used. It offers a wide variety of options that differ from a simple chat. To communicate with

channels (groups or rooms), it is advisable to have a dedicated IRC client program that allows to have multiple channels of dialogue, including private chat between two people.

By type of network communication, text (web-chats), voice and video chat are distinguished. Web chats (text) are special Internet services, text messaging, which is possible in two variants: public and private. The servers contain a special set of technical programs that allow a large number of interlocutors to have a dialogue, while working with a familiar Internet Explorer (Internet Explorer). Web chats can be used if you want to chat with many people on different topics. Interactive computer conversations (chats) require careful planning, specialized computer programs, and compliance with ethical standards and communication procedures. Virtual messengers need to have a microphone or headset with microphone for voice messaging. Such chats are often used during group play, providing lively dialogue between team members. Voice chats are used for webinars (voice training seminars). Video chat - Voice chat with live video chat. They are used during business conferences when one or more of its participants cannot attend the general meeting.

Web-chats can be considered as a classic communication process. The use of them in the educational process contributes to the formation of students' communicative skills, dialogue [20]. The above confirms that instant messaging (chat) technologies perform educational, communicative functions and are appropriate in the process of forming a professional dialogue culture for students.

*Online forums* provide active participation in the discussion. Today, the Internet is regarded as an integral part of the life of a modern expert, as there is no alternative source of information that would enable communication with representatives of other countries and form a favorable basis for dialogue between cultures [5, p. 43–44]. In the online forum, each participant can read the full text of the discussion and join the discussion. The analysis of discussions in Internet forums and thematic groups gives an opportunity to reveal the development of the skills in tolerant communication, professional dialogue, argumentation of their position, etc. [29].

Many researchers emphasize the advisability of student participation in the

following forums: <http://forum.osvita.org.ua/> (you can discuss and express your own views on any issues related to higher education, second higher education, distance education, education abroad; discuss issues related to published articles, results of conferences, etc.); University (<http://www.univer-sity.com>) (students have the opportunity to discuss various topics: universities and faculties, study abroad, student news, travel, literature, Internet, politics, economy, business, etc.

So, online forms help to develop dialogue skills, to participate in the discussion, to conduct tolerant dialogue, give students the opportunity to discuss different professions, discuss different topics.

**Educational portals** are a software and technology complex whose main task is to accumulate data on scientific and methodological information resources, state educational standards, modern technologies of teaching, information that supports the personal level of education and its constant improvement.

The general characteristics of portals are provided by N. Zadorozhnyi and T. Omelchenko [31], who view the portal as an entrance (or exit) to the global information space. The main characteristics of the portals include: existence of a developed system of information resources; active interaction with users through the forum system; the presence of centralized input and special means for convenient use of information resources.

Educational portals include specialized services that provide access to various electronic educational resources (e-libraries, e-learning courses, knowledge testing systems, etc.) [3].

Thus, educational portals facilitate effective dialogic interaction between students and teachers in the process of searching necessary professionally oriented information, allow to organize and implement mediated dialogue in the educational process using the latest technologies, ensure constant access of students to teaching materials, lists and recommended literature, provide the opportunity to organize virtual consultations and seminars.

**E-mail** has been named the main source of all online resources as a form of asynchronous computer and mediated communication [30]. With the evolution of the

Internet world computer technologies offer tremendous opportunities for foreign language teachers: "... they can be a means of communicating in a specific language including messaging with other students in and out of class" [30]. In addition, foreign language teachers are already becoming more aware of the impact of this tool on their profession through the use of e-mail during exams and creative interaction with students. In recent years researchers from different countries have presented a lot of innovative ideas for using e-mail when learning a foreign language.

The pedagogical advantages of the e-mail are the extension of time and space for learning a foreign language. As many e-mail researchers point out it empowers students and teachers by providing them with opportunities to meet and communicate in a foreign language outside the university. Thanks to e-mail, students do not need to be in a special room at certain times and days to communicate with others in a foreign language. They can send e-mail from their convenient place at home. Such spatial capabilities give them more free time to spend writing and reading in a foreign language in a communicative context. An important point is that thanks to e-mail students do not need to spend money to travel abroad just to socialize [28].

Today there are many publications mostly foreign ones in which researchers substantiate the problem of learning foreign languages of students of different specialty. They consider information and communication technologies in particular e-mail as an effective means of learning.

Rankin, for example, notes that the extra interaction in a foreign language provides students with even more value than usual [18]. E-mail also allows students to communicate with others in authentic communication situations. Interaction with the help of e-mail allows you to feel the reality of the effort that is spent during communication comparing to artificial communication in the classroom. Such communication is more fruitful and reminiscent of spoken language due to its informal and interactive nature. Unlike face-to-face communication e-mailing takes place in writing which serves the language learners quite well. As Schwienkorst points out "the main advantage of written communication is the ability for each student to retain holistic communication and have great examples of language use in the future"[ 24].

Foreign language teachers are often faced with the problem of following a schedule and technology maps on certain topics which must be laid out over a period of time and as a result there is almost nothing left for free communication. E-mail allows students to communicate in a context where the teacher is not the principal. In communication with e-mail students have the opportunity to gain experience of increased control over their personal learning and independently choose a topic and change the direction of the discussion. The ultimate goal is to communicate with other students in a foreign language but not to write text with many mistakes.

According to M. Beauvios, computer and mediated communication improves student participation by 100 percent. Other researchers have noted that students who do not wish to interact face-to-face are more likely to communicate in an electronic context [2].

Undoubtedly e-mail can offer a number of benefits for students and teachers of a foreign language. For example, the wide variety of activities are successfully used by foreign language teachers. We can split these activities into group and single email exchanges.

Group messaging – e-mail allows students a hands-on opportunity to interact with others in a foreign language. Students can create their own mailing lists or teachers can organize a group list. By allowing interested parties to subscribe to such a list we are creating an additional opportunity for authentic communication in a foreign language with other students without taking group mates into account. Students can also attend discussion forums in addition to scheduled classes.

According to Moran and Havisher e-mail is a communication and writing medium with elements of both written and spoken language. As e-mail is separated from direct contact the great pressure of the immediate response is reduced and students have time to form their thoughts [12].

Communication via e-mail helps students prepare for interpersonal discussion in class on the one hand and improve writing on the other. When communicating within a single class the teacher can easily relate the communication task to the topic being discussed and extend the time for communication on the topic. The foreign language

teacher has the opportunity to develop assignments using e-mail as an activity before the start of classes after classes and additional activities that involve students' independent work.

Let us consider some types of activities that a teacher can use as a student's independent work prior to the start of class. Based on my own experience I would like to point out that it is quite difficult to involve students in foreign language activities without prior preparation. Thanks to such independent tasks pre-class assignments give great attention to the main work and save a lot of time during the class.

Another example is the preparation of written tasks with the help of e-mail. In this case the teacher can offer the following activities to students: write a short biography of the famous person of their choice. With the help of e-mail students can collaborate on topics for this task thus saving time in class. In addition you can share your knowledge of a particular topic before performing listening comprehension exercises. Before listening to a particular topic in the class students exchange their knowledge of the topic via e-mail based on their own experience.

We consider it appropriate to note that e-mail is effective for the preliminary preparation of the discussion. Ramazani shares experience in using this type of activity as a Weekly Essay. A few days before the class his students transmitted their own works using e-mail. With this approach a more thorough preparation of students to discuss the work in the classroom was observed. Further implementation of this idea through the handout material allows activating students to participate in brainstorming and stimulate discussion [4].

Considering post-class student activities it can be noted that teachers are able to create online assignments in order to consolidate or extend what students have already done in class. This method encourages students to repeat the discussion in the classroom, enabling them to repeat or clarify the thoughts that were expressed during the discussion. In post-class activities students can also use the new vocabulary or structures that have been offered for the class. The case method is preferred. Case Study provides a variety of student activities to solve problem situations prepare, analyze, transmit and receive information via email. Students try to independently find out the

essence of the problem and determine their own position in the assessment of the situation; think through the answers to the questions and find specific ways of solving the problem; there is an exchange of views; intellectual leaders are found to be able to offer solutions to problems after group discussion.

Bauman offers to enrich the conversational activity in the second session through the use of e-mail between groups. During one class he provided students with handouts describing three types of crime. In small groups students discussed cases and reached decisions to punish suspects. As homework he asked each student to write an original case and send it by e-mail. He then sent two cases by e-mail to each student with instructions to study the cases and suggest punishment methods before going to class.

In the second session students who were assigned the same tasks came together to discuss ideas and try to reach an agreement on punishment. According to Bauman through the exchange of materials between the students of the group in writing and their discussion the results were achieved outside the main class time. With these exercises invaluable time in the classroom was saved for face-to-face interaction [1].

Mantegi offers a different kind of e-reading task. In the first session students read a case from life and discuss the article, its features and linguistic structure. Then they create the story together with an e-mail. Each student creates a new story and adds it to the story after it's his turn [11].

For the purpose of establishing effective interaction between students it is advisable to use the technology “reader circle” which involves discussing the read material outside the classroom by e-mail. The teacher divides students into subgroups (4-5 students). Students are then asked to read the article after which they can send their feedback via email to other members of the group.

To sum up the experience of foreign colleagues in the field of information and communication technologies and foreign language teaching should be used in the educational process of universities when organizing foreign language classes especially among students who are trying hard to master a foreign language.

High-quality functioning of modern higher education is impossible without the use of the Internet and electronic resources. After all, they, in combination with

traditional teaching aids, are able to provide effective conditions for the training of specialists who will be competitive at the global level. This is possible only with a clear state policy in this matter, the implementation of state financial support for the introduction of information technology in the educational process. This will allow to realize the main tasks of the modern system of higher education of Ukraine.

## **2. Interactive learning technologies in the system of higher education**

At the present stage, training of future specialists requires active forms and methods of teaching. The term “interactive” has two components: *inter* and *act*, that is, the ability to interact. Therefore, it is assumed that the educational process is subject of continuous, active interaction of all participants. Interactive learning is based on cooperation, which is based on the “pedagogy of cooperation: the direction of pedagogical thinking and practical activity, the purpose of which is the democratization and humanization of the pedagogical process” [6, p.43].

The purpose of interactive learning is to create such comfortable conditions for each student to feel his or her intellectual capacity to learn new things. This can be achieved only with constant active interaction of the teacher and students. Interactive learning involves enhancing students' learning opportunities instead of receiving and retrieving ready-made information. Classes, where interactive technologies are used, enrich students with basic knowledge and skills, which are crucial to the development of individual competencies. They capture, arouse interest and teach independent thinking. The effectiveness and power of influencing the emotions and consciousness of students depends on the skills and style of the teacher.

During interactive learning student becomes subject of study, he feels himself like an active participant in the process of his own education, personal and professional development. This provides an intrinsic motivation for learning that contributes to its effectiveness.

It is necessary to follow the principles of interactive learning, namely:

- *The principle of activity*, which means that each student must participate actively in the process of communication and interact actively with other students.

- *The principle of open feedback*, the essence of which is the mandatory expression by a member or all members of a group their opinions, ideas or objections of the tasks. Thanks to the feedback, team members learn how others perceive their communication and thinking style, and behavior. This principle corrects speech and behavior.
- *The principle of experimentation* involves active searching for new ideas and ways for students to solve their tasks. This principle is very important both as an example of the behavior in real life, and as an impetus to the development of creativity and initiative of the individual.
- *The principle of trust in communication*. This is the purpose of a special organization of group space during the course in order to change the stereotype of the student and the idea of how the classes should be organized and which role should be played by the teacher.
- *The principle of equality*. It means that the teacher does not seek to bind the student their thoughts, but acts with them. In turn, the student is able to play the role of organizer, leader [16, p.5].

National and international experience shows that interactive technologies contribute to the intensification and optimization of the educational process. They allow students to:

- analyze educational information, learn educational material creatively and therefore, make knowledge more accessible;
- formulate own opinion, express it correctly, prove own point of view, argue and discuss;
- learn to listen to another person, respect alternative thoughts;
- model different social situations, enrich own social experience through inclusion in different life situations;
- learn to build constructive relationships in a group, determine their place in it, avoid conflicts, solve them, seek compromises;
- develop skills of project activity, independent work, performance of creative works.

- carry out project activity, realize creative ideas, develop skills of independent work [27].

The most potential and promising types of interactive technologies that should be used in the educational process of higher institutions are multimedia technologies and role and business games.

A great attention must be paid to the 6 Thinking Hats interactive game. The Six Hats method is a psychological role-playing game the meaning of which is to consider the same problematic situation from 6 independent points of view. This allows you to form the most comprehensive view of the subject matter and to evaluate the advantages and disadvantages at the logical and emotional levels. The method was offered by the British writer, psychologist and creative thinking specialist Edward de Bono in 1985. The basis of this approach is the concept of parallel thinking. By “trying” 6 independent types of thinking in the process of solving practical difficulties 3 main problems can be easily overcome:

- Lack of superfluous emotions: assessing a particular situation from different perspectives contributes to the fact that we make decisions by conducting complex analysis in 6 independent ways.
- Lack of confusion: a multi-level task of heightened complexity can cause feelings of self-doubt. The concept of parallel thinking allows you to approach the problem systematically gathering facts and evaluating all the pros and cons.
- No inconsistency: using such a technique allows you to structure the entire information on individual grounds i.e. solve a problematic issue using a systematic approach while leaving time for creativity.

What symbolizes the color of each of the six “hats”? A hat of a certain color implies the inclusion of an appropriate mode of thinking which should be followed by the student or the team at the time of arguing their position during the discussion game:

- White – focus on information (analysis of known facts and figures as well as assessing what information is missing and what sources can be obtained).
- Yellow – research on possible success, search for benefits and optimistic forecast of the event / idea / situation under consideration.

- Black – assess the situation in terms of the shortcomings, risks and threats of its development.
- Red – attention to emotions, feelings and intuition. Without going into details and considerations, all intuitive assumptions are made at this stage.
- Green – search for alternatives, generate ideas, and modify existing developments.
- Blue – manage the process of discussion, summarizing and discussing the usefulness and effectiveness of the method in specific circumstances.

It is necessary to mention that cramming at any time is not always effective. The psychologist Ebbinghaus found out how long the studied compounds were stored in memory. It turns out that forgetting is very fast: 60% of words are forgotten in an hour, in six days only 20% remains, about the same in a month. It follows that the words learned should be repeated especially often for the first time after learning: then they will be delayed into long-term memory. So if you have one day to study you should repeat the words:

- Immediately after memorization
- 20 minutes after the first repetition
- 8 hours after the second
- 24 hours after the third

If there is a lot of time you can do the following:

- Immediately after memorization
- in 20-30 minutes
- in 1 day
- in 2-3 weeks
- in 2-3 months

**Multimedia technology** is a very promising area of technology in the field of education. In the broad sense, “multimedia” means a range of information technologies that use a variety of software and hardware to influence the user most effectively (which has become both a reader and a listener and a viewer). Due to the application

of graphic, audio (audio) and visual information in multimedia products and services, these tools have a high emotional charge and attract the attention of the user (listener).

Experiments showed that the listener perceives and is able to process up to one thousand conventional units of information per minute during oral presentation, but in connection with the organs of vision to 100 thousand such units [4]. So, it is absolutely obvious the high efficiency of using multimedia tools in teaching, the basis of which is visual and auditory perception of the material.

The latest developments in computer-based training are called *multimedia*. The multimedia technologies include animation graphics, videos, sound, distance access and external resources, database management est. Various information components that are run by one or more special programs are called *multimedia systems*.

The purpose of video and other multimedia tools application during educational process is its visualisation.

The basic principles of video creation are:

- *illustrativity* (give the teacher an opportunity to illustrate the lessons);
- *fragmentation* (allows to give the material step by step, depending on the speed of students perception );
- *methodical invariance* (video clips can be used at different stages of the lesson, pursuing different methodical goals);
- *conciseness* (presenting more information in less time and more efficiently);

Among the vast variety of educational multimedia systems, we can conditionally distinguish the most effective tools: computer simulators; automated training systems; educational films; multimedia presentations; video demonstrations [26].

Multimedia learning tools used in the educational process must meet the system of psychological, didactic and methodological requirements.

Specific didactic requirements include:

- adaptability to individual student's capabilities;
- interactive learning;
- realization of computer visualization of educational information;
- development of the student's intellectual potential;

- the systematic, structural and functional coherence of the educational material;
- ensuring the integrity and continuity of the didactic cycle of training.

Didactic requirements closely connected with methodological requirements. Methodological requirements for multimedia learning tools take into account the peculiarity and features of a particular subject, the specifics of the relevant science, its conceptual apparatus [21].

Multimedia training tools must be selected to meet the following methodological requirements:

- educational material should be based on the interconnection and interaction of conceptual, imaginative and effective components of thinking;
- giving the student an opportunity to do various training tests.

Along with the didactic and methodological requirements, there are also a number of psychological requirements that affect the success and quality of multimedia [14].

The main hardware of multimedia technology is a computer equipped with the necessary software and a multimedia projector. Of course, the computer does not replace the teacher, but is only a means of teaching, his assistant.

Due to their capabilities and the development of technical means, multimedia technologies can be used for teaching almost all subjects.

**Role and business games** promote positive motivation for learning process, increase students interest. The game allows seeing successes, not to notice failures. Conversely, success leads to victory, victory to motivation; motivation promotes the desire to win and to be successful.

A business game is a simulation of real activity in a specially created problem situation. It is a means and method of preparing and adapting for professional activities and social contacts [9], method of active learning, which contributes to the achievement of specific tasks, structuring the system of business relations of participants. Its structural elements are the design of reality, the conflict of the situation, the activity of the participants, the appropriate psychological climate, interpersonal and intergroup communication, the solution of problems formulated at the beginning of the game.

A business game is a complex, multifunctional action, in which several interrelated activities are combined: analysis and search for problems solutions, training, development, research, consulting, and formation of team activity. So, business games make educational process closer to real life and develop practical skills [13].

Traditional business games have a scenario, focused on solving typical problem situations, their goal is to teach game participants to solve these problems optimally. In the educational process, the business games are used to consolidate the knowledge that the student gained in the course of lectures, seminars and practice.

Application of business games during training allows to close the educational process to practical activity, to take into account the realities of the present, to make decisions in the conflict situations, to defend their proposals, to develop teamwork, to get results in a limited time. In specially created conditions, the students “worked out” a variety of life situations that allow them to defend their positions.

The main advantages of role and business games compared to traditional methods are an ability to solve problems in a short period of time; an ability to test students’ knowledge directly, an ability to increase interest of the participants, and consequently, to increase effectiveness of learning.

The business game, simulating a particular situation, makes it possible to solve specifically formulated tasks and problems, to develop methods of solving problems. It has a rigid structure and rules; its main function is to develop skills and ability to act in standard situations. The role and business game are used to learn new and consolidate old material, because it allows students to understand and learn the material from different positions.

Typically, a business game consists of the following stages:

- familiarizing the game participants with the purpose, tasks and conditions of the game;
- instruction on the rules of the game;
- formation of working groups by participants of the game;
- analysis, evaluation and conclusions of game results.

On the first stage, preparatory, the choice of the game is justified, determined the goals and objectives of the game, formulated a problem situation, developed a game scenario, prepared information and methodological material.

The second stage the rules of the game and the functions of the players are considered.

The third stage depends on the content and form of a particular game and consist in discussing the problems posed by the participants, making generalized decisions, and analyzing them.

Different types of business games are used in educational process: simulation, operating, role-playing, business theater and intellectual games.

*Simulation Games.* At the lessons, they simulate the activities of a particular organization, enterprise, educational institution, etc. Also they can simulate events, specific activities of people (business meeting, discussion of the plan) and conditions in which the event takes place (meeting room, office of the head). The scenario of the simulation game, in addition to the plot of events, contains a description of the structure and purpose of the processes and objects that imitate them.

*Operating Games.* They help to accomplish specific operations, such as the methods of organizing and holding meetings, conferences, etc. Games of this kind are conducted in conditions that simulate reality.

*Role games.* They work out tactics of behavior, actions, functions and responsibilities of a particular person. For role-playing games, a model-play of the situation is developed, with the distribution of roles between participants.

*Business Theater.* It is played some situation and behavior of the person in this situation. The student has to mobilize all his experience, knowledge, skills, be able to fit into the image of a certain person, understand his actions, assess the situation and find the right course of behavior.

The main task of staging method is to teach students to navigate in various circumstances, to give an objective assessment of their behavior, to take into account the opportunities of other people, to establish contacts with them, to influence their interests, activities.

Culture at the turn of the millennium is a culture of dialogue. First, the cause of the dialogue is cognitive and emotional interest, that is, it performs an informational function in the broad sense of the word. Second, the dialogues involve interaction. This is how the communicative function is carried out.

That is why the use of *debate* as a kind of intellectual game is intended to help students to develop the skills they need to be successful in today's society. Today, debate is widespread in schools and universities around the world. Most European countries have debate programs at each institution.

The purpose of the debate game is to increase students' level of knowledge. And so it is necessary to participate in the debate in order to learn something. In other words, in the debate, the learning process is more important than the end result of each game – winning or losing. Playing “debate” has allowed to develop one of the most important traits of personality – curiosity.

The students, who play the debate, learn to think logically and critically, to convey their thoughts and views to others or to a wide audience.

Students benefit greatly from the debate. Participants turn from team players into true friends working together to prepare for the debate.

During the debate, it is necessary to listen carefully to opponents in order to understand their position more clearly, but also the strengths and weaknesses of the team. In debating the ability to listen is very important because those players who are unable to listen do not always understand the weakness of their opponents' arguments.

The success of the debate depends on team activity. As in any game, everyone has a role and responsibility, but the team has to work together to help and complement each other.

Thus, the use of intellectual games allow students to acquire knowledge not in the traditional everyday way, but in a game form. In intellectual games, knowledge is an important tool for solving life's problems because they are associated with success in life, and success is victory.

The use of business games as active teaching methods, provides creative activity of students, create conditions for increased motivation and emotionality, and develop critical thinking.

### **3. The development of teachers' practical skills for implementation of interactive, information and communication technologies**

Conversations with teachers of higher educational establishments have shown that they almost do not offer students educational tasks that would force them to use means of information and communication technologies with classmates, teachers, specialists. The reason for this situation is, first of all, their own uncertainty in their abilities to organize constant communication with students.

So, a large number of teachers need assistance in the implementation of interactive, information and communication technologies, their organizational and methodological support. Most of the teachers do not use these technologies and therefore need to be trained. Thus, educational and methodological seminars for university instructors were developed and implemented with the theme “*Modern Interactive, Information and Communication Technologies in education*”, the purpose of which was to prepare teachers to work with interactive, information and communication technologies in the learning process.

A scientific and practical seminar “*Pedagogical skills: professional professionalization and innovative approaches*” was conducted, the task of which was to increase the teacher's teaching skills. The workshop included lectures (8 hours), practical classes (8 hours), training sessions (6 hours), master classes (4 hours). Various issues were discussed at the seminar, namely, modern teaching technologies, teaching methods for individual courses, training format as a method of activating at higher educational establishments. The workshop covered issues related to the methodology for conducting projects: information (aimed at collecting specialized information, familiarizing project participants with this information, analyzing it and summarizing facts intended for a wide audience); informational and communicative (found in the

harmonious combination of information seeking and communicative activities of students); brain storming, case method analysis, incident method, presentation, role plays, didactic games, etc. [22].

In addition, teachers were invited to take part in the practical organization of professional dialogue with students, enabling them to identify themselves in various situations requiring professional dialogue. During the work the following issues were considered:

- professional dialogue of teachers who carry out the training process for future merchants;
  - formation of a professional dialogue culture of future specialists by means of information and communication technologies;
  - the theoretical basis of interactive technologies;
  - a methodology for organizing student work on the basis of interactive technologies, taking into account information and communication technologies.
- Teachers were interested in combined classes with the use of situational tasks, where they demonstrated their pedagogical skills. Teachers shared impressions and ideas, held a dialogue on professional topics.

During the seminar, the attention of teachers was emphasized on the importance of establishing subject and subject relations in the systems “student – student”, “student – teacher” and ensuring their pedagogical interaction. The teachers’ focus was on developing professional relationships with students based on a polite attitude towards each other, manifestation of moral and social responsibility, ethical conduct, and B. Franklin’s rule of “honesty – the best policy” in conducting direct and indirect professional dialogue. During the academic year, the teachers became participants in scientific and methodological seminars “Communicative Processes in Education”, “Interactive Technologies for Professional Communication Training”. Attention of teachers was focused on such issues as professional dialogue: the essence, functions, types; professional language and speech; non-verbal aspects of intercultural dialogue and their role in regulating relationships, establishing contacts with specialists who are

representatives of other cultures; characterization of non-verbal channels of intercultural communication (facial expression, touch, gesture, interpersonal communicative space, visual interaction, intonation); the role of multi- and hypermedia technologies, information retrieval systems in preparing future professionals for a professional dialogue; computer communications in off-line and on-line communication modes; personally oriented technologies of teaching students and their role in communicative training of future specialists, etc. Teachers were introduced to the advantages of the following Internet sites: <http://www.teachnology.com> – lesson planning; <http://www.eslcafe.com> – an interactive communication club; Global virtual classroom <http://www.virtual-classroom.org> – free online educational program; <http://teenadviceonline.org> – Educational site for teachers. Teachers focused their attention on the peculiarities of establishing partnerships with students based on cooperation, openness, trust, personal involvement, support; organization of constant counseling; taking into account the initial knowledge of students in order to model the individual approach to pedagogical interaction; the creation of successful learning situations (the selection of dual tasks, the promotion of intermediate actions, differentiated help), the effect of novelty, the effect of imagination, the effect of change, the effect of the game. Attention of teachers was paid, first of all, to increase the motivation of students' training, which is the driving force in realizing the needs of the individual in the active interaction.

### **Conclusions.**

All of the above makes it possible to conclude that the use of up-to-date information, communication and interactive technologies on Business English classes for future specialists in Economics has provided a number of advantages, specifically:

- a high level of interactivity between the students and the material;
- the opportunity to develop and improve various learning styles and interactions;
- motivation and encouragement of students.

In addition, the use of modern information, communication and interactive technologies makes it possible to improve the students learning abilities and skills, increase students' independency and creativity. These technologies attract students with the novelty and the opportunity to develop themselves. They reveal the joy of learning, the world of intelligence, creativity and future.

Teachers realized that positive learning motivation should ensure not only the content of learning, but also properly organized communicative activities of students through interactive, information and communication technologies. Thus, the teachers tried to actualize the needs of students in the implementation of active professional dialogue, interaction; to form the motives of communication in a professionally directed electronic environment, to realize the possibilities of this environment for the exchange of professionally directed information among specialists; to form the students desire to deepen their knowledge and skills, information and communication tools, improvement of skills in working with information and communicative technologies, development of a critical attitude to the results of their activities, etc.

### **Prospects for further research**

So, it should be noted that modern information technologies and innovative teaching methods give university instructors incredible opportunities for education, professional growth; they provide access to unlimited information, and give the chance to conduct dialogue with the whole world. Taking part in scientific and methodological seminars, teachers have the opportunity to improve their abilities and pedagogical skills with the help of modern information and communication technologies, to find an individual style of work with students.

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## INTERCULTURAL BUSINESS COMMUNICATION AND ITS ROLE IN THE TRAINING PROCESS OF AN AGRICULTURAL SPECIALIST

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**Abstract.** *The article is devoted to the problem of communication in the professional society. First of all, it concerns the educational sphere, because it is designed to ensure comprehensive preparation of the future specialist for modern life in the world of the most diverse connections, communicative possibilities of social relations. The main form of the pedagogical process is professional communication. Its productivity is determined by the goals and values of the subjects of communication, accepted by everyone as the norm of individual behavior. It unfolds in the process of joint communicative activity of people, during which each of its participants, exchanging various information, learns moral and other values, common human experience, communicative, social knowledge and methods of communication active activities, agricultural students. The formation of a speech personality that freely and creatively expresses its needs, interests, intentions, knows how to use intercultural language means, is an important task of modernization of education in Ukraine. It was found that the formation of speech culture is an important indicator of professionalism.*

**Key words:** *intercultural communication, communicative activity, speech culture, business communication skills.*

**Introduction.** The study of key issues related to the processes of interaction between language and culture is one of the fundamental problems of the theory of language, as well as the theory and practice of intercultural communication. Language in the process of communication performs not only the function of encoding the transmitted information, but also plays a special role in the processes of obtaining new knowledge about the world, processing, storing and transmitting this knowledge. This makes the language the most important tool not only for learning about another culture, but also for interpreting and adapting it.

**A research problem.** In the life of modern students, direct and indirect interaction with representatives of other ethno-cultural communities is becoming increasingly important. The globalization of the economy, the development of tourism and business, migration processes, and educational integration determine active intercultural relations. For the further development of world civilization, it is necessary to establish a dialogue between representatives of different cultures, since ignorance of the ethno-cultural characteristics of both verbal and non-verbal communication negatively affects the process of communication, leads to a

stereotypical perception of carriers of other cultures, and causes errors in their communicative behavior.

**Relevance of research.** Modern agricultural production places ever higher demands on the communicative training of an agricultural specialist who needs to be able to extract and apply information, communicate with different people, convince communication partners, quickly join the production team, adapt to new working conditions and regulate relations between people in the process of joint activities, work in a team, organize teamwork as a middle manager.

**Analysis of publications.** General problems of communicative training are substantively presented in the works. Special attention of researchers should be noted to the course “Ukrainian language for professional *muvannyam*” [1; 2]. Yu. V. Pozdran, I. Zozylya, N. Franchuk note the importance of using interactive forms of conducting classes from the named discipline, because thanks to them “it is possible to arouse students’ interest in learning the Ukrainian language for the professional aspiration to promote the active participation of everyone in the educational process, to develop the skills to use the acquired knowledge in various communicative situations, not only domestic, but also in professional and scientific life” [2, p. 3]. Analyzing the experience of domestic scientists on this issue, we consider it appropriate to refer to the theoretical definition of the essence of the concept “professional communication” and its features. N. Orlova quite correctly, in our opinion, defines professional communication as “communication within professional and production situations between specialists in a particular branch of human activity” [3]. The researcher generalizes the following characteristics: a) the participants of professional communication are communicants - specialists of a certain industry, professional group; b) spiritual and intellectual unity of communicants on the basis of common consciousness, culture; c) the presence of professional language competence, professional knowledge, as well as a general humanitarian culture of a person; d) possession of the conceptual and categorical apparatus of a certain industry, the use of special terminology during professional activity; d) general communicative sphere (professional and industrial environment,

in particular scientific, industrial, educational); e) regulation, that is, the subordination of communicants to the rules and restrictions generally accepted in a professional team; f) the creative nature of relationships, their focus on solving specific professional tasks, achieving goals; g) creation by the professional community of means of communication - teaching aids, textbooks, professional periodicals, etc. At the same time, we believe that the professional and communicative competence of a specialist in the agricultural sector, as an educational result of his training at a university, should have specific characteristics determined by the characteristics of agricultural production: the variety of types of livestock and crop production and the need to scientifically and in an accessible form explain to agricultural workers the features of their actions. in each case; different duration of technological processes (from several weeks to several months) and the need to build a system of direct and indirect (through memos, instructions, etc.) communications; the increasing use of agricultural machinery and the associated need to communicate with representatives of industrial production; the unpredictability of changes in natural and climatic factors and the resulting need to stimulate agricultural workers to make decisions determined by the situation; dispersed workforce and the need to encourage them to act independently etc. All this makes it necessary to identify the content and structure of the professional and communicative competence of a specialist in the agricultural sector as an educational result of his training at a university. The results of our analysis of professional training programs for bachelors in the field of “Agronomy”, “Agroengineering” and “Veterinary Medicine”, as well as a survey of teachers, show that the educational process of an agricultural university has sufficient potential for communicative training of a future specialist in the agricultural sector. The didactic conditions of professional and communicative training of a student of an agricultural university help to reveal the competence approach in the modernization of domestic professional education, various aspects of which are considered in the works of a number of researchers. According to scientists, models of human behavior are formed in the process of education in a certain socio-cultural environment, and the most important component is communication, which is

carried out in accordance with the rules and norms adopted in a particular society. The works of F. Batsevich [4], V. Manakin [5], P. Donets [6], E. Hall [7], G. Treiger, Y. Shaigorodsky and others. In the works of E. Hall, the founder of a new scientific direction called “inter-round communication”, the problematic question is formulated: “What is the reason for communication difficulties that arise between representatives of different cultures?”, “How does culture help to establish intercultural communication?” [7]. E. Hall believed that awareness in foreign cultures can be effectively used only when, during the assimilation of knowledge, a person is aware of the features of his own culture. The researcher relied on three main provisions: a person is inherent in the culture in which he was born, but the bearer of the ethnic culture himself is not aware of his cultural characteristics, since he subconsciously considers them universal; this fact turns the individual into a prisoner of his own culture; getting rid of cultural dependence is possible only through self-reflection, that is, awareness of the presence of one’s own subconscious cultural program. E. Hall came to the conclusion that it is through the cultural limitations of one's perception, algorithms, ways of thinking and acting that one can establish effective intercultural communication. according to the scientist, culture is a set of values, norms and beliefs, representing a system of meanings, assimilated by representatives of a certain ethno-cultural community, defining active guidelines, determining intercultural communication processes [7] reveal the development of communicative competencies in the educational process.

**The aim of the article:** to develop the technological foundations for the professional and communicative training of a specialist in the agricultural sector in the process of his training at the university. Based on the substantiation of the professional competence of the future specialist of the educational institution, the purpose of our study is to reveal the need for the formation of an appropriate level of intercultural communicative competence among students.

**The objectives of the study are:** to find out the determining factors of intercultural communication in professional training of students; describe the process of formation of intercultural communicative competence of students; determine the

factors that contribute to the formation of professional and speech readiness of future specialists.

**Object of study:** the process of professional training of a specialist in the agricultural sector at the university. **Subject of study:** the formation of professional and communicative competence of a specialist in the agricultural sector in the process of his training at the university.

**Research material.** However, such training is mostly expected in the humanitarian, social and economic cycles of disciplines, practically without affecting the professional and other cycles. In addition, the existing potential for communicative training of an agricultural engineer is not realized in the appropriate content, methods and organizational forms of education in an agricultural university. Relevant, in the direction of “Agronomy” training of bachelors, are such aspects of communicative training (communicative competencies), as the possession of “a culture of thinking, the ability to generalize, analyze, perceive information, set a goal and choose ways to achieve it; the ability to logically correctly, reasonably and clearly build oral and written speech; willingness to cooperate with colleagues, work in a team; the ability to find organizational and managerial solutions in non-standard situations and the willingness to bear responsibility for them. The need for such competencies is expressed by the interviewed students and teachers. All this determines the need to substantiate the procedural and technological characteristics of the professional and communicative training of a student of an agricultural university. Since the communicative training of a student of an agricultural university is seen by us in the context of his professional as an agrarian engineer, then the need to include in such training various disciplines included in different cycles is obvious. So, for example, when preparing a bachelor in the field of Agronomy, it is required to form in him not only general cultural competencies such as “the ability to logically correctly, reasonably and clearly build oral and written speech”, “readiness to cooperate with colleagues, work in a team”, etc., but also professional, organizational and managerial competencies - such as “the ability to organize the work of performers, find and make managerial decisions in the field of organizing and

rationing labor in different economic and economic conditions”, “willingness to cooperate with colleagues, work in a team; knowledge of the principles and methods of organization and management of small teams; the ability to find organizational and managerial solutions in non-standard production situations and the willingness to bear responsibility for them. This approach necessitates a comprehensive monitoring of the professional and communicative training of a student of an agricultural university. At the same time, it is required to develop a criteria-based diagnostic toolkit for monitoring the professional and communicative training of a student of an agricultural university. All this causes the following contradictions to become more and more aggravated: – between the growing social need for agricultural personnel, who at a high level know the methods of effective interpersonal communication in the process of production activities, and the undeveloped content and structure of the professional and communicative competence of a specialist in the agricultural sector as an educational result of his training at a university; – between the high potential of state standards and university programs for the communicative training of an agricultural engineer and the undeveloped procedural and technological characteristics of the educational process that realizes this potential; – between the need to provide an appropriate contribution to the communicative training of a student of an agricultural university of various disciplines of different subject cycles and the lack of development of criteria-based and diagnostic tools for monitoring the professional and communicative training of a student of an agricultural university”. The identified contradictions explain the problem of developing the scientific and technological foundations of the educational process of an agricultural university, which optimizes the formation of professional and communicative competence among students, which is the reason for the research topic: “Professional and communicative training of a student of an agricultural university. The hypothesis of the study was the assumption that the technological foundations of professional and communicative training of a student of an agricultural university include: - understanding as one of the leading results of the education of professional and communicative competence, which determines the susceptibility of the subject of

professional activity to professional communication and the desire to carry it out, including the development of a complex of communicative competencies that allow the agricultural engineer to ensure professional socialization as a member and leader of the labor collective; - identification of procedural and technological characteristics of the implementation of the potential of curricula of various subject cycles in the formation of professional and communicative competence of a student of an agricultural university, including classroom and extracurricular work, work experience and educational and research design of a student, as well as stages (from the stage of formation to the stages of consolidation and transformations); - monitoring the professional and communicative training of a student of an agricultural university, providing reliable and timely information about the formation of a future engineer; agrarians of professional and communicative competence and allowing timely adjustments to the didactic conditions of its formation. The purpose and hypothesis of the study determined the following research tasks: 1. To identify the content, structure and functions of the professional and communicative competence of a specialist in the agricultural sector as an educational result of his training at a university. 2. Substantiate the procedural and technological characteristics of the professional and communicative training of a student of an agricultural university. 3. To develop a criteria-based diagnostic toolkit for monitoring the professional and communicative training of a student of an agricultural university, which makes it possible to correct didactic conditions in order to prevent the risks of forming professional and communicative competence. The content of the professional and communicative competence of a specialist in the agricultural sector as an educational result of his training at a university is a complex of his communicative competencies aimed at solving professionally significant and production tasks in various areas of agricultural practice: possession of a culture of thinking, the ability to generalize, analyze, perceive information related to different x branches of crop and livestock production, as well as agricultural machinery; setting a goal and choosing ways to achieve it using the innovative experience of domestic and foreign farmers; the ability to logically correctly, reasonably and clearly build

oral and written speech, i.e. to convey scientific information to the agricultural worker in an accessible form; willingness to cooperate with colleagues, work in a team (on the basis of a farm); the ability to find organizational and managerial solutions in non-standard situations (associated with the unpredictability of natural and climatic conditions) and the willingness to bear responsibility for them (which is the core of a specialist's professional and communicative competence). The degree of formed professional and communicative competence is expressed in the effectiveness of the manifestation of its following functions in the professional activities of a specialist in the agricultural sector: informational (the ability to systematize, structure, classify, transfer and generalize information on the formation and use of resources of an agricultural enterprise); prognostic (the ability to predict the results of one's own actions and the actions of colleagues, reflection and tolerance, social orientation towards communication partners); organizational (leading in the structure of selected functions, makes it possible to regulate the behavior of interlocutors, influence their attitudes and opinions, needs and actions through a common style of activity, compatibility of people, synchronism of their actions); operational (provides the mastery of knowledge and skills, the unity of this knowledge and the ability to do something well, effectively with a high degree of self-regulation, self-reflection, self-esteem). The structure of professional and communicative competence of a future specialist in the agricultural sector includes the following components: cognitive-value, integrative-activity and motivational-volitional. Only a gradual mastery of this set of communicative competencies, taking into account the basic functions of professional and communicative competence, allows to ensure the success of the professional adaptation of a young specialist in the agrarian sector in changing social and professional relations, his social role in the countryside, personal and professional growth, and psychological comfort. The formation of professional and communicative competence of a specialist in the agricultural sector is a process consisting of three technological steps: formation (realization of the need to develop professional and communicative competencies based on the study and analysis of personal communicative qualities and mastering theoretical knowledge about the

functions of professional and communicative competencies in the professional activities of a specialist - agrarian); consolidation (consolidation of professional communication skills, independent creative work that systematizes the student's ideas about his professional and communicative abilities and methods of professional communication); transformation (transformation and improvement of practical communication skills in professional activities, effective formation of abilities and readiness to analyze a communicative situation; emotional and behavioral self-regulation in difficult moments of professional and communicative activity; development of professionally significant forms of communicative behavior; free operation of a range of socio-psychological roles ; the necessary amount of knowledge about socio-psychological processes, sufficient to manage these processes; empathy and adequate social perception). The potential of professional and communicative training of a student of an agricultural university is realized in educational and methodological complexes of disciplines of the specialty, including theoretical material (selected taking into account the latest trends and trends in agricultural science), a system of problematic tasks (a university lecture is the main link in the didactic training cycle; we offer active use problematic lectures, with pre-planned mistakes, press conferences, heuristic conversation, etc.); modeling the situation of discussing theoretical and practical issues, professional communication in the learning process; adequate reflection of the content and structure of professional communicative activity in the active learning methods used; inclusion in practical classes and playing by students in various role positions of professional and communicative situations; organization of collective creative work at practical and seminar classes. Such an organization of training can be used in the formation of the communication skills of future specialists in the agricultural sector as a means of simulating the real conditions of agricultural practice and implementing the following opportunities in relation to this activity: modeling the conditions for unconstrained creative self-expression (mastering the ability to speak publicly, asking-response activity, realistically assessing the situation); direct involvement in the solution and implementation of ideas (skills of interpersonal interaction, making contact,

regulating interaction processes – listening intently, being creative, supporting and developing ideas, persuading and inciting to action; the ability to work in a team, realistically assess the situation, etc. ); using the results of their work in professional activities. Criteria-diagnostic tools for monitoring the professional and communicative training of a student of an agricultural university include: – a goal-setting aspect of monitoring the communicative training of students of an agrarian university, based on a dynamic model built on the passage of three levels of formed professional activity of students: reproductive – mastering certain techniques and methods of communicative activity, their conscious application to identify functional relationships and solve practical problems , analysis, perception of information, setting a goal and choosing ways to achieve it; the ability to logically correctly, reasonably and clearly build oral and written speech); normatively conscious – possession of basic algorithms of professional communicative activity in typical situations, their application for solving standard communication tasks (readiness for cooperation with colleagues, work in a team); subject-professional – confident knowledge of the algorithms of professional and communicative activity in non-standard, new situations in labor and industrial practice and in the implementation of creative projects. In the modern world, which is mastering ever new forms and methods of transmitting and storing information, the problem of mutual understanding as the main result of human communication comes to the fore. This implies a more in-depth approach to the communication process, taking into account the specifics of value orientations, which largely determine the motives and results of communication. The current situation requires the development of new strategies for intercultural communications aimed at activating not only the national and cultural potentials of society, but also the mental, mental and spiritual intrapersonal resources of each person. This involves studying not so much the adaptation of people to a foreign cultural environment as their inclusion in the integrative processes that take place in intercultural interaction, focused on organizing the behavior of the individual, not only in stable, but, first of all, in non-equilibrium multicultural situations. The need to study adaptation to a foreign cultural environment, based not

only on the idea of developing common new value standards, but also on the idea of the interaction of already existing norms, becomes relevant. The insufficient development of the theory and practice of intercultural interaction is explained by the rapid development of intercultural ties, the accelerated expansion of the cultural boundaries of states, communities, and social groups. The rapid pace of change in the cultural situation in the world requires the organization of such behavior in a multicultural environment that would contribute to the prevention of cultural conflicts between communicants, the formation of readiness to find the best ways to achieve certain goals in non-equilibrium, unpredictable and non-programmed situations of culture clash. In recent years, the production sphere of communication has become much more complex and multicomponent. The economic, managerial, commercial, and legal areas of professional activity have become widespread and developed, which makes it necessary for specialists to possess the skills of professional culture as a significant component of professional intercultural communication. Poor development of the theory of business intercultural communication does not allow for the socialization and adaptation of the individual to the modern multicultural space and the effective use of internal resources to ensure the achievement of the intended result. This determined the main problem of this article. Today, the individual, like society as a whole, is becoming not only a means, but also the goal of social development. Therefore, a modern business person must have the necessary spiritual potential. The latter, as the practice of business communication shows, should be expressed in respect for the dignity of a partner, the ability to see an equal in an interlocutor, in tolerance and the desire to understand both his position and values, in a culture of discussion, and observance of generally accepted cultural and moral norms. The need to form a new style of social behavior of a business person that meets the challenges of the current stage of development of Ukrainian society causes an urgent need for learning to communicate. This, in turn, determines the urgent need to study the phenomenon of communication, the comprehensive development of factors for optimizing interpersonal relations of people at different levels of social integration and determining the relevance of a deep theoretical

understanding of business communication. The latter should contribute to the solution of many practical problems, because scientific validity and a conscious progressive orientation of people's behavior is a necessary condition for the successful development of modern society. Business communication is currently a very promising scientific and practical direction of an interdisciplinary, integrated plan. It is quite obvious that at present it is difficult to do without the knowledge and skills of communicative competence in the modern world. This applies to literally all spheres of human activity. In connection with the expanding international relations in various fields, the problems of intercultural business communication are of particular relevance, when the communication process takes place in the context of a mismatch between national and cultural stereotypes of thinking and behavior, including situations of business interaction. And factors such as language, linguistic identity, gestures, traditions, national character, etc. play a decisive role in intercultural business communication. Business communication is an interpersonal intercultural zone of professional communication, which involves perceptual, communicative and interactive levels of behavior, determined by pragmalinguistic (informativeness, regulativeness, implicitness, expressiveness) and pragmapychological (interest, conflict, mutual understanding and understanding) characteristics of communication. Business communication is characterized by a rational ratio of international and national elements. The national and cultural specificity of business communication has its own ways of displaying it and means of correlating with it. The means of embodying the national and cultural specificity of the language of business communication are culturally marked realities, and the way to convey this specificity is their interpretation in the symbolic national and cultural space of a certain linguistic society. When analyzing business communication, style-forming criteria, such as social and status roles, are fundamental. The heterogeneity of business speech in stylistic terms underlies the diversity of speech situations of business communication, which, depending on the stage of negotiations, determine speech forms, speech etiquette and behavior etiquette. As we can see, intercultural business communication is determined not only

by social factors, but also by the stereotypical behavioral conditions of the cultures of communicants. In connection with the emergence of new socio-cultural realities, it became necessary to develop educational strategies, which was noted in the documents of the UN, the Council of Europe, and UNESCO. By communicative behavior, following E.N. Malyuga, we understand the “rules and traditions of communication of a certain linguocultural community” implemented in the process of communication [8, p.180].

The types of communicative behavior are manifested: a) in the specifics of the communicative behavior of a foreign society as a whole (generally valid norms: rules and traditions); b) in the features of the communicative behavior of representatives of the business community, the norms of professional communicative behavior, its rules and traditions. Recently, researchers have considered intercultural business communication as a system that includes a number of variables – components of the communication process. Participants of communication (bearer or non-bearer of linguistic culture; sender or recipient of information, socio-psychological type of each communicant-individual). Relationships between communicants (role relations of an official type; correlation of value complexes). Attitude to intercultural business communication (experience of business communication; motive for entering into business communication; level of communicative, linguistic and cultural competence). Form of business communication (mediated/non-mediated communication; direct/indirect communication). Channels of business communication (voice, facial expressions, gestures). Types of communicative activity (speaking, listening, reading, writing, etc.). Tools for intercultural business communication (channels, cultural and linguistic code, communication strategies and tactics). Context (place, time, sphere of communication, communication interference). Parameters of information content (topics, volume characteristics, speech style, norms and genre) [8, p.181–182].

Intercultural business communication includes the transfer, exchange and receipt of business or professional information between business partners, taking into account verbal and non-verbal means. As you can see, this is a complex process of

establishing, maintaining and developing contact between people of different nationalities in a professional environment, taking place in the conditions of a discrepancy between national and cultural stereotypes of thinking and behavior and rules and standards accepted in society, and as a result, a business agreement is reached between the parties concerned. A person with a higher education must have good general education. But subject knowledge alone is no longer enough. Today, specialists are increasingly required to have the abilities and skills to which are called “key qualification qualities”. This concept includes competence in the field of methods of applying knowledge, which implies the ability to combine and supplement the acquired knowledge, make decisions and solve problems, as well as competence in the field of social relations and in the field of new media, in the field of interpersonal and intercultural communication. All this emphasizes the need for young specialists to constantly acquire certain theoretical and applied knowledge in this area. Realizing that the external attributes of the life of society are diverse, it is advisable to put the basic assumptions regarding being and consciousness, such as attitude to the world around us, attitude to time, relationship between people, etc., as the basis for a comparative analysis of cultures. , which determines the relationship between people, is the degree of emotionality adopted in the communication of a cultural community, on the basis of which cultures can be divided into emotional and neutral.

Ukrainian and Polish cultures, in particular, belong to emotional cultures, since the expression of one’s personal attitude both by verbal and non-verbal means is generally accepted, which is reflected both in the language and in the norms of communicative behavior. A manifestation of the emotionality of the Slavs in business communication is the categorical statement. For example, the modality of duty, the excessive use of “guilty” in Ukrainian and “powinien” in Polish cultures. The imperativeness of our business communication, the abundance of imperative and command structures and commands in it is perceived by us as a manifestation of decisiveness, adherence to principles, while other communities may have a qualitatively different opinion on this matter [3, pp. 200–201]. Harmonious

intercultural communication, and business communication along with it, requires an understanding of the stereotypes of behavior contained in national traditions and their perception. The interaction of community members involves not only information exchange in different areas of communication, and primarily professional (in our case, agricultural students), but also interpersonal communication, the nature of which is determined by the communicative intentions of partners and strategies for achieving them (cooperation, rivalry, conflict, etc.). etc.), determined by the socio-psychological and cultural characteristics of the respective communities. Sociopsychological, legal and cultural knowledge about another national community, creating a broad context of intercultural communication, form a perceptual readiness for effective intercultural business communication and, consequently, for international professional cooperation. Thus, the success of business communication between representatives of different cultural communities largely depends on their cultural literacy. Only under the condition of understanding the values and attitudes that guide the respective parties in order to find mutually acceptable behavior options, successful communication in intercultural business communication between specialists from different cultural communities is possible. Professional communications are interactions carried out in the sphere of official relations. Their main goal is to achieve the intended results, solve the set tasks, as well as optimize certain activities. At the same time, each of the participants in professional communications has its own status, being a boss, subordinate, colleague or partner. In cases where people at different levels of the career ladder communicate with each other (performer and manager), we can talk about subordinate communications. After all, the vertical of relations is clearly visible here. When implementing interaction based on the principle of equal cooperation, we can talk about horizontal communications. People deal with professional communication every day. It takes place at work and in schools, universities and official institutions. This is a communication between students and teachers, subordinates and bosses, competitors, partners and colleagues. In order to achieve the goal facing him, each person must be familiar with the means and principles of such communications, because partners

need to communicate in the same language (both literally and figuratively), have a common social experience and understand each other.

How to make communication in professional activity as effective as possible? This will require the fulfillment of a number of conditions. First of all, communication should have a clear purpose. At the same time, the interest of all persons involved in this process is important in achieving it. An example is the conclusion of an agreement, the establishment of relations, the coordination of events, the development of the most favorable conditions for cooperation, etc. All participants in professional and business communication need to communicate with each other, etc. how to do it regardless of personal likes or dislikes. At the same time, observance of subordination, job roles, business etiquette and formal restrictions is mandatory. The latter concept implies not only the implementation of various protocols, routines and regulations, but also the banal need to control the power of one's own emotions and respect the interlocutor. In addition, one of the necessary conditions for the most effective implementation of business communication in professional activities is its manageability. The head of the company, as the person most interested in solving the tasks facing the team, should first take care of such a moment. It is important for him to motivate his employees to find the optimal solution, because otherwise they will remain passive observers, not offering any ideas. Professional communication is a meaningful desire of one person or a whole group of people to motivate one employee or the whole team to action that can somehow change the situation that has arisen or turn the conversation in a different direction. There are a number of tools available to accomplish this. In this paper, we consider the content of the concepts “the ability to implement business communication in Russian and foreign languages”, “the ability to apply modern communication technologies”, for bachelors in the direction of preparation “Agronomy”; let’s analyze the content of the concepts “integrative system of education”, “professional communication of agronomists”. Let us present the results of a survey of students and graduates of an agricultural university about the features of professional communication at agricultural enterprises and the difficulties in

learning the language. We will also try to substantiate the methodological expediency of developing an integrative system for teaching professional communication in Ukrainian classes. The intensive process of formation of agrarian policy in Ukraine, focused on international cooperation in the field of agriculture, dictates the need for specialized universities to train farmers who are able to communicate in their native and foreign languages to solve new professional problems, for example, to promote scientific achievements in the international community, to conduct scientific research in international teams and critically analyze the results obtained, work with documents in a foreign language. Moreover, Ukraine is traditionally considered an agrarian region and cooperates with well-known foreign scientists and producers in the field of agriculture.

According to the state educational standard, a bachelor, regardless of the direction of training, must be able to carry out business communication in oral and written forms in the state language and a foreign language. How are the concepts of “communicative abilities” and “communicative technologies” interrelated? Communication skills are a set of individual mental characteristics of a person that ensure the success of communication. Communication technology includes the ability to strategically plan communicative situations. It is used “systemically and comprehensively for the implementation of a pre-planned result” and includes “reflection on the methods of communication”. If in the bachelor’s degree students get acquainted with professionally significant communicative situations and learn to navigate in them, then in the master's program the student himself develops a sequence of organizing these communicative situations to achieve the desired result. The author considers propaganda of scientific knowledge and advertising technology to be communicative technologies. The richer the thesaurus of a communication participant, the more active his speech activity, the more adequate the semantic perception, the more accurately he expresses his thoughts and the more effective the speech impact. Therefore, we can talk about such a system of teaching professional communication in a higher educational institution, the components of which are considered not in isolation, but in interconnection. Such components, from our point

of view, are the ability to communicate, communication skills and communication technologies. As one component of the system changes, others change. When developing a learning system, it is the effect of the interaction of its components that is important. When starting training, the teacher must clearly imagine what language skills and abilities a young person who has passed the training system will have, what specific situations in the profession he will have to face. What does the concept of “training in professional communication” mean? As part of the training courses at the university, we can see different wordings of their names - “foreign language in the field of professional communication”, “foreign language in the field of professional communication”, “business Ukrainian language”. In the domestic and foreign methods of teaching language disciplines, there are synonymous concepts: “practice-oriented learning”, “professional-oriented learning”, the linguistic context, professional communication is based on the study of speech works in the process of people’s communication and is realized in oral and written discourse in the form of texts, each of which accumulates and preserves special knowledge. There are interesting studies by European scientists that the ideas of employers and their future employees, still students, about what professional communication between an employer and an employee should be, are different. The university environment, according to N.V. Burko, N.N. Akhinko [9], “is designed to provide optimal conditions for the formation and development of such a level of communicative competence of students, which will allow them to correctly assess the situation of communication; use in the process of communication language means that adequately convey their thoughts and testify to a high level of culture, to feel worthy in a decent society. Speaking about the features of teaching a professionally oriented foreign language to students of agronomic specialties, one can single out the problem of mastering a professional thesaurus and teaching the basics of terminology, since the semantic and logical-conceptual content of terms reflects a system of connections, patterns, processes and relationships, phenomena of agronomic science. It is possible to single out thematic groups of agronomic terminology, for example, tillage techniques, agricultural plants, and also take into account the previous professional

cognitive experience of students, as it helps to maintain productive activity when learning a foreign language. We had a conversation with undergraduate students and graduates of DSAEU working in the field of agriculture. The purpose of the conversation is to find out what features of professional communication exist among the farmers of the Dnipropetrovsk region at the present stage, what situations of professional communication cause difficulties, and how to take these features into account when developing tasks for teachers of language disciplines. Graduates were asked the following questions: “Did you have to communicate in a foreign language at work? If so, in what situations? It turned out that in the regional offices of the international companies Bayer Crop Science, Syngenta, specializing in plant protection, John Deere, which imports agricultural machinery, there is such a need. According to the regional representative of Bayer Crop Science, the translator cannot always understand the intricacies of crop protection technology, and two or three words change the meaning. It is better to communicate personally with colleagues abroad. In leadership positions, for example, a regional representative, knowledge of a foreign language is mandatory. In the management of the “State Expertise of Agricultural Products” mandatory regulatory documentation are certificates of conformity of seeds for export and import. They are translated into English and Ukrainian, respectively. Employees of different companies conduct electronic correspondence in a foreign language with foreign suppliers of agricultural machinery and spare parts for it. It should be noted that for specialists in plant breeding, in some cases, the necessary literature on the research topic exists only in a foreign language. When asked about what the guys would change in the process of learning a foreign language, they answered as follows: “Bachelors need to form a stable base, in the magistracy more specialization should be studied, for example, phytocides, herbicides.” At the stage of “bachelor’s degree – master’s degree” the respondents had the following difficulties in language learning: – “forgetting” a foreign language due to the absence of foreign language classes for two or more years; – difficulties in understanding professional texts / terms in a foreign language, due to insufficient knowledge of the research topic in Ukrainian; – stylistic errors in the

translation of texts in the specialty; – difficulties in filling out business documentation in Ukrainian and foreign languages. Thus, the results of the survey showed a direct dependence of the level of knowledge of students in a foreign language on the level of knowledge in the specialty, the Ukrainian language and the culture of speech. We also found out that the skills of professional communication in a foreign language are in demand in our country, which can motivate students to study a professional foreign language. Why should the system of teaching professional communication of students of an agricultural university be integrative? What does the term “integrative learning system” mean? Why is it advisable to use the Ukrainian language when studying a foreign language in a non-linguistic university? In our study, we rely on the classic work of Lev Vladimirovich Shcherba “Language System and Speech Activity” of 1974 and his words that “if the importance of a foreign language for the native is great, then the enormous importance of the native language for learning a foreign language is justified, especially with an insufficient number of hours”. “When a person already comprehended the diversity of sense words of the verb werden, it will be easier for him to understand the full originality of the special use of werden as an auxiliary verb in the forms of the passive voice - a peculiarity that has no analogy in Russian” [10, p. 341]. At the same time, the scientist cannot but admit that “the native language is still our enemy, since it is it that makes us make those countless mistakes that are known as Russianisms” [10, p. 343]. “A careful selection of what should be included in school subjects is required, and it is necessary to fight in every possible way against the naive desire of many specialists to introduce everything that they themselves know into it, up to the scientific theories of today. The selection must be made both in the sciences themselves and in the information they provide. The criteria for selecting educational material should be practical general usefulness and general educational value” [10, p. 345]. Of course, the mentioned problems of information overload of students, the insufficient number of hours allocated to language disciplines, the problems of the content of education are still relevant today. The formation of a linguistic personality presupposes both the cultivation of the philosophical, ideological, ethnocultural values accepted in society in the

consciousness of each person, and the development of his individual communicative abilities, communicative competence. The leading role of the university as a social environment in the development of the individual should be emphasized: within the walls of a higher educational institution, not only a narrow-profile specialist should be brought up, but a highly educated, diversified personality with a high level of communicative competence. The question of the technocratization of education, the departure from the humanitarian component in education is relevant both for teachers of the humanities in non-linguistic universities and for their students. From our point of view, the professional orientation of training agronomists is manifested in the lexical composition of texts, types of documents (for example, a certificate of conformity of seeds from agronomists). At the master's level, it is necessary to develop the skills of scientific and technical translation, as well as to teach the use of communication technologies for professional communication, to analyze situations of professional and academic communication. The main purpose of communication is to convey a message. The sender of the message expresses himself, appeals to the recipient and represents the subject of communication. There can be several purposes of communication. For example, a film may inform, entertain, warn, explain, and so on. The main reason for communication is the corresponding needs of an individual or a group of individuals. And then - the goals of communication serve the various needs of individuals.

The American researcher E. Sapir made a distinction between fundamental means, or primary processes, communicative in nature, and some secondary means that facilitate the process of communication. According to E. Sapir, the primary means of communication are the following: language, gesticulation, imitation of public behavior in the process of inclusion in the lifestyle of society, and "social hint" (implicit processes of new acts of communicative behavior). Secondary means of communication are aimed at facilitating the primary communicative processes in society: language transformations, symbolism and the creation of physical conditions for the implementation of a communicative act. Language transformations are associated with code substitution, symbolic "translation" (for example, oral language

into writing, Morse code, etc.) and make communication possible in cases where it is difficult by circumstances (for example, time and distance). Some of the forms and means of communication are associated with technological limitations. For example, words are heard only at a distance of the power of the sender's voice and the hearing of the receiver. Printed materials are more resistant to time and space. All forms and means of communication are "an extension of the human body", supplementing and strengthening the insufficient functions, especially of vision and hearing. For example, loudspeakers and audio transmissions amplify the voice, reducing the distance between communicants. Types of communication are distinguished by the composition of communicants. This is due to the fact that the technology of the communicator in each case has its own specifics (even the volume of the voice in the case, for example, of talking with oneself, with one interlocutor or with a large group will differ). Symbolic systems (flags-signals in the Navy, semaphore and traffic light, bugle in the army communicative environment, etc.) translate a possible verbal message not symbolically, but globally, in its entirety. This is required in cases where the speed of perception of the message is necessary, the speed of reaction, when the simplest yes / no answer is expected. The prominent American researcher Edward Sapir distinguishes the following types of communication: Intercultural (communication both between peoples who speak different languages and communicative cultures, or between states, Interpersonal - between individual representatives of these peoples or states), Organizational (communication in business and production military sphere, including interpersonal, group and personal-group). These varieties are associated not only with the characteristics of the communicative environment in the area where communicative activity is carried out, but also with the composition of communicants (one communicator or a community of communicators, or some combination of both). Among the various types of communications, in addition to personal, interpersonal, mass and specialized (business, professional, political, etc.), visual, mythological and performance communications deserve special attention. This is because the public relations specialist works in a highly organized environment. Visual communication is the

transfer of information through gestures, facial expressions, body movements. According to experts, about 65% of information is transmitted by non-verbal means. Often, in order to make a person understand our attitude towards him, we do not say anything, but only look at him with a certain facial expression. The advantage of visual communication is that it is understandable to the majority. Mythological communication is based on myths. The use of mythological structures allows the communicator to exercise an obviously unconscious influence on the audience. Due to the unconsciousness and autonomy of the existence of these structures, the audience cannot resist them.

As a scientific discipline, intercultural communication is in its infancy and is distinguished by two characteristic features: applied nature (the goal is to facilitate communication between representatives of different cultures, reduce conflict potential) and interdisciplinarity. Research on intercultural communication has recently become increasingly important due to the processes of globalization and intensive migration. In a more scientific aspect, we should talk about communication – as a unidirectional process of encoding and transmitting information from the source to receiving information by the recipient of the message. Communication can also be understood as a certain kind of joint activity of communication participants (communicants), during which a common (up to a certain limit) view of things is developed. Interpersonal communication is based on various motives, goals and objectives of its participants. The determinants of this type of communication can be the transfer or receipt of any information, the inducement of a partner to take actions, the intention to change his views, the desire to provide emotional support, etc. Depending on these factors, it is customary to distinguish several models of interpersonal communication: linear, transactional, circular model of interpersonal communication. We will dwell on the circular model in more detail. It is not just a process of transmitting a message from the sender to the recipient, during which the first encodes and the second decodes information. An important element of this model is feedback. This is the recipient's reaction to the message, which is expressed in a response message sent to the sender. The introduction of feedback clearly

demonstrates the circular nature of communication: the sender and recipient of the message sequentially change places. The circular model, like the linear one, depicts communication as a series of discrete acts that have a beginning and an end, and the key figure in them is the sender of the message, since the reaction of the recipient of information depends on him. No culture exists in isolation. In the course of her life, she is forced to constantly turn either to her past or to the experience of other cultures. This appeal to other cultures was called “interaction of cultures“. In this interaction, an obvious fact is the communication of cultures in different “languages“. In cultural anthropology, these relationships between different cultures are called “intercultural communication“, which means the exchange between two or more cultures and the products of their activities, carried out in various forms. Relations are intercultural if their participants do not resort to their own traditions, customs, ideas and ways of behaving, but get acquainted with other people’s rules and norms of everyday communication. For intercultural communication, the sender and recipient of the message must belong to different cultures. It also requires the participants in communication to be aware of each other’s cultural differences. In its essence, intercultural communication is always interpersonal communication in a special context, when one participant discovers the cultural difference of another. Intercultural communication should be considered as a set of various forms of relations between individuals and groups belonging to different cultures.

**Conclusions.** Thus, the development of an integrative system for teaching Ukrainian and foreign language professional communication to students of the Agrarian University seems to be methodologically justified and relevant and, of course, requires further scientific research.

**Prospects for further research.** In the process of further study of science For this scientific problem, attention should be paid to certain aspects of preparing students for constructive intercultural communication and increasing their level of formation of intercultural communicative competence.

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## IMPLEMENTATION OF THE INNOVATIVE GENDER APPROACH IN THE FORMAL EDUCATION SYSTEM IN SOME FOREIGN COUNTRIES

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**Abstract.** *The use of innovative gender approach in education system is one of the most important and sustainable tendencies in the development of the world educational process. In recent years international system of education uses gender transformative approach. It reveals that Gender Transformative Education would remove barriers to education and boost progress towards important social shifts, such as the reduction of gender-based violence and early marriage, increased participation of women in the labour market, the promotion of gender equality, and women's and girls' leadership in decision-making roles. The purpose of the research is prioritizing gender equality in and through education has the potential to transform societies and bring about gender justice, climate justice, economic justice and social justice. Gender Transformative Education can be achieved through an array of actions at all levels. Even small-scale efforts right now can open spaces for dialogue and participation and provide opportunities to address power relations.*

**Key words:** *gender, education, equity, identity, stereotype, norms.*

**Introduction.** Harnessing the transformative power of education to achieve gender equality and increase social justice is more urgent now than ever. Several factors hinder their participation and achievement in the formal education system and contribute to significant gender inequalities in education: namely, the quality of teaching and insensitive gender teaching and learning environments, plus cultural and social norms lead many girls and young women to leave education altogether.

**The research methodology** is drawing on conceptual work informed by the capability approach and reflections on the availability of data, the team is developing an alternative framework that captures a broader range of information on gender and education equality that looks beyond gender parity (i.e. girls as a proportion of boys).

**The purpose of the research** to improve access of girls and women to education, many still face numerous barriers to access learning opportunities, ranging from basic education to higher education level.

**A research problem.** Sustainable Development Goals (SDGs) that the international community set itself to achieve by 2030. Yet, one third of the way to that deadline, new projections prepared by the UNESCO Institute for Statistics and the Global Education Monitoring Report show that the world will fail its SDG education commitments without a major escalation of progress.

**Relevance of research.** Despite recognised efforts prioritising gender equality in and through education is crucial to achieving the Sustainable Development Goals (SDGs) that the international community set itself to achieve by 2030. Yet, one third of the way to that deadline, new projections prepared by the UNESCO Institute for Statistics and the Global Education Monitoring Report show that the world will fail its SDG education commitments without a major escalation of progress.

This collection of ESRC-DFID-funded research provides valuable evidence on strategies to ensure that we meet our pledge to eliminate gender inequalities in education. Beyond ensuring that every child (both girls and boys) is in school and learning, it highlights new approaches to how gender equality in and through education can be measured, which is crucial to achieving more than just gender parity in education.

The collection also demonstrates the need to work together to bring about change. In the case of Honduras, for example, community and teacher partnerships are working to promote gender equality and equip adolescents with the skills and information they need to take charge of their reproductive health and complete secondary school. The Honduras case also highlights the benefits of targeted socialemotional learning activities, which can be particularly effective for girls in conflict-affected contexts.

The 2030 Agenda for Sustainable Development and agenda 2063 provide new opportunities in the long struggle towards achieving gender equality. We need robust evidence if we want accountability and the realisation of girls' and women's rights. This will help to understand better how different groups of women are excluded because of their gender, age, dis-ability, class, ethnicity, religion, and many other factors. However, data alone is not enough; we need to engage with our partners to drive policy change aligned with the needs of the stakeholders.

**The aim of the article.** This article is looking at new approaches to contribute to gender equality with the trans in educational systems. Both the 2030 Agenda for Sustainable Development and Agenda 2063. The Africa will provide new opportunities in the long struggle towards achieving gender transformative education.

Despite more girls than boys enrolling in primary school in many countries in sub-Saharan Africa, large numbers of girls, particularly from the poorest socioeconomic groups, drop out and do not progress to secondary school. However, current statistics fail to reveal the complexities of how inequalities hold girls back. Researchers from University College London (UCL), in collaboration with partners in South Africa and Malawi, are working to get more accurate and usable information to better understand how entrenched discriminatory gender relationships and social norms limit rights to education.

**Objectives of the study.** Achieving gender equality is at the heart of the Sustainable Development Goal (SDG) agenda. SDG 5 (gender equality) explicitly targets key areas of inequality, and SDG 4 (education) outlines a number of gender equality-related targets. These targets are brought together in General Recommendation 36 by the Committee on the Elimination of Discrimination against Women, which sets out the ambition to achieve gender equality not only in but also through education.

Building on these targets and recommendation, Accountability for gender equality in education. Critical perspectives on an indicator framework for the Sustainable Development Goals' project (known as AGE) is moving forward the debate around gender and girls' schooling by exploring what gender inequality and equality in education looks like, and how it can be measured.

The technique of measuring gender parity (the number of girls vs boys) does not sufficiently capture the range of relationships and values associated with the notion of gender equality in education, and what learning outcomes relating to gender equality might entail. Measuring gender parity tends to underplay a connection between education, women's rights, and social justice. Used alone, it is not a clear enough indicator of the relationships within and beyond education and therefore, what needs to be changed.

Through interviews and group discussions conducted in Malawi and South Africa and with representatives of key global organisations, and reviews of existing data sets, the research team is gathering data on laws and policies (whether or not these are put into practice); learning assessed through examinations, and other indications of attitudes; families' approach to organising work and managing budgets; teachers' attitudes; school-based gender violence, sexual harassment, and coercion; and lack of reproductive rights.

Drawing on conceptual work informed by the capability approach and reflections on the availability of data, the team is developing an alternative framework that captures a broader range of information on gender and education equality that looks beyond gender parity (i.e. girls as a proportion of boys). This includes information on:

- Gender and resources for education – including money, buildings, and staff;
- Constraints to converting resources into opportunities – for example, difficulties in implementing policies, distributing finance or understanding gender and other inequalities;
- Attitudes of teachers, parents and students on gender inequality/equality that affect schooling – for example, whether or not girls are required to do large amounts of childcare and domestic work, and if teachers assume that girls cannot do mathematics or science;
- Gender outcomes of education (progression, learning outcomes) and beyond education – for example, political and cultural participation and connections with health, employment, earning, and leisure.

This nuanced approach to understanding and measuring gender inequality and equality forms an important contribution to the discussions on metrics under consideration for two targets (SDG 4.7 and SDG 4a) on education that have a focus on practices around gender equality.

**Analysis of publications.** First of all it is important to highlight some important terms which will be used in the research.

**Gender equity** is the process of being fair to women, men, girls, boys and gender minorities. To ensure fairness, strategies and measures must often be available to

compensate for women's, girls' and gender minorities' historical and social disadvantages that prevent women, men, girls, boys and gender minorities from otherwise operating on a level playing field. Equity leads to equality [1].

**Gender equality** requires equal enjoyment by women, men, girls, boys and gender minorities of socially-valued goods, opportunities, resources and rewards [2]. It means that all persons, regardless of their gender, enjoy the same status in society; have the same entitlements to all human rights; enjoy the same level of respect in the community; can take advantage of the same opportunities to make choices about their lives; and have the same amount of power to shape the outcomes of these choices [3].

**Gender identity** gender identity refers to how an individual feels about their own gender. Individuals may identify as male, female or as something else and their gender identity may or may not be the same as the sex that they were assigned at birth. Everyone has a gender identity and expresses their gender in a unique and personal way [4].

**Gender norms** gender norms are informal, deeply entrenched and widely held expectations or rules about how each gender should behave. Every society has distinct gender norms because gender itself is not fixed, but the concept of gender norms has at its core the notion of unequal power relations and prestige between men and boys, and women and girls, or of a gender minority.

**Gender responsive education** identifies and addresses the different needs of girls, boys, women and men to promote equal outcomes. Does not explicitly seek to redress gender inequalities.

**Gender sensitive** shows awareness of gender differences and inequalities but does not necessarily address them.

**Intersectionality** is the understanding that a person's identity is made up of multiple, intersecting factors such as age, poverty, class, race, ethnicity, caste, language, migration or displacement status, HIV status, disability, gender identity and/or sexual orientation, which combine to both benefit and disadvantage them, and which cannot be separated [5].

**In all their diversity** the term 'in all their diversity' means recognizing, accepting, celebrating and finding strength in individual differences such as gender,

age, nationality, race, ethnicity, ability, sexual orientation, socio-economic status, religious beliefs, political beliefs, or other ideologies. For stakeholders, this implies respecting this diversity and finding ways to support its positive expression.

**Stereotype** a stereotype is a widely held, fixed idea or image of a particular type of person or thing.

**Whole school approach** a whole school approach is a strategy that takes into account the interconnectedness of schools, communities, and families in order to improve the school environment for students, staff, and community members.

**Scientific novelty.** Education has massive transformational power. Yet, the potential of education systems to achieve gender equality and equity – and fulfil its promise to all children – has not been fully harnessed in any country. Huge progress has been made. Over the last quarter of a century, gender parity in education around the world has skyrocketed. Between 1995 and 2018, the percentage of countries with gender parity in education rose from 56 per cent to 65 per cent in primary, from 45 per cent to 51 per cent in lower secondary, and from 13 per cent to 24 per cent in upper secondary education [6]. But parity is only a surface measure. In some countries textbooks deliberately entrench gender norms, depicting women in the kitchen or girls carrying water on their heads and men in the office or as doctors in hospitals. Why enforce a barrier to a young person striving to reach their potential? Why would we risk losing out on the contribution a child may make in the future because they do not fit within predetermined gender norms? Everyone has the right to an inclusive and equitable quality education. For some, this right is curtailed by socially constructed gender norms and expectations that are as arbitrary as they are discriminatory. First and foremost, we are human. A person's gender should not determine how they are treated, nor the services they can access. Their very humanity should be enough to warrant respect and equal treatment, not to mention social and economic investment. There is still much to do to improve access to quality learning for all children in all their diversity around the world. And much more to do to address gender norms that permeate education systems and limit opportunities. Girls and women are excluded and discriminated against simply because they are girls and women. They are marginalized

within education systems for a number of reasons: prioritization of boys' and men's education in households where resources are scarce; a disproportionate burden of domestic responsibilities; early and forced marriage; adolescent pregnancy and early motherhood; and unsafe learning environments, including lack of sanitation facilities for girls or risk of gender-based violence in and around education spaces [7]. Conflict exacerbates vulnerabilities – teenage pregnancy can increase by as much as 65 per cent during an emergency and some 54 per cent of the world's out-of-school girls are in crisis-affected countries [8, 9,10].

Boys and men are affected by gender norms too, restricted by harmful norms of masculinity. Early in adolescence, boys may start to face expectations to become incomeearners or join armed groups, for example. Or they may conform to social norms that lead to disengagement from school and perpetuation of violence against girls [11]. Finding ways to breakdown that patriarchal grip is every bit as beneficial to boys as girls. When it comes to teaching and learning positive gender norms, if we leave boys behind, then the problem becomes greater.

Gender norms reinforce stereotypes of what children and young people are expected to become – and how they are expected to behave and define themselves. Children and young people who do not identify themselves within the confines of traditional gender and sexual orientation norms face the difficult and sometimes distressing task of fitting in. Gender norms and power relations limit – and try to shape – children and young people before they have had a chance to explore their unique gifts, abilities and preferences that often do not fit within traditional gender norms. Moreover, forms of discrimination often intersect. Most people who experience one inequality experience injustice and exclusion on multiple fronts: poverty, class, race, ethnicity, caste, language, migration or displacement status, HIV status, disability, gender identity and/or sexual orientation. This intersectionality intensifies injustice and amplifies vulnerabilities [3].

Marginalization and discrimination – and the exclusion and vulnerability they breed will continue in an intergenerational cycle if action is not taken. Indeed, without a deeper focus on transformative change to the way we educate, the gains mentioned

above are easily reversible. As the COVID-19 crisis has shown us, progress is fragile. And the encroaching threat of climate change threatens to exacerbate inequalities everywhere, including in education.

Gender norms are extremely challenging to address because they are entrenched in every aspect of society. Indeed, education systems themselves can often reflect and perpetuate prevailing harmful gender norms and power relations in teaching practices, curricula, and textbooks. But the potential of education is irrefutable. Some of the most important influences on children and young people are in educational spaces. Outside the home, the school is at the heart of socialization and a space in which young people are exposed to role models. It is where children learn about the world, their interests, and their capabilities. Education can reinforce existing norms or challenge and transform them, not just for children, but for their parents, communities, and nations. After all, children go home after school and talk about what they learn. Research shows that verbal and physical spaces in school are gendered, such as boys tending to take charge of the playground, supported by teachers. Girls and LGBTQI children can struggle to navigate these spaces. They are often expected to be in the background, not engaging in play or sport or leadership positions [12]. In some countries, adolescent girls who have had children are not allowed to go to school, but adolescent boys who are fathers are allowed to continue their education. To unlock this potential, we need education systems to become gender transformative. This needs to start right from early childhood when ideas about gender identity and expression start forming.

Gender Transformative Education is about inclusive, equitable, quality education (SDG 4, particularly target 4.7) and nurturing an environment of gender justice for children, adolescents and young people in all their diversity (SDG 5, particularly target 5.1). Gender Transformative Education would remove barriers to education and boost progress towards important social shifts, such as the reduction of gender-based violence and early marriage, increased participation of women in the labour market, the promotion of gender equality, and women's and girls' leadership in decision-making roles. Gender Transformative Education makes sense for children and young people in all their diversity, as well as for communities and economies. Educating girls

to the same level as boys could benefit developing countries to the tune of at least \$112 billion a year [15]. As well as this, advancing gender equality could contribute \$12 trillion to global growth [16]. A study of sexuality and HIV education programmes from high-, middle- and low- income countries showed that programmes that addressed gender or power were five times more likely to be effective than those that did not. Fully 80 per cent of them were associated with a significantly lower rate of STIs or unintended pregnancies [17]. In other words, prioritizing gender equality in and through education has the potential to transform societies and bring about gender justice, climate justice, economic justice and social justice.

Current approaches to gender equality by the education community have brought us forward. Gender-sensitive education acknowledges existing differences between genders. Gender-responsive education goes a step further, actively exploring ways to address inequalities and reduce harmful gender norms and practices. Both approaches offer essential tools in education, but they work within the existing system; they treat the symptoms. Gender norms and power relations must be dismantled to make any real difference to the opportunities for all children and young people in all their diversity. Gender Transformative Education completely transforms education systems by uprooting inequalities.

**Research material.** Gender Transformative Education seeks to utilize all parts of an education system from policies to pedagogies to community engagement to transform stereotypes, attitudes, norms and practices by challenging power relations, rethinking gender norms and binaries, and raising critical consciousness about the root causes of inequality and systems of oppression. Gender Transformative Education moves beyond simply improving access to education for girls and women towards equipping and empowering stakeholders students, teachers, communities and policy makers to examine, challenge, and change harmful gender norms and imbalances of power that advantage boys and men over girls, women and persons of other genders. So, with a gender transformative approach, education systems are equitable, inclusive and do no harm. In these systems, everyone is safe and on a level playing field; boys are not favoured above girls, nor are girls pulled out of school to work in the home.

Children and young people who do not identify with the traditional gender binary are not discriminated against. Children and young people are free to challenge norms without thinking twice. They are respected and learn how to respect difference, diversity and each other. They can aspire to the best educational outcomes, regardless of their gender. Gender Transformative Education opens up their life choices and opportunities, leading to health, social and political participation, and job opportunities and employment. Note the emphasis on systems, not just schools: policy, administration, data collection and communities. Moreover, this approach tackles all levels of education and all ways in which children and young people learn: early learning centres, schools, universities and college, online classrooms, and vocational education centres. It also includes multiple and flexible pathways for marginalized children and young people with limited options, such as adolescent girls who have left school due to pregnancy, but still want to learn. The specific arena is not important; education is.

Gender Transformative Education applies in all contexts by unlocking the true potential of children in all their diversity. And while educational settings are critical sites for Gender Transformative Education, they cannot shift gender norms and power relations independently. Addressing the social structures that cause discrimination and inequality means going beyond the classroom, into communities in which children live. We need to broaden perceptions. Gender is a social construct that individuals and institutions can reimagine. If they do, they have the potential to be transformative.

## **HOW CAN WE MAKE PROGRESS TOWARDS GENDER**

### **TRANSFORMATIVE EDUCATION BY ACTING INTENTIONALLY?**

There are no approximations, there is no lip service, there is no tokenism. Gender Transformative Education requires strategies and programmes that intentionally challenge inequalities in gender roles and power dynamics both in the education system and in communities. Given the complex causes of gender inequality, multi-sectoral approaches that work at all levels with all stakeholders will have the greatest impact. We need to ask: what are the things that affect children and young people because of gender? How can we address them? What intersectionalities are at play?

Gender Transformative Education can be achieved through an array of actions at all levels. Even small-scale efforts right now can open spaces for dialogue and participation and provide opportunities to address power relations. The important thing is that our intention is sustained. The following points offer robust ideas and strategies for stakeholders to pursue.

## **TRANSFORM POLICIES AND POLITICAL ENGAGEMENT**

Power structures need leadership from the top in order to transform. Political leaders, ministers, parliamentarians, civil servants and heads of government must make commitments to Gender Transformative Education and be held accountable for progress. This starts with increasing investment in evidence-based approaches and solutions that have gender equality and inclusive education as a primary objective in formal and non-formal education. Leaders need to put gender equality at the heart of education sector plans, budgets and policies. This start with the Gender-responsive education sector planning (GRESP) approach, which includes allocating public education budgets to benefit the most marginalized children and prioritizing the areas in the country with the largest gender gaps from pre-primary to secondary, with low numbers of female teachers and high prevalence of gender-based violence in communities. Finally, leaders themselves must champion leadership roles across education systems for people who are marginalized because of gender norms.

## **GRESP: MAKING A COUNTRY'S EDUCATION**

### **BLUEPRINT TRANSFORMATIVE**

Gender-responsive education sector planning (GRESP) is the tool for embedding gender equality into a country's education sector plan. GRESP guides Ministries of Education and partners to identify gender barriers within education systems and put strategies and policies are in place to address them – in the classroom, teacher education and practice, curriculum and materials development, and leadership and administration. To date, UNGEI and partners including ANCEFA, AU/CIEFFA, FAWE, the Global Partnership for Education (GPE), IIEP-UNESCO, Plan International and UNICEF have led national and regional GRESP workshops for

education stakeholders in 28 countries across Africa and Asia. Participants learn how GRESP is applied, to transform national systems at all stages of planning [18].

### **TRANSFORM PEDAGOGY**

Teachers are the cornerstone of an education system. Their very role as educators marks them out as change agents and role models for children. For them to make the most of these roles, schools need:

- Teacher training on how to actively promote gender equality in their teaching practices. Teachers need to be able to examine their own gender biases, and identify and challenge inequalities in the classroom. Rather than accepting a learning environment that reflects discrimination in the wider society, they can foster an environment that challenges it.
- Reformed curricula, including gender transformative modules and teaching and learning materials.
- Teacher-to-teacher peer learning and exchange mechanisms, through which teachers can learn from each other, share experiences and support each other in their efforts to deepen transformative classroom practices.

### **FORUM FOR AFRICAN WOMEN EDUCATIONALISTS, UNICEF, UNESCO AND UN GIRLS' EDUCATION INITIATIVE: GENDER RESPONSIVE PEDAGOGY (GRP)**

This toolkit targets teachers and all other practitioners who engage with students. The GRP model trains teachers to be more gender aware and equips them with the skills to understand and address the specific learning needs of all genders. It develops teaching practices that engender equal treatment and participation of girls and boys in the classroom and in the wider school community. A practical guide, it can be adapted to any context and is also a useful resource for researchers, school-parent committees and governing bodies, civil society organizations, community leaders and education policy makers [19]. NEPAL: CHALLENGING GENDERED MATERIAL IN TEXTBOOKS. Following a review of gender representation in textbooks in 1999, the Government of Nepal initiated a change process. As a starting point, a house style was

introduced for the drafting of gender responsive teaching and learning materials, requiring that textbooks represent men and women in a similar way to each other. Gender-biased words such as headmaster, chairman, salesman would be replaced with words such as principal, chairperson and salesperson. To help monitor implementation, a 2007 policy set up a process to review materials every five years and reform them every ten years [20].

UGANDA: TEACHERS' ACTION FOR GIRLS (TAG), UGANDA NATIONAL UNION OF TEACHERS. The intensive in-service TAG workshops provide teachers with the knowledge, understanding, skills, and resources to improve girls' experiences at school, and their own efficacy in the classroom, whereby teachers can challenge stereotypes and their own biases. Through the TAG approach, girls' safety and equal opportunity at school is treated as a teacher's professional responsibility. Community awareness is raised at the end of workshops with marches and rallies, led by participants. Some districts have reported that girls are enjoying increased safety and a more positive experience of schooling, with schools reporting increased girls' enrolment [21].

## **TRANSFORM THE SCHOOL ENVIRONMENT**

Ultimately, children and young people of all genders need to feel secure in their learning environment – in school and online. This necessitates: adopting a whole school approach so that schools are safe spaces for all students, whatever their gender identity, gender expression and sexual orientation. School regulations and teachers' professional codes of conduct need to include actions to prevent school related gender-based violence. They should also include identifying and amending gendered rules and practices such as school uniforms (allowing children in all their diversity to wear the uniform that they feel matches their identity) or gendered assignment of school roles and forms of discipline.

Linking education with gender-responsive health and protection services. Tackling complex gender barriers to education requires coordinated investment and

interventions across sectors – including water, sanitation and hygiene, child and social protection, gender-based violence, comprehensive sexuality education, and sexual and reproductive health and rights.

Exposing children and young people to a broad representation of teachers, including teachers from minority groups – women, disabled, LGBTQI, minority ethnic or racialized groups – as educators and role models who have a breadth of world views. ZIMBABWE. SRGBV PREVENTION PILOT. A WHOLE SCHOOL APPROACH. Forum for African Women Educationalists, Miske Witt and Associates International and UNGEI. The pilot focused on identifying and addressing gendered beliefs, attitudes and practices around violence. The findings on integrating the minimum standards were shared in the Education Sector Analysis of Zimbabwe, informing the education sector plan response to school-related gender-based violence in Zimbabwe schools [22].

ARGENTINA. CLASSROOMS FOR PREGNANT OR PARENTING ADOLESCENTS. Becoming parents or caring for younger siblings is one of the reasons why 1 in 2 adolescents cannot complete secondary school in Argentina. So that they can finish their studies, provincial governments in Argentina are opening ‘Maternity Rooms’ in secondary schools. Working with trained teachers, they follow the curriculum and have access to resources and space to discuss issues related to early childhood, sexuality and gender norms. Their children aged between 45 days and two years of age participate in early childhood development sessions in the Maternity Rooms. This tackles a barrier for girls, while also kick-starting their children’s development, helping to break the cycle of inequality [23].

SIERRA LEONE: GLOBAL PROGRAMME TO END CHILD MARRIAGE (UNFPA AND UNICEF). This multisectoral programme has taken on board a number of strategies and interventions to prevent child marriage and empower girls and young women. In addition to the essential community engagement communication, the programme empowers adolescents with sexual and reproductive health, life-skills, financial literacy and livelihood skills. In 2019, Sierra Leone developed a road map for

implementation of comprehensive sexuality education, which includes integrating CSE into the national curriculum [24].

## **TRANSFORM PARTICIPATION OF CHILDREN AND YOUNG PEOPLE**

Listen to the voices of children and young people by including them in decision-making with local government and in communities and securing their participation at the policy-making level. For example, on issues like trafficking, or female genital mutilation. Children and young people need opportunities to build their skills and confidence to challenge gender inequality and acts of violence and exploitation when they occur. For girls and young women, this can be extended to create opportunities for vocational training that could lead to active participation in the economy and prevent economic exploitation. For boys and young men, this includes learning that expressions of masculinity do not need to rely on repressing girls and women, and how they can take an equal part in promoting and benefiting from gender equality. Also, with very limited opportunities for children and young people who are marginalized because of gender norms to have their voices heard, dedicated outreach and participation options must be created. All these shifts demand support systems at home and in the community.

Rapantaran means transformation in Nepali. This programme helps girls to find their voice and to exercise their agency. The core of the training is social and financial skills for adolescent girls. Participants report feeling more confident, well-informed and excited about education at the end of the nine-month course. Crucially, the programme is supported by an adult version, helping to change parents' and caregivers' mindsets about girls' education and facilitate creation of a safe, protective and enabling environment for their adolescent girls. A web-based reporting system is being developed to help adjust the programme as it progresses.

Champions of Change for Girls' Rights and Gender Equality promotes gender equality and social norm change through youth engagement and peer-to-peer mobilization. The programme, developed by Plan International, includes adaptable and adolescent-friendly activities that encourage girls and boys to build their knowledge,

attitudes and skills, through separate but interrelated curricula. The journey of change for girls focuses on empowerment, self-esteem, and rights awareness. The boys' journey focuses on unpacking dominant, harmful and restrictive masculinities, and how boys can support girls' rights and gender justice for all. The programme is currently active in 41 countries [25].

### **TRANSFORM COMMUNITY LEADERSHIP**

Schools are critical arenas for change, but children still have to go home after school. They also learn from people in the home and the village. For any real transformation to occur, communities must take ownership of the process of challenging and transforming harmful and discriminatory gender norms and stereotypes. Grassroots organizations, especially women's and girls' rights organizations, often have the knowledge and understanding of prevailing restrictive norms and practices. They need to be supported with social and behavioural change communication tools and resources to engage parents and community-based structures, including traditional and religious leaders, committees for school management and parent-teacher committees. All of these community institutions have an important role in socializing children to have a critical stance towards harmful and discriminatory gender norms. This is part of lifelong Gender Transformative Education. In 2017, some parents of LGBTQI children formed a support group to embrace their children's diverse identities. Over time, the group initiated informal workshops to support other parents in India and the diaspora who were struggling with family acceptance of their children's identities. Sweekar has expanded, now using media engagements, film festivals, acceptance meets and other community events to dispel prejudice against LGBTQI children within their families and other spaces – including schools. As a first and critical step to true inclusion across communities, Sweekar facilitates parents to share their stories of embracing their children's diverse identities in their communities.

### **TRANSFORM STAKEHOLDER ENGAGEMENT**

Strengthen institutional partnerships between government, civil society, grassroots youth and women's movements and the private sector, and within

government, across ministries. Structural change, especially at the institutional level, requires bold partnerships to review and reform processes that lead to gender-based exclusion. Action needs to be taken to link education to labour market entry points to address gender discrimination, including mentor and role modelling programmes for children and young people. Apart from helping the transition process from school to the workplace, it would expose children and young people to job choices that are not constrained by gender stereotypes. In Makoko, an urban slum community located on the Lagos Lagoon, boys make money by driving boats. But girls are often limited to helping their families with petty trading on the Lagoon. Girls fall pregnant or are married off early, perpetuating the cycle of poverty and disempowerment. In 2016, Kindle Africa recruited traditional leaders, religious leaders and community volunteers, training them in behaviour change techniques so that they could talk to families about the need for girls' education and encourage girls to pursue vocational skills training. This opens up opportunities for girls, exposing them to a wide range of skills, from textile designing to shoe making and hairdressing.

Named for the country's Vision 2030, Zambia Girls 2030 helps vulnerable girls transition from primary to secondary, and from secondary to further study or the workplace. It includes: school career and skills clubs (grades 5 to 12), covering sexual and reproductive health, financial literacy and career guidance; district career and skills camps (grades 8 and 9) for girls to work with role models; and an internship programme (grades 10 to 12) for girls to work in a two-week work placement during school holidays. In early 2021, the programme worked in 150 schools with 5,560 girls in school clubs, 256 girls attending career camps and 50 internship placements. The programme is run by the Ministry of General Education with UNICEF and Restless Development.

## **TRANSFORM EVIDENCE GENERATION**

Gender Transformative Education strategies and intervention packages must be informed by a nuanced understanding of the gender roles and norms, and underlying power relations specific to the local context. This process requires.

An audit of existing interventions for Gender Transformative Education, to help understand what works, what does not work and how to scale-up workable strategies and intervention packages. This evidence can then be used to advocate for sustained investment.

A shift in how we view and measure progress. This will require moving beyond assessment of learning outcomes and current measures of gender equality to measuring changes in gender norms and attitudes in schools and the community. For example, monitoring changes in girls' individual agency or tracking community perceptions around the acceptability of gender-based violence, not just reporting on literacy rates.

Leaders within education systems to be equipped to apply gender analysis, and to understand and unpack gender inequality and how it manifests in the education system. Democratic republic of the Congo mobilizing policy makers with evidence. A 2020 UNICEF study found that 7 out of 10 students aged 12-18 years suffered verbal or psychological violence at school or online. Four out of 10 students were subject to physical violence and 3 out of 10 were victims of sexual violence. The Government used this study to inform a roadmap to address violence, including gender-based violence, in schools. Furthermore, the Government, with support from UNICEF and UNFPA, established a multi-sectoral technical committee with key ministries to coordinate and monitor implementation. As a starting point, government departments organized prevention campaigns in schools during a designated 16 days of activism.

Accountability for Gender Equality in Education (AGEE) is working to develop indicator frameworks that look beyond parity in numbers and try to measure gender equality more broadly, both in and through education, for use at the national and international levels [27].

Harnessing the transformative power of education to achieve gender equality and increase social justice is more urgent now than ever. Building back better from the global pandemic demands us to optimize the gifts and talents of all children and young people – and to ensure none are left behind. Building back better means building back equal.

Implementation of Gender Transformative Education is a gradual and complex journey and it needs to start now. Everyone is a changemaker and all stakeholders need

to commit using this paper and other resources to start a Gender Transformative Education journey. Governments, communities, schools, donors and other partners must start by committing to change committing to positively transform the lives of all children and young people.

Together, we must break down barriers, dismantle harmful norms, challenge power relations and systems of oppression and build up norms that are based on equality, respect and inclusion so that children and young people find steps to climb, not hurdles to jump.

The dualism between man and woman is the fundamental fact of our existence and the attitudes towards this issue are diverse in different cultures. The differentiation of humankind in males and females is conditioned not only by biology and genetics, but also by those socially learned roles, functions, norms, behavioral patterns and expectations that are associated with maleness and femaleness in the concrete society. That is the reason for the clear distinction between the biological sex and the gender socio-cultural meaning of the sex outlined in various scientific literatures.

Only by mastering own gender identity a human being, who is determined by birth with biological gender, can obtain the sense of being a man or a woman. Formation process of a child into a girl or a boy proceeds in the socialization, which is the process of learning the life styles typical for her or his groups. Existence of the certain expectations and evaluations towards a new born child are determined by gender. By strengthening the gender corresponding actions and behaviors the adults give a child the sense of being a girl or a boy. One of the most important socialization agents together with the family are the school and the peers. Very often the teachers and generally the environment at schools unconsciously support the gender formation and reproduction [34].

The main aim of this essay is to examine an influence of stereotypes existing at schools and in educational system on formation of gender roles. In addition, I will consider the differences between the female and male pupils at schools and educational centers regarding their academic performance, their attitudes, expectations and typical behavioral patterns and try to analyze the biological or social reasons and bases for

these differences. Besides, I will try to provide the analyses of current situation in Georgia regarding this matter.

At a glance, the problem of gender stratification in the modern educational system does not exist; girls and boys have equal opportunities for the education. The issue of gender equality in the educational system is particularly underlined in the Universal Declaration of Human Rights stating that everyone has the right to education without distinction of any kind, such as race, social origin or sex. At least for the considerable part of the world's population a problem of women's access to education does not exist anymore. On elementary and secondary educational levels the female pupils and students have better academic performance than the male and this tendency also continues at the higher educational levels. But despite of these optimistic facts the certain stereotypes with gender content and expectations do exist in the educational system that still influence the pupils' and students' academic performances.

Mainly the clearly distinguished traditional masculine and feminine subjects reveal the existing gender inequality at schools and very often a gender determines the pupils' academic performance. As a rule, boys perform better than girls in mathematics, physics, informatics and engineering while girls are better in literature, languages, history and art. Later, this fact serves as the base for selecting the further course of education: the boys continue their studies mostly in natural and technical sciences, and the girls choose to study humanitarian, pedagogical and art fields. As for the social sciences, the tendency of equalized data is noticeable. The pattern of educational system of above mentioned type serves as a base for the further gender distribution of labor. The men well qualified in economics, engineering and informational technologies get employed at well-paid and high status jobs while the women with humanitarian education occupy only the low income and no prestigious vacancies existing in spheres of service and education [34].

There are two reasons explaining the existing differences in the educational system. As a rule, when considering and analyzing almost every gender issue, the two kinds of approaches are used. The differences are explained either by biology or by

upbringing. The biological argument is based on an assumption that the genetic heritage from the human ancestors determines the differentiated specializations of brains of men and women. Considering that men's main activity was hunting, the specialization of right hemisphere occurred as a result of the filogenetical development. The right hemisphere is responsible for space-visual and mathematic skills. In case of women the specialization of the left hemisphere occurred; this is responsible for the verbal and perceptual skills. The specialization of a woman's brain is correspondent to her role as a mother [34]. These arguments are used by supporters of the biological approach to explain the better academic performances of boys in mathematics, geometrics and technical subjects and of girls in languages and other humanitarian subjects.

According to the second approach, the gender differences in educational are due to the external processes such are the socialization and the upbringing; and especially the socialization that takes place at schools. A school and a kindergarten are particularly important places; in this environment a child at the first time meets and recognizes his/her peers and while playing and relating to them uses the classroom as a "laboratory" for learning the gender roles, the masculinity and femininity. In this new atmosphere they are predisposed to establish relations with only the children of the same gender. In addition, school completely changes the child's previous life and replaces home-concentrated life with school-concentrated one [35]. Besides the relationships with peers, the second factor that forms the gender identity is the differentiated attitudes and expectations of teachers towards female and male children. In this case as well, the teachers' expectations coincide with the borders of gender division of subjects mentioned previously. As an example, if a girl gets a high credit in one of the masculine subjects, this achievement of hers will be attributed not to her talent which is completely normal to have, but to her hard work and diligence; whereas, the failure of a boy in the very same subject will be explained with the following stereotypical phrase, he is talented but lazy. Also, the encouragement and punishment techniques for boys and girls are differentiated at school. The majority of teachers still

have the opinion that the main function of woman is a family and children, and this is of course reflected in their expectations and demands. And the pupils accept these attitudes as norm and try to adapt to it. This can be better sensed among the male teachers while they are somehow united with their male students by uniform masculine public culture [34].

The experimental research exists which proves a high level of impact of teachers' estimate on the actual results of the students. In 1968 Rosenthal and Jakobs measured the students' intellect by a standard IQ test in one of the colleges in the U.S. The researchers informed the teachers about the randomly selected 20 students that they'll have a great intellectual leap in the nearest future. As a result of the re-examination eight months later exactly those 20 students showed a considerable intellectual increase compared to other students; and this very result was the teachers' estimations' affect [34]. This means that the intellectual development of a student can be as well influenced by teachers' estimates and expectations she/he has regarding this student's gender.

Besides the teachers' attitudes and estimations one additional point in teachers and pupils interactions exist which plays a significant role in the formation process of gendered relations. At the lessons teachers give differentiated attention to their male and female pupils and spend their time disproportionately while interacting with them. In this case again the boys are in a more advantageous position, but this pattern can't be explained solely by teachers' attitudes. It's well known that the boys are much more disruptive and aggressive than the girls are; thus the teachers spend more time and energy to control and keep them quiet. Meanwhile the girls are sitting quietly and work on their tasks. It is important to mention one more detail, the pattern of how pupils are sitting in the classroom is also gender dependent. The girls have tendency to sit more in the front or centre of the classroom, closer to the teacher and the boys are mostly occupying margins and periphery of the room. This pattern of sitting requires even more effort of teachers to control the male pupils [34].

Besides the existing interpersonal interactions at schools, the formation of gender stereotypes is significantly encouraged by the text books and other reading materials used in the learning process. As a rule, the text books are usually concentrated on men's experiences and interests, while women are marginalized and less visible or they are presented in such a traditional stereotypical way that it even enforces the existing prejudices. In such a way the female students are not provided with the appropriate role models of successful women [34]. Unfortunately, their female teachers as well cannot fit into this role model considering their low-status positions and low salaries. Despite of the fact that the female teachers outnumber male teachers at schools, due to various reasons (pregnancy, child care) they still occupy lower-status positions than their male colleagues [34]. Thus, the female pupils think that it's impossible to have successful academic career without losing the traditional feminine status; and as a result, very often they decide to study those subjects and courses that can be useful for their families in the future.

Does the situation at Georgian schools and centers of higher education correspond to the analyses described above? Unfortunately, no research or study on interdependence of gender and education is available in Georgia in order to have a complete picture of the situation. So, to have a rough overview of the situation I have decided to conduct a research on the bases of Ivane Javakishvili Tbilisi State University's first-year students' lists 2005 to 2008. Of course, the data is not sufficient for strong conclusions as only one university and only the higher education level is considered; this analysis cannot provide us with the complete picture of the current situation in the country. Table No.1 shows that the results are consentient to the gendered pattern of subject choice. According to the data during the four year period the percentage of male students at the faculty of humanities never exceeded 20 percent, whereas the percentage of female students was always higher than 80 percent. The data is similar for the faculties of medicine, social and political sciences, although according to the data of last two years the slight increase in number of male students at these faculties is noticeable. Situation is opposite in case of faculties of exact and natural Sciences, where the percentage of male students exceeds the numbers given for the female students;

the percentage of male students has increased by 13-17 percent in years 2007 - 2008. The data is comparably equal for the faculties of law, economics and business [29, 30, 31, 32].

Table No.2. General data for the first-year students at I. Javakhishvili Tbilisi State University in 2005-2008. Indeed, it is impossible to make any significant conclusions based on this data but the pattern of gender based choice of faculties can be noticed. It can be stated that the gender based problem of access to education does not exist; furthermore, we can notice the female students' advantage compared to male students; according to the data (2005-2009) the percentage of female students that continued their studies at Tbilisi State University is 60-65 percent, whereas the percentage of male students equals 35-40 percent.

We can say that the described situation portrays whole country as well, excluding the situation of existing national minorities. Although in case of minorities the combination of wide range of problems do exist (which often are not directly related to gender), the Muslim Azerbaijanis alongside with problems related with their ethnic identity have to face the difficulties of gender inequality too. Very often based on family's decision the girls abandon the secondary schools to say nothing about higher education; as the tradition is still preserved, the parents force the girls at age 12-13 to quit the schools and get married [33].

Thus, we can conclude that the gender can have a considerable influence on person's whole life. On the one hand it forms the gendered educational patterns and on the other hand these gendered educational patterns serve as one of the mechanisms for maintaining the gender roles and statuses. So, we get a so-called closed circle and several strategies are outlined to break through it. The same-sex schools, development of curriculums motivating the girls, informing the pupils and teachers about gender equality issues, etc. It is a fact that nowadays the level of individual's career success is influenced by gender, because all of us get the gendered education which is in accordance with expectations and attitudes of important others.

**Conclusions.** Through interviews and group discussions conducted in Malawi and South Africa and with representatives of key global organisations, and reviews of existing data sets, the research team is gathering data on laws and policies (whether or not these are

put into practice); learning assessed through examinations, and other indications of attitudes; families' approach to organising work and managing budgets; teachers' attitudes; school-based gender violence, sexual harassment, and coercion; and lack of reproductive rights.

Drawing on conceptual work informed by the capability approach and reflections on the availability of data, the team is developing an alternative framework that captures a broader range of information on gender and education equality that looks beyond gender parity (i.e. girls as a proportion of boys). This includes information on:

- Gender and resources for education – including money, buildings, and staff;
- Constraints to converting resources into opportunities – for example, difficulties in implementing policies, distributing finance or understanding gender and other inequalities;
- Attitudes of teachers, parents and students on gender inequality/equality that affect schooling – for example, whether or not girls are required to do large amounts of childcare and domestic work, and if teachers assume that girls cannot do mathematics or science; and
- Gender outcomes of education (progression, learning outcomes) and beyond education – for example, political and cultural participation and connections with health, employment, earning, and leisure.

This nuanced approach to understanding and measuring gender inequality and equality forms an important contribution to the discussions on metrics under consideration for two targets (SDG 4.7 and SDG 4a) on education that have a focus on practices around gender equality.

**Prospects for further research** will build and enhance accountability between governments, NGOs, and the public with regard to work on gender equality in education, particularly with organisations engaging with the SDGs. The Global Education Monitoring Report Gender Report Building Bridges for Gender Equality (2019) used elements of this framework for its monitoring on gender equality in education, identifying six domains to develop better substantive measures of gender equality in education.

National statistical offices in Malawi and South Africa, academics, and activist organisations are reviewing the framework and looking at how it can be used to draw out

key gender issues to inform more gender-responsive education sector planning. At the international level, in partnership with a team at the Global Education Monitoring Report, a framework has been developed to monitor gender equality across countries. This uses the national level dashboard, but also draws on data that are already routinely collected across countries.

Having this richer source of information on gender inequality and equality in education will help policymakers truly understand the multiple barriers that girls face in realising their right to go to school and learn. It will contribute to the building of education systems that take account of broader gendered barriers holding children back – especially girls – and identify strategies to address them, and then measure progress towards closing these critical gender gaps.

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## TEACHERS PEDAGOGICAL SELF-EFFICIENCY AS A NECESSARY COMPONENT OF THEIR PROFESSIONAL ACTIVITIES

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**Abstract.** *New social challenges require a rethinking of the role of the teacher in the educational space of modern institutions of higher education. Currently, the greatest value is a teacher who is capable for self-development and self-improvement in professional activities, and therefore has a high level of pedagogical self-efficacy.*

*In the study, the author attempts to reveal the essence of such basic research concepts as “self-efficacy”, “pedagogical self-efficacy”, “educational self-efficacy”. The analysis of scientific literature made it possible to establish that the concept of self-efficacy is interpreted as the ability of a person to change himself, his behavior and achieve the desired result, effect (in work, study, etc.) with the least expenditure of personal and other resources; pedagogical self-efficacy should be understood as the degree of teacher readiness to perform professional activities competently, the level of professional maturity and competitiveness of the teacher; educational self-efficacy is an individual's confidence in his own abilities, in the ability to carry out educational and cognitive activities independently, actively and productively, while achieving personally meaningful educational results. In addition, the study identified 5 main functions of an individual's educational self-efficacy: axiological, prognostic, analytical, self-support, self-regulation, and self-management.*

*The paper analyzes the main development factors affecting the formation of teachers' pedagogical self-efficacy, namely: past experience of successes and failures; control over one's professionally directed actions; observation of other people's professional achievements; verbal persuasion; self-esteem and self-regulation; emotional condition.*

*The main attention is paid to the most effective ways of forming pedagogical self-efficacy, which include: study of psychological-pedagogical and methodical literature; participation in self-efficacy development trainings; keeping a Diary of success.*

*It has been proven that teachers with a high level of pedagogical self-efficacy significantly influence the development of educational self-efficacy of students of higher education, and the following are among the most effective strategies that help shape the educational self-efficacy of students: the teacher should teach students to set clear educational goals; the teacher should encourage students to set challenging goals; the teacher should provide honest feedback; the teacher should organize training in such a way that students learn from each other's successes and failures.*

*The conducted monitoring made it possible to establish that the average number of teachers with sufficient and high level of pedagogical self-efficacy is not enough for effective pedagogical activities according to the modern requirements.*

**Key words:** *self-efficacy, pedagogical self-efficacy, educational self-efficacy, teacher, student of higher education, trainings, performance diary*

**Introduction.** The current global economic and social crisis caused by the global pandemic has revealed that a significant part of the population is unable to adapt to new realities, feels a lack of personal resources, and does not have developed skills of self-regulation, self-support, and self-control.

New social challenges require rethinking the role of the teacher as a mentor, leader, facilitator, consultant, mediator of knowledge, demanding improvement of his professional qualities and professional skills. In the modern educational space, the greatest value is recognized as such a teacher who is capable of self-development and self-improvement in professional activities, knows how to adapt to a changing environment, knows how to quickly update and build competences, freely navigate in information flows. A modern teacher must feel that it is necessary to change and improve himself constantly, to work hard in order to achieve the set goals with the least expenditure of time and resources.

Moreover, teachers are faced with stricter requirements for professional training of specialists, who must also be capable for self-education, self-improvement of professional knowledge and independent search for effective solutions to professional problems. That is why the problem of finding effective mechanisms for the development of the teacher's pedagogical self-efficacy and the educational self-efficacy of students is **quite relevant**.

**The aim of the research.** To reveal the essence of the concepts “self-efficacy” “pedagogical self-efficacy”, “educational self-efficacy”, to analyze the main factors of development and approaches to the formation of pedagogical self-efficacy of teachers, to reveal the problem of the influence of teachers with a high level of pedagogical self-efficacy on the development of educational self-efficacy of students, to conduct monitoring to identify the level of teachers' pedagogical self-efficacy.

**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 “pedagogical self-efficacy” and “academic self-efficacy”, 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 factors and effective ways for the development of teachers' pedagogical self-efficacy.

**Analysis of publications.** According to our previous research, the first thorough studies of the term “self-efficacy” appeared in the works of A. Bandura, a Canadian-American psychologist with Ukrainian roots, in the 1970s [23].

Later, this phenomenon was reflected in the researches of O. Bogatyrev, I. Brunova-Kalisetska, T. Bryan, N. Vodopyanova, M. Gaidar, T. Gordeeva, A. Derkach, P. Druker, V. Zazikin, D. Ziegler . Freund, R. Schwarzer, M. Scheer and others.

The works of V. Bondar, I. Makarenko, I. Kremeshnaya, A. Lynenko, O. Fast and others are devoted to the problem of the development of pedagogical self-efficacy.

Recently, the phenomenon of educational (academic) self-efficacy has attracted the attention of both foreign and domestic researchers, namely: the works of the domestic psychologist T. Haltseva [7; 8; 9; 10; 11] are devoted to the problem of the formation of educational self-efficacy in different age groups; the problem of the influence of self-efficacy on the professionalization of students is revealed in the works of O. Muzyka [20]; the development of educational self-efficacy of elementary school students was investigated by A. Dulas [5]; the development of academic self-efficacy of first-year students is studied in the works of S. Korgan, N. Durdella and M. Stevens [16]; the problem of determining the level of educational self-efficacy is revealed in the work of L. Jasquez [12]; the educational self-efficacy of English language teachers is studied in the works of A. Sarikoban and M. Behjoo [24] and others.

However, the problem of finding effective ways of forming the pedagogical self-efficacy of teachers in the institutions of higher education remains unsolved, so the **novelty of the research** is to find and analyze the main factors of pedagogical self-efficacy formation.

### **1.1 The essence of the concept “pedagogical self-efficacy”**

The success of each individual person is an important factor in the development of society as a whole, which is why the problem of using human potential is considered in a new way. The demand for highly effective teachers who can correctly assess their own abilities, opportunities and results of their teaching activities, and know how to be productive in the performance of professional tasks is growing in the educational field.

The term “self-efficacy” was first proposed by the Canadian-American psychologist with Ukrainian roots, Albert Bandura, in the 1970s as part of his social-cognitive theory [3].

The term “self-efficacy” consists of two concepts: “self” and “efficiency”. “Self” is an action carried out by one's own efforts, without outside help, aimed at oneself, and efficiency is the ability to perform work and achieve the desired result, set goals with the least expenditure of time and effort (resources). Therefore, the concept of “self-efficacy” can be interpreted as the ability of a person to change himself, his behavior and achieve the desired result (in work, education, etc.) with the least expenditure of personal and other resources [8].

According to A. Bandura, self-efficacy together with the environment, previous behavior and other characteristics determines the future behavior of an individual. People with a high level of self-efficacy are able to create their own future, and not just predict it [3].

Researcher T. Kremeshna, analyzing the works of foreign scientists regarding the interpretation of the concept of self-efficacy, says that D. Myers paid considerable attention to the self-efficacy of an individual, considering it in the context of research on social psychology. The scientist noted that the idea of self-efficacy inspires a person not to put up with unfavorable circumstances, not to retreat after the first failures, but to make efforts, fighting doubts. Considering the phenomenon of self-efficacy, D. Myers proves the difference between self-efficacy and self-suggestion (belief in a positive outcome). According to the researcher, the main source of the growth of self-efficacy is the experienced experience of success, the competence of a person, which gives him faith in his abilities to achieve a positive result. Thus, D. Myers believes that self-efficacy is a combination of competence and its positive self-evaluation [17].

In the studies of H. Lefrancois, self-efficacy is interpreted as a person's judgment about how effectively he or she acts in certain situations. The researcher notes that judgments about self-efficacy affect the choice of activities, interests and efforts, emphasizing A. Bandura's opinion that to perform effective activities, it is necessary to possess competence in this activity and a positive assessment of the specified competence.

R. White is in the same position. In his opinion, self-efficacy is manifested in the desire for competence, the innate need to master skills and a sense of one's own importance. According to the scientist, the desire for competence is a fundamentally important human motive, especially significant for the adaptation of those who are born with certain deficiencies.

The effort aimed at revealing one's own potential, the desire for competence can be considered as one of the aspects of a person's self-realization. The researcher believes that the idea of a person's desire for competence is of great importance for understanding the essence of his self-efficacy, explains the individual's desire for knowledge, obtaining information about the environment [17].

N. Branden's views are based on the consideration of self-efficacy as an important aspect of self-evaluation of an individual. In this context, the researcher gives a thorough definition of self-efficacy, under which he understands a person's confidence in himself, in the ability to think, in the processes by which personal judgments, choices and decisions are made; confidence in the ability to understand the facts of reality, which are included in the sphere of needs and interests of the individual; cognitive confidence. N. Branden believes that self-efficacy arises from the volitional function of consciousness, which sets a person an important task – to make oneself competent in overcoming life's difficulties. N. Branden understands self-efficacy as the refusal of human consciousness to accept helplessness as an unchanging and permanent condition, and which is manifested in perseverance in the face of difficulties

According to a group of researchers, pedagogical self-efficacy is the productivity of professional activity, which is achieved by the masterful realization of one's own professional and pedagogical competence in the harmonious interaction of self-understanding (teacher's image), self-attitude (teacher's self-esteem), self-behavior (teacher's self-efficacy) [17].

In view of the scientific sources, the pedagogical self-efficacy of a teacher should be considered as an educational and professional indicator of determining the degree of readiness of a teacher to competently carry out professional activities, as an indicator of professional maturity and competitiveness of a teacher, which is manifested in his readiness and ability to

mobilize a set of personal qualities, qualification knowledge, skills and methodical mastery in order to achieve optimal results in pedagogical activity [1].

After studying the literary sources of domestic and foreign authors and summarizing the existing definitions, we believe that the teacher's pedagogical self-efficacy should be understood as a complex, dynamic personality formation based on developed pedagogical self-awareness, the teacher's belief that he is able to effectively organize the pedagogical process using necessary knowledge, skills, experience, professional technologies, verbal persuasion, physiological and emotional state [23].

## **1.2 The main factors of development and ways of forming teachers' pedagogical self-efficacy**

The aim of our research moves us to the problem of analyzing the scientific literature to find the main **factors** affecting the formation of teachers' pedagogical self-efficacy. Literature review showed that those factors include:

- *past experience of successes and failures* (successful pedagogical actions increase the effectiveness of the teacher, while failures can reduce it);
- *control over one's professionally directed actions* (control over one's own actions helps the teacher to timely identify and correct shortcomings in professional activity, define new professional and pedagogical goals);
- *observation of other people's professional achievements* (observation of professional successes of teaching colleagues provides an opportunity to learn a new way of thinking, behavior, attitude towards students of higher education, armed with effective behavioral strategies in typical and atypical pedagogical situations);
- *verbal persuasion* (conviction of an individual in one's own capabilities involves emotional support, approval and positive evaluation, mutual assistance in the conditions of joint creative educational activities);
- *self-assessment and self-regulation* (self-assessment by teachers of their own personal and professional qualities performs an important function in the development of pedagogical self-efficacy, acts as a regulator of behavior and affects the level of this education, and self-regulation helps to reduce and overcome discrepancies between

achievements and the goal that the teacher sets for himself to set new, higher professional tasks);

- *emotional state* (the teacher's feeling of emotional elation, the desire to carry out professional activities have a positive effect on their pedagogical self-efficacy) [1; 3;17].

Studying a significant amount of literature allowed us to conclude that the most effective ways of forming pedagogical self-efficacy are:

- *studying of psychological, pedagogical and methodical literature;*
- *participation in self-efficacy development trainings;*
- *keeping a Diary of success* [3; 4; 8; 17; 19; 23]

At the initial stage of work on the formation of pedagogical self-efficacy, teachers were asked to familiarize themselves with the literature (books, textbooks, educational and teaching-methodical guides, magazines, articles in collections of scientific and methodological works, abstracts of reports at various levels of conferences, monographs, abstract reviews, abstracts of dissertations, etc.), which would help reveal the essence of the studied concept. Studying these sources allowed teachers to acquire the theoretical scientific knowledge necessary for the formation of pedagogical self-efficacy and contributed to the successful preparation of analytical reviews, conducting seminars and practical classes, colloquiums and methodical meetings dedicated to the studied phenomenon.

Trainings, as an effective form of solving various tasks, have long been used in pedagogical processes. We believe that new forms of organizing the educational process in higher education institutions are relevant now, in particular distance learning, the possibilities of which have allowed us to conduct online trainings [21]. During the trainings, teachers had the opportunity to perform exercises that promote self-regulation of emotional states, the ability to overcome negative emotions, the ability to navigate in one's own mental states, and the ability to manage them. In addition, teachers were offered to perform exercises developed by the researcher E. Kalyuzhna, which helped them to discover their own positive sides and contributed to increasing self-confidence. Among them: *We are all different, Another's soul is a*

*dark forest, Is it possible not to love yourself?, The right to imperfection, Woe from the mind, Understand me correctly!, What is empathy?, Out of your mind - come back in time!, Anxiety: fear of mistakes, What to do with stress? etc. [13].*

Therefore, the main goal of the trainings on the development of pedagogical self-efficacy of teachers was to acquire the following competencies for teachers: the ability to make independent choices and make effective decisions in various pedagogical situations; ability to critical self-analysis and self-reflection; the ability to master negative experiences and stress, to manage one's psycho-emotional state, to analyze the causes and consequences of one's own reactions and actions, as well as the reactions and actions of the acquirers; the ability to use one's own pedagogical experience as a resource for self-improvement.

Agreeing with psychologist researcher T. Haltseva, we believe that one of the most effective means of forming pedagogical self-efficacy is keeping a Diary of success, which includes records of the teacher's professional achievements [7].

In the course of our study, teachers were asked to keep a five-step *Diary of success*.

The first stage, which is called "Definition of goals", included the following tasks:

1. *Write down your own goals and wishes related to scientific and pedagogical activities. Include big and small goals.*
2. *Divide professional goals by time: long-term, short-term.*
3. *Choose one goal that is most important for you today.*
4. *If the professional goal defined by you is achieved, how will it affect your personality, what will change in your life.*

At the second stage, called "Definition of authorities", teachers were asked to perform the following tasks:

1. *Describe a person who could easily achieve the professional goal you have defined.*
  2. *Choose three to five qualities of a successful person described above that you would like to see in yourself.*
  3. *Rate the level of development of the above qualities of yourself on a scale from 0 to 10.*
  4. *What, in your opinion, should be done in order to develop the relevant qualities.*
- Write a plan of your actions in this regard.*

5. *What are your negative traits (habits) that can hinder the development of these professional qualities and be a barrier to achieving the set goal.*

6. *How, in your opinion, it is possible to get rid of these barriers.*

At the third stage, “Determining their professional successes”, teachers had to analyze their already existing pedagogical successes, providing answers to the following questions:

1. *Remember your most striking professional success and write it down.*

2. *Remember your emotions, the feelings you experienced as a successful person who got the desired professional result.*

3. *Why can you respect yourself (be proud of yourself)?*

4. *To whom are you grateful for your professional success? Write down words of thanks to those who supported you. Can you contact them now for support?*

The fourth stage “Rational allocation of time and resources” allowed to evaluate pedagogical activity from the point of view of the efficiency of the use of time and resources:

1. *Analyze the last week: what was spent too much time or too little time. Why?*

2. *What part of your time was used productively and efficiently.*

3. *Think and write down how much time you need to achieve the desired professional goal.*

4. *Plan hourly what you will do to achieve the desired goal.*

5. *How will you control your plan and what sanctions will you apply to yourself for violating the planned actions.*

6. *What resources can help you achieve your desired professional goal.*

7. *Whom can you turn to for professional advice (expert, specialist).*

8. *Who from your environment can be an example for you to follow.*

9. *What sources can you use to obtain the necessary professional information.*

The last stage of keeping a Diary of success is the “Analysis of the obtained results”, during which the teachers had to do the following tasks:

1. *Write down the date and the obtained professional result. Rate the result on a ten-point scale.*

2. *Would you like to improve the obtained result. Write your wishes for the following professional achievements.*

Thus, making regular entries in the Diary gave teachers the opportunity to constantly reflect on self-development and self-change, forming pedagogical self-efficacy. In addition, keeping a Diary helped the teachers to evaluate their own professional successes and monitor personal changes.

The analysis of resources, which helped to achieve success in pedagogical activity, allowed us to see the “strong” and “weak” sides of teachers, developed their confidence, promoted self-organization and self-discipline.

Therefore, the formation of a teachers’ pedagogical self-efficacy is an integral component of their professional success, because teachers with a high level of self-efficacy are more flexible and more ready to implement innovative teaching in today’s changing conditions.

## **2. Pedagogical self-efficacy of the teachers as the main factor for the development of students’ educational self-efficacy**

The issue of educational self-efficacy of an individual is currently relevant due to the expansion of the information space, technogenicity of society, rapid updating of knowledge, which forces a person to be active in learning. Education becomes not only a reflection of social and cultural norms and values, which, in the conditions of a specially organized, developing environment, is the basis for the development of the meaningful priorities of an individual, it plays an important role in the formation of cognitive tools, subjective characteristics of an individual, contributes to the disclosure of personal potential, forms the need in effective learning, self-education, self-development, self-motivation.

Scientists have always been interested in the problem of teaching effectiveness. Currently, psychological and pedagogical science emphasizes the active and conscious position of subjects of education in the process of effective mastering of important social and professional competencies.

Self-efficacy in the educational sphere was the subject of research by R. Wood, A. Bandura, J. Rotter, J. Zimmerman, M. Martinez-Pons, D. Nelson, N. Cooper, T. Hordeeva, M. Haidar, O. Shepeleva, and others. Numerous studies have revealed the influence of self-efficacy on the academic achievements of pupils and students.

Thus, scientists J. Rotter, J. Zimmerman, M. Martinez-Pons proved that students who are characterized by a high sense of self-efficacy in relation to their academic abilities show greater persistence and persistence in completing educational tasks. If difficulties arise, they are less anxious and more optimistic in their desire to achieve high academic results, compared to those who doubt their academic abilities. Beliefs in self-efficacy affect motivational indicators and the quality of performance of complex cognitive tasks. In addition, it was found that self-efficacy is more important for low-achieving students than for “high achievers”.

There is an opinion that the construct of educational self-efficacy should be distinguished from the concept of “academic self-efficacy”, because educational self-efficacy determines the internal readiness of an individual for active educational actions, contributes to the formation of the need to learn throughout life, to be successful, more perfect. However, we are convinced that in the context of our research, these concepts are synonymous.

Let’s consider other interpretations of the term “educational (academic) self-efficacy” in the scientific literature. Thus, A. Sariçoban and M. Behjoo define academic self-efficacy as an individual's confidence that he is able to successfully perform educational (academic) tasks at the desired level [7].

Researcher B. Zimmerman defines academic self-efficacy as a person’s confidence in the ability to successfully perform academic self-regulation actions, while self-regulation occurs at the cognitive, motivational and behavioral levels [30].

However, in our opinion, the most complete definition of the studied phenomenon can be found in the works of the domestic psychologist T. Haltseva, who interprets educational self-efficacy as an individual's confidence in his own abilities, in the ability to independently, actively and productively carry out educational and cognitive activities, while achieving personally significant educational results, which promotes self-motivation, self-development and self-improvement of the individual [9, 147].

According to the researcher, the composition of educational self-efficacy is educational activity, which is a special type of activity that unfolds as a two-way process: learning - purposeful transfer of socio-cultural experience to another person

and learning. The specificity of educational activity is related to its target content and tasks, which are decided by the subject of education. The goal of training is an internal subjective result, which is manifested in the assimilation of the principles of building actions and changing, appropriating abilities. The ultimate goal of educational activity is the transformation of a person from one who is being taught into a person who is learning, interested in self-change and capable of it. Agreeing with the opinion of T. Haltseva, we believe that the self-efficacy of an individual in educational activity is not only an assessment of one's educational abilities, but also the need for internal changes of the subject of educational activity, which should take place as a result of performing educational activities [11].

In addition, the famous researcher A. Bandura points out that people with a high level of self-efficacy are more interested in education and professional pursuits, because education for them becomes a part of life and is the main source of personal growth [3, p. 77].

Agreeing with the opinion of T. Haltseva, we believe that the concepts of “learning effectiveness” and “learning self-efficacy” important for our research should be differentiated [11].

As a rule, the term “learning effectiveness” is associated with the external assessment of the learner's actions by the social environment (teachers, heads of organizations, parents, and others). Among the efficiency criteria, the speed of assimilation of educational material, productivity and effectiveness of educational activities are distinguished. The effectiveness of the subject of education is evaluated in order to find new pedagogical methods of influencing the personality.

The concept of “educational self-efficacy” is a psychological phenomenon that should be considered as a construct of self-awareness of the individual, which characterizes the individual's internal readiness for active educational actions in relation to mastering new content of activities or self-improvement of acquired competencies (educational, professional). Through educational self-efficacy, the subject essence of an individual, his need for self-activity, is revealed. Due to educational self-efficacy, educational activity becomes self-determined, self-directed.

The level of educational self-efficacy of an individual is not a constant, because a person learns throughout the whole life. The formation of educational self-efficacy of an individual occurs in the process of ontogenesis, where at each stage of the life has its own specific features. A. Bandura emphasizes that self-efficacy develops constantly throughout life. In his opinion, people differ significantly in how effectively they control their lives in different age periods [3].

According to the research of a number of scientists, the formation of educational self-efficacy in ontogenesis can be determined by the following stages:

1) *family* – the first, simplest ideas about one’s self-efficacy, which are formed through trust, family examples and the support of loved ones;

2) *school* – differentiated perceptions of one’s educational effectiveness occur due to academic success or failure (in solving a certain type of task related to the educational subject or general attitude to the learning process), comparison with peers and emotional support from the teacher;

3) *professional* – the idea of professional competence, the need to constantly work on one’s skills and self-development helps stabilize the feeling of one’s effectiveness and increase the level of educational self-efficacy;

4) *post-professional* – the influence of the socio-cultural environment on the sense of one's own educational effectiveness of older people contributes to the flexibility of cognitive functions, social adaptation, demand for older people, support of cognitive activity or, on the contrary, leads to degradation and loss of interest in life [11].

Youth is a period of professional development. At the early stages of the development of professional skills, people’s faith in their educational and professional abilities is an important factor in achieving professionalism and career success. The level of educational and later professional self-efficacy of the future specialist occurs in the conditions of higher education institutions. Researchers E. Lenz and L. Shortridge-Baggett note that regardless of prior achievement or ability, high-performing students work harder, persevere longer in the face of failure, are more optimistic, have lower levels of anxiety, and achieve success more quickly. Educational self-efficacy has a positive effect on cognitive activity and self-regulation [18].

Researcher T. Haltseva is convinced that the psychological foundations of the concept of “educational self-efficacy of the subject of study” are the mechanisms of internalization of the value of education, reflection of educational results, self-prediction of self-changes in the learning process, and self-responsibility for one’s development. The listed psychological mechanisms are in direct connection, interpenetration and together constitute a mechanism of intention to the effectiveness of educational actions, which enables optimal functioning of the educational self-efficacy of the individual as a whole entity.

An important mechanism of educational self-efficacy of an individual, in our opinion, is also the reflection of educational results, which includes self-awareness by the subject of learning of his internal psychological acts, emotional states and acquired internal experience.

Awareness of one’s assets in the learning process prompts the learning subject to an internal dialogue in discussing learning activities and readiness to perform them.

Together with self-knowledge, self-forecasting enables the subject of learning to determine the perspectives of personal development and self-improvement, thus ensuring the development of educational self-efficacy.

Among the functions of educational self-efficacy of an individual, we distinguish:

1) *axiological* - the individual assesses the significance of education for his life activity and satisfaction of needs;

2) *prognostic*, which consists in predicting changes that may occur after training and possible evaluations of these changes by others;

3) *analytical*, which is manifested in the analysis and assessment of internal and external opportunities for the successful achievement of the educational goal;

4) *self-support*, which consists in optimizing the individual’s emotional state, in overcoming the dissonance between existing educational needs and fears that may arise in the process of predicting the consequences of educational actions;

5) *self-regulation and self-management*, which affects volitional processes, the individual’s activity in performing educational actions to achieve their changes [11].

Educational self-efficacy of the subject of educational activity, in our opinion, is a complex construct of self-awareness, which involves the ability of an individual to realize the vital meaning of learning, to correlate his capabilities with the requirements of the goal, to carry out an analysis of the educational task (situation), to increase the reserve resources of his psyche, to determine goals self-development, to predict one's changes in the learning process, to direct one's mental activity (educational and cognitive activity) to achieve a personally significant result, which will contribute to the transformation of the subject of educational activity into the subject of one's own development.

In addition to the fact that the effectiveness of training is influenced by such factors as: the organization of the educational process, methods and technologies of education, personal qualities of the subject of education, we believe that one of the main, in our opinion, factors that contribute to the development of educational self-efficacy of students are **highly qualified teachers, who have a high level of pedagogical self-efficacy**, and are able to orient future specialists to self-development and self-improvement in the profession, are able to develop and implement effective educational strategies for the development of educational self-efficacy of students.

The analysis of the works of foreign and domestic researchers allowed us to identify the following strategies that will help teachers to form the educational self-efficacy of students:

1. *The teacher should teach students to set clear educational goals.* The teacher's task is to set an educational goal so that students are motivated to achieve it, so that they have the opportunity to feel success and their own effectiveness, so that these positive feelings help them achieve success in their future professional life. Conversely, if educational goals are abstract or absent at all, then the participants of the educational process will not know what is expected of them and, as a result, some of the students may be disappointed and lose motivation to study. Thus, students' academic self-efficacy increases significantly when they have the opportunity to achieve a goal and realize that they are becoming more knowledgeable and skilled.

2. *The teacher should encourage students to set challenging goals.* To achieve a high level of academic self-efficacy, the student should set such educational tasks that require considerable effort. Difficult goals give the achievers the opportunity to feel a great degree of satisfaction from achieving the goal, to feel a certain euphoria from the fact that they have become one step higher in achieving the ultimate goal – to become a competitive and sought-after specialist. However, the teacher's task is to teach students to set such goals that are not beyond their level of knowledge or skills, so that later this does not lead to disappointment and does not impair the students' belief in their own educational self-efficacy.

3. *The teacher should provide honest feedback.* To increase students' belief in their own academic self-efficacy, the teacher should provide feedback in the form of verbal persuasion or rewards depending on performance, while the teacher should encourage the achievers to continue moving towards the goal. However, the teacher should praise students only for quality work, otherwise the teacher can make students think that they are doing well with the task, although in reality it is not so.

4. *The teacher should organize training in such a way that students learn from each other's successes and failures.* For this, the teacher should implement such strategies in his work as openness of scientific and competitive works, collective discussion of mutual evaluations, use in the educational process of real life stories of people who have achieved professional success despite certain failures. In addition, group evaluation of the learner's performance also contributes to the growth of academic self-efficacy, because it stimulates much more than individual evaluation, and the evaluation of a reference person is more important than the evaluation of a person to whom a person does not care. However, teachers should remember that the recipient will accept praise or criticism only when he is confident in his ability to change the situation for the better [2; 9; 11; 20].

Therefore, according to the research of a number of foreign scientists, students who have a high level of academic self-efficacy are able to take on more complex educational tasks, despite the fact that they will have to spend more effort and time to complete them. Such students are capable of more in-depth processing of educational

material, have high academic aspirations, are more focused on achieving goals. In addition, achievers who have developed academic self-efficacy have a lower level of anxiety than those who have little confidence in their academic abilities [24; 25; 30].

A. Bandura emphasizes that those who enter adulthood with a sense of insecurity, are unable to perform several life roles at the same time, suffer from physical and emotional stress [3]. That is why the task of teachers is to stabilize future specialists' sense of self-efficacy, because due to constant technological and social changes, a person needs constant adaptation and reassessment of his abilities. She feels pressure from young rivals and must constantly study effectively and be convinced of her academic and professional self-efficacy in order not to lose her job and have career growth prospects. Professionals with a high level of educational self-efficacy will find it much easier to self-improve and self-develop.

So, applicants who have a high level of academic self-efficacy:

- are able to perceive training and education as important life values that contribute to their self-realization;
- know how to navigate freely in the information and educational space;
- able to effectively use external resources to solve educational tasks;
- have a high level of competence development in solving a certain group of educational tasks;
- have the ability for effective self-motivation, self-support, self-organization, self-management of their educational trajectory;
- are aware of the need to learn throughout life.

Thus, the educational self-efficacy of students of higher education is an integral component of the professional competence of future specialists, and the conducted research allowed us to state that the level of educational self-efficacy of the students largely depends on the level of development of the pedagogical self-efficacy of the teacher.

### **3. Monitoring of the teachers pedagogical self-efficacy**

To determine the level of pedagogical self-efficacy of teachers, we conducted a monitoring study, which has recently gained popularity in education, because it is a fairly effective tool for determining the quality of a certain phenomenon.

Terminological sources interpret the concept of monitoring somewhat differently. Thus, the compilers of the dictionary of foreign words note the origin of the word (monitoring) from English *monitor* is to observe, and the term “monitoring” itself is interpreted as constant control over any process in order to study the compliance of this process with the desired result [22]. In the large interpretive dictionary of the modern Ukrainian language, “monitoring” is continuous monitoring of any process in order to identify its compliance with the desired result [28].

In pedagogical sciences, monitoring is considered: as the accompanying tracking and ongoing regulation of any process in education, based on certain indicators combined into a standard, and in accordance with these indicators, the state and dynamics of the controlled object are monitored for the purpose of its operational diagnosis, development and correction of management decisions [29].

Therefore, we consider the main result of the preliminary thematic analysis of scientific theory to be the realization that the absolute majority of authors share an understanding of the essence of monitoring as a conceptually complete functional system designed to ensure the proper quality of education.

After analyzing special literature, we have identified the following components of teachers’ pedagogical self-efficacy: *motivational* which identifies the level of teachers' motivation to succeed in professional activity and *personal* which identifies the level of self-development and self-reflection and the level of self-efficacy. Each component was evaluated on three levels: *low, sufficient and high*.

The monitoring process was conducted in three stages. At the *organizational stage*, we determined the purpose of monitoring, found respondents, developed author's questionnaires and methodological tools. The purpose of monitoring is to identify the level of teachers pedagogical self-efficacy.

Well-grounded, tested in practice methods were used for monitoring, which significantly increased the reliability of the results. These are the following methodological tools: “Diagnostics of the individual’s motivative level for the success by T. Ehlers” (*Appendix 1*), questionnaire “Identification of abilities for self-

development and self-reflection” (*Appendix 2*), “The self-efficacy scale of R. Schwarzer and M. Jerusalem” (*Appendix 3*).

The monitoring was conducted in 3 institutions of higher education (**IHE**), namely: Dnipro State University of Agriculture and Economics (**IHE № 1**), Dnipro Academy of Continuing Education (**IHE № 2**), Dnipro State Medical Academy (**IHE № 3**). The main methods of collecting information were testing, questionnaires, interviews.

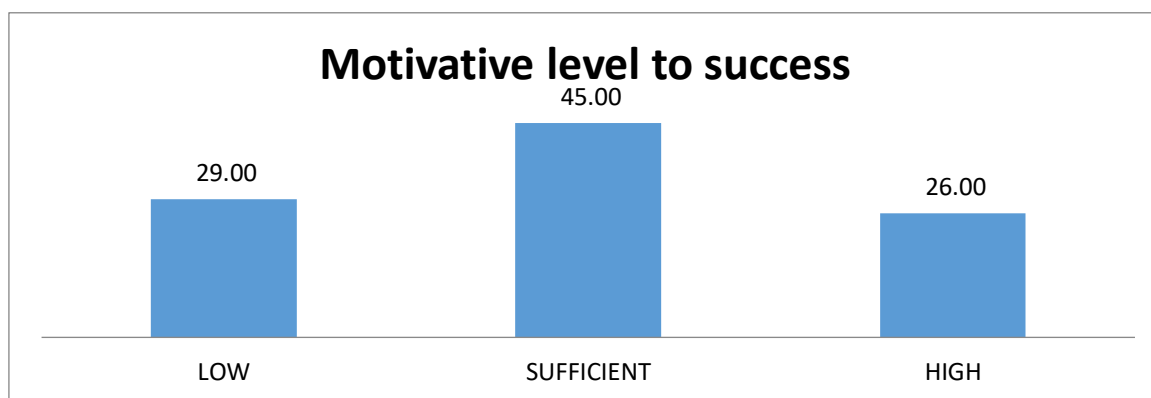
The total number of respondents who took part in the formative stage of monitoring was **80** teachers.

To monitor the level of formation of the *motivational* component, teachers were offered questionnaire created by T. Ehlers. The questionnaire contained **41** questions, each question had to be answered “yes” or “no”. (*Appendix 1*)

**Table 1.1**

**The results of a survey to determine the teachers motivative level to the success (by number of respondents)**

	IHE № 1	IHE № 2	IHE № 3	Total number of respondents
<b>LOW</b>	12	6	5	<b>23</b>
<b>SUFFICIENT</b>	20	8	8	<b>36</b>
<b>HIGH</b>	12	4	5	<b>21</b>
<b>Total</b>	<b>44</b>	<b>18</b>	<b>18</b>	<b>80</b>



**Fig. 1.1 The teachers motivative level to success (%)**

The results of monitoring (table 1.1) (fig. 1.1) showed that 29 % of teachers have a low level of motivation to success, 45 % - sufficient and 26% have a high level of motivation to succeed in professional activities.

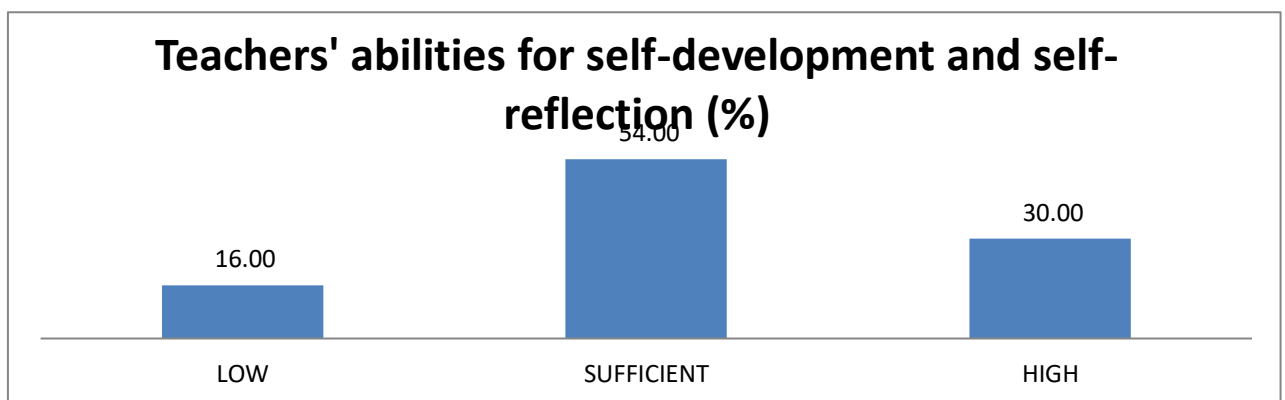
To monitor the level of ability to self-development and self-reflection, teachers were offered a questionnaire “Identification of abilities for self-development and self-reflection” (**Appendix 2**).

**Table 1.2**

**The results of a survey to identify teachers’ abilities for self-development and self-reflection (by number of respondents)**

	IHE № 1	IHE № 2	IHE № 3	Total number of respondents
<b>LOW</b>	8	3	2	<b>13</b>
<b>SUFFICIENT</b>	26	7	10	<b>43</b>
<b>HIGH</b>	10	8	6	<b>24</b>
	<b>44</b>	<b>18</b>	<b>18</b>	<b>80</b>

The results of monitoring (table 1.2) (fig.1.2) showed that 16 % of teachers have a low level of self-development and self-reflection, 54% - sufficient and 30 % of teachers have a high level of formation of the personal and reflexive component.



**Fig. 1.2** The results of a survey to identify teachers’ abilities for self-

### development and self-reflection (%)

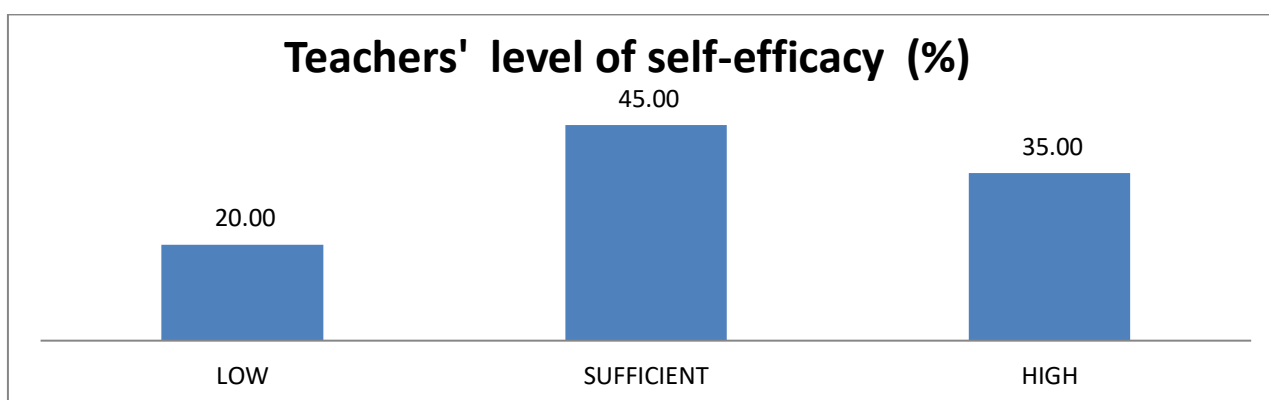
To monitor the level of self-efficacy teachers were offered a questionnaire “The self-efficacy scale of R. Schwarzer and M. Jerusalem” (**Appendix 3**), which aim is to identify the person’s level of self-efficacy as a potential ability to organize and carry out own activities which are necessary for achievement of certain purpose.

In the course of the research, the respondents had to answer 10 statements with 4 answer options: “absolutely incorrect”; “rather incorrect”; “rather true” and “absolutely true”. Obtaining the final result was carried out by adding up points for all 10 statements according to the key.

**Table 1.3**

**The results of a survey to identify teachers’ level of self-efficacy (by number of respondents)**

	IHE № 1	IHE № 2	IHE № 3	Total number of respondents
<b>LOW</b>	7	4	5	<b>16</b>
<b>SUFFICIENT</b>	26	5	5	<b>36</b>
<b>HIGH</b>	11	9	8	<b>28</b>
	<b>44</b>	<b>18</b>	<b>18</b>	<b>80</b>



**Fig. 1.3 The results of a survey to identify teachers’ level of self-efficacy (%)**

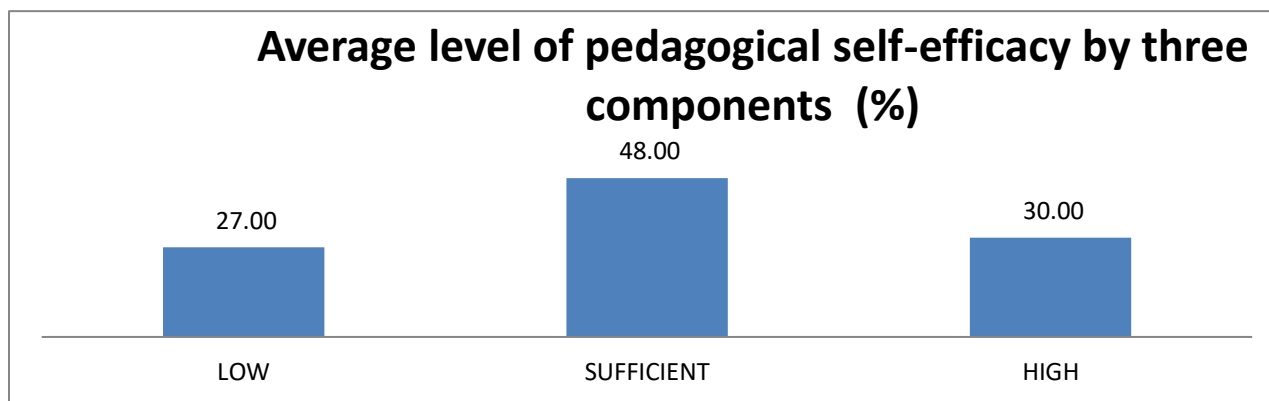
The results of monitoring (table 1.3) (fig.1.3) showed that 20 % of teachers have

a low level of self-efficacy, 45% - sufficient, 35% of teachers have high level of self-efficacy.

**Table 1.4**

**The results of a survey to identify teachers’ level of pedagogical self-efficacy by 3 components (%)**

	<b>Component 1</b> (Motivation to success)	<b>Component 2</b> (Self-development and self-reflection)	<b>Component 3</b> (Self-efficacy)
<b>LOW</b>	29 %	16%	20%
<b>SUFFICIENT</b>	45%	54%	45%
<b>HIGH</b>	26%	30%	35%



**Fig. 1.4 The results of a survey to identify average level of teachers’ pedagogical self-efficacy (%)**

So, the conducted research showed that less than a third of teachers have a low level of pedagogical self-efficacy according to 3 components, almost half of them – sufficient and more than a third of teachers have a high level of pedagogical self-efficacy. So, the average number of teachers with sufficient and high level of pedagogical self-efficacy is not enough for doing effective pedagogical activities according to the modern requirements.

**Conclusions.** Thus, the phenomenon of pedagogical self-efficacy of a teacher should be considered as a psychological category of success, a life strategy of a person who seeks to realize his own pedagogical potential.

A teacher who has high personal effectiveness, is confident in himself, in his own abilities and always believes that he is able to overcome any obstacles, subordinate himself to adverse circumstances and life events, and work under any circumstances.

The main prerequisites for the formation of the teacher's pedagogical self-efficacy are the awareness of the vital meaning of self-change, the predominance of the motivation to achieve success, the readiness for self-regulation of the emotional state, self-motivation, reflective and imaginal-prognostic abilities. Besides, the conducted research showed that the number of teachers who have sufficient and high level of pedagogical self-efficacy is not enough for doing effective pedagogical activities according to the modern requirements. So, the conducted research does not exhaust all questions regarding the process of formation of pedagogical self-efficacy of teachers. It opens up a **perspective for a deeper study** of the conditions, factors, regularities, and technologies of the formation of the studied phenomenon.

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## **Appendix 1**

### **Methods of diagnosing of individual's motivative level to the success (by T. Ehlers)**

Answer “Yes” or “No” to each of the following questions.

1. When there is a choice between two options, it is better to do it faster than to postpone it for a while.
2. I get easily annoyed when I notice that I can't complete the task on 100%.
3. When I work, it looks like I'm putting everything on the line.
4. When a problem situation arises, I often make one of the last decisions.
5. When I have nothing to do for two days, I lose my composure.
6. Some days my progress is average.
7. In relation to myself I am stricter than in relation to others.
8. I am more friendly than others.
9. When I give up a difficult task, I strongly condemn myself, because I know that I would succeed in it.
10. In the process, I need short breaks to rest.

11. Diligence is not my main trait.
12. My achievements in work are not always the same.
13. I am more attracted to other work than the one I do.
14. Condemnation stimulates me more than praise.
15. I know that my colleagues consider me a business person.
16. Obstacles make my decisions harder.
17. It is easy for me to arouse ambition.
18. When I work without inspiration, it's usually noticeable.
19. When doing work, I do not count on the help of others.
20. Sometimes I put off what I should have done now.
21. You need to rely only on yourself.
22. There are few things in life that are more important than money.
23. Whenever I need to do an important task, I don't think about anything else.
24. I am less ambitious than many others.
25. At the end of the holidays, I am usually happy to go to work soon.
26. When I am ready for work, I do it better and more qualified than others.
27. It is easier for me to communicate with people who can work hard.
28. When I have no business, I feel uneasy.
29. I have to do responsible work more often than others.
30. When I have to make a decision, I try to do it as best as I can.
31. My friends sometimes think I'm lazy.
32. My success sometimes depends on my colleagues.
33. It is pointless to oppose the will of the leader.
34. Sometimes you do not know what work you have to do.
35. When something goes wrong, I'm impatient.
36. I usually pay little attention to my achievements.
37. When I work with others, my work gives greater results than the work of others.
38. I do not complete many things I do.
39. I envy people who are not busy.
40. I do not envy those who seek power and position.
41. When I am sure that I am right, I take extreme measures to prove it.

**Key.** You got 1 point for answering "Yes" to the following questions: 2, 3, 4, 5, 7, 8, 9,10, 14,15, 16,17, 21, 22, 25, 26, 27, 28, 29, 30, 32, 37, 41. You also got 1 point for answering "No" to questions 6, 13, 18, 20, 24, 31, 36, 38, 39.

Answers to questions 1, 11, 12, 19, 23, 33, 34, 35, 40 are not taken into account. Calculate the amount of points scored.

**Result:**

- **From 1 to 18 points:** low level of motivation to succeed;
- **From 19 to 30 points:** sufficient level of motivation;
- **Over 31 points:** high level of motivation to succeed.

*Appendix 2*

*A questionnaire "Identification of abilities for self-development and self-reflection.*

- 1. I always try to study myself.*
- 2. I leave time for development, no matter how busy I am at work (study) and housework.*
- 3. Obstacles stimulate my activity.*
- 4. I am looking for feedback as it helps me to know and evaluate myself.*
- 5. I reflect on my activities, devoting special time to it.*
- 6. I analyze my feelings and experiences.*
- 7. I read a lot.*
- 8. I discuss widely the issues I need.*
- 9. I believe in my abilities.*
- 10. I strive to be more open.*
- 11. I am aware of the influence that people around have on me.*
- 12. I manage my professional development and get positive results.*
- 13. I enjoy learning something new.*
- 14. Growing responsibility does not frighten me.*
- 15. I would be positive about my promotion.*

Respondents had to determine if each statement is true or not true according to the following scheme: the statement is completely true – **5 points**; more true than not true –**4 points**; fifty-fifty – **3 points**; rather not true – **2 points**; not true – **1 point**.

The total number of points determined the level of ability to self-development and self-reflection, namely: **1-32 points** - low level, **33-59 points** - sufficient level and **60-75 points** - high level.

*Appendix 3*

“The self-efficacy scale of R. Schwarzer and M. Jerusalem”

Instruction: Please read each statement and indicate in the registration form the one most correct answer regarding the effectiveness of your teaching activity (marking the relevant cell with a "+" sign).

№	Statement	Absolutely incorrect	Rather incorrect	Rather true	Absolutely true
1	If I try hard, I will always find a solution even of difficult problems				
2	If something prevents me, I still find ways to achieve my goal				
3	It is easy enough for me to achieve my goals				
4	In unexpected situations, I always know how to behave				
5	I believe that I can cope with unforeseen difficulties				
6	If I put in enough effort, I can handle most problems				
7	I am ready for any difficulties, because I rely on my own abilities				
8	If I have a problem, I usually find several options for solving it				
9	I can invent something even in a seemingly hopeless situation				
10	I am usually able to keep the situation under control				

#### Results processing

Marking the cell “absolutely wrong” by the respondent gives 1 point; “rather wrong” gives 2 points; “rather true” – 3 points; “absolutely true” – 4 points. Obtaining the final result is carried out by adding up the points for all 10 statements.

The obtained results are interpreted as follows:

**33-40** points – **high** level of self-efficacy;

**20-32** points – **sufficient** level of self-efficacy;

**0-19** points – **low** level of self-efficacy.

## CULTURALLY CORRESPONDED, INTERPERSONAL AND SPIRITUAL COMMUNICATION IN THE EDUCATIONAL PROCESS

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**Abstract:** *The purpose of the study is to analyze the principles of organizing the educational process in the key of culturally corresponded, interpersonal and spiritual communication, to describe the effectiveness of upbringing, education and teaching by observing the basic requirements for the favorable development of the individual.*

*The following principles of professional, interpersonal and spiritual communication in the educational process are considered: 1) the integrity of the educational process, 2) the education of the soul as a whole, 3) the maintenance of the educational environment, 4) the unity of pedagogical influences, 5) the essence of pedagogical influence, 6) pedagogical spiritual communication, 7) the importance of the pedagogical ideal. The following principles are recognized as the most decisive: 1) the principle of good conscience, 2) the principle of love and reverence, 3) the principle of moral freedom, 4) the principle of purposefulness, 5) the principle of humility and obedience, 6) the principle of timeliness, 7) the principle of measurement, 8) the principle of rationally active love, 9) the principle of a personal respectful approach, 10) the principle of patriotism, 11) the principle of cultural conformity, 12) the principle of environmental responsibility.*

*The article analyzes the disturbing trends of modern pedagogy, when in the vast majority of teaching staff there are big differences and contradictions both in worldview positions and in views on a developing personality, on the educational process. The predominance of an informative and cognitive approach to education, which gives too much intellectual overload to students, the fragmentation of pedagogical forces, the lack of spiritual unity, the lack of personal piety, the lack of stable principles of education and upbringing inevitably negatively affect the spiritual and moral state of pupils, their worldview and knowledge quality.*

**Key words:** *educational environment, pedagogical influence, pedagogical ideal, upbringing, education, teaching, learning, moral, piety, personality, soul*

**Introduction.** The issue of professional, interpersonal and spiritual communication in the educational process is closely connected with the practical universals of modern education, with the fundamental principles of organization of the educational process. Native education has to “survive” in extremely difficult, unfavorable conditions. Among these, scientists usually distinguish the following: the “consumer” attitude of people towards each other and towards life in general; high level of corruption; high level of aggression and crime; ever widening gap between the “poor” and the “rich”. Some scholars are convinced that only if these negative factors of the external, in relation to education, environment are eliminated, is it possible to get out of the crisis. Others insist that the complete elimination of these factors, at least for today, seems unlikely. Moreover, the increase in this probability is directly related

to the effectiveness of education, which requires a radical rethinking of many of the wrong directions taken by the modern education system.

Unfortunately, nowadays the word “education” has lost its original meaning. In secular pedagogy, “education” is called the amount of systematized knowledge, skills, ways of thinking that the student has mastered ... It is customary to call an educated person who has mastered a certain amount of systematized knowledge after receiving, as a rule, higher education. The main criterion of education is the system of knowledge and system of thinking.

At the same time, the very word “education” goes back to the concept of “forming consciousness”, that is being conducted in communication. Communication is the most important environment for the spiritual, social and personal manifestation of a person, a means of achieving mutual understanding between people. Communication provides all the diversity of life, relationships, self-manifestation and self-affirmation of individuals with the help of language or slang, such methods of information as facial expressions, posture, body movement, gestures, images, symbols, sound signals, conventional signs. And all these means are defining ones in education of a person.

**A research problem.** The research problem being elucidated in this paper is to determine the principles of organizing the educational process in the key of professional, interpersonal and spiritual communication. The problem is considered under the spiritual scope too. Communication is an extremely complex and capacious concept. Often it is interpreted as the interaction of two or more people in order to establish and maintain interpersonal relationships, to achieve a common result of joint activities. From the standpoint of the domestic activity approach, communication is a complex, multifaceted process of establishing and developing contacts between people, generated by the need for joint activities and including the exchange of information, the development of a unified interaction strategy, perception and understanding of another person. Human communication can be considered not only as an act of conscious, rationally formalized verbal exchange of information, but also as a direct emotional contact between people. It is diverse both in content and form of manifestation. Communication can vary from high levels of spiritual interpenetration of partners’ minds to the most convoluted and fragmented contacts.

**Relevance of research.** Numerous experimental works carried out by domestic and foreign researchers show that the intellectual development of children is influenced by communication with the parent who is emotionally significant for the child, emotionally attached and communicatively attracted to him. This child learns better the knowledge that parents emotionally transmit to him, support, accept, with moderate control over his behavior. This provision applies to the teacher and the child, i.e. the learning process is more effective if the teacher is emotionally significant for the child and knows how to establish contact with him.

**Analysis of publications.** The problems of the paper were considered in numerous investigations, mainly focused on communication in educational process (*Delia Muste* “The Role of Communication Skills in Teaching Process”, *David Sless* “Learning and Visual Communication in Education”), interpersonal relationships in education (*David Zandvliet, Perry den Brok, Tim Mainhard and Jan van Tartwijk* “The Theory and Practice in Interpersonal Relationships in Education”, *Andrew Martin* “Interpersonal Relationships and Students’ Academic and Non-academic Development: What Outcomes Peers, Parents, and Teachers Do and Do Not Impact”, *Michael Dyson and Margaret Plunkett* “Enhancing the Interpersonal Relationships in Teacher Education through the Development and Practice of Reflective Mentoring”), spiritual communication (*Zahra Nasrollahi, Narges Eskandari* “Spirituality and effective factors in education: A qualitative study”, *Patrice M. Buzzanell* “Spiritual mentoring: Embracing the mentor-mentee relational process”). The very fundamental collection of works was developed by *Vasyl’ Zen’kovsky*. His pedagogical research and organizational activities conducted in Paris in XX century highlighted the issues of raising children and youth and postulated the holistic concept of Orthodox pedagogy. This paper refers to his famous labors “Problems of education in the light of Christian anthropology”, “Pedagogy”, “Pedagogical Essays”.

**The aim of the article. Objectives of the study.** The purpose of the study is to analyze the principles of organizing the educational process in terms of professional, interpersonal and spiritual communication, to describe the effectiveness of upbringing, education and learning by observing the basic requirements for the favorable development of the individual.

**Scientific novelty.** The research novelty of this paper is observed on its grounded attempts to prove that the modern educational process has to be integrated with professional, interpersonal and spiritual communication and enrichment of child's consciousness. There should be the education of the soul as a whole, the maintenance of the educational environment, the unity of pedagogical influences, pedagogical spiritual communication, The following principles are recognized as the most decisive: the principle of good conscience, the principle of love and reverence, the principle of moral freedom, the principle of purposefulness, the principle of humility and obedience, the principle of timeliness, the principle of measurement, the principle of rationally active love, the principle of a personal respectful approach, the principle of patriotism, the principle of cultural conformity, the principle of environmental responsibility.

**Research material.** *On pedagogical influence and spiritual communication.*

Just as soil fertility is important for the successful growth of plants, air quality is important for everything that breathes, so students need a favorable environment that contributes to their upbringing and development. The quality of the living environment of education can be defined as its pedagogy. Pedagogy is a dynamic category and can be of a high-positive degree, medium and low: fertile, moderate and meager. Literally everything in the life around us is pedagogical: people, their words, deeds, manners, habits; way of life, customs, traditions, songs, books, paintings, etc. Therefore, it is not indifferent who and what surrounds the child, what impressions the young soul receives, what spirit it imbues, what it lives on. Due to the openness, sensitivity, impressionability and high imitateness of the child's soul, unable to distinguish the useful from the harmful, a true pedagogical ideal, living examples embodying this ideal, and a fertile pedagogical environment of life are important [1, p. 4].

Holy Scripture has a high degree of pedagogy. All Scripture is profitable for teaching, for reproof, for correction, for instruction in righteousness. The pedagogical nature of a human's personality is expressed in his skill, pedagogical flair and mastery. But the main vital element of growth and development in pedagogy is love, which is most of all pedagogical, for it is long-suffering, merciful, does not envy, does not exalt itself, is not proud, does not act outrageously, does not seek its own, does not rejoice in iniquity, but rejoices in the truth [1,

p. 6]. Love is the most gracious, pedagogical and most excellent property of the human soul among others. Now these three remain: faith, hope, love; but the love of them is greater. So, the pedagogical influence is a qualitative characteristic of the pedagogical influence of the personality of the educator, environment, means and methods on the educated in the pedagogical process.

*Educational process for achieving socially significant goals.*

In all types of secular, non-religious pedagogy in the educational process taking place in the family, school and socio-cultural environments, the main interacting persons are educators and educated, and the process itself is carried out to achieve socially significant goals. The main components of the educational process are the family, the school and the church. Therefore, he does not separate the tasks of the family, the school and the church from the problems of social and cultural development. There are two poles in the educational process, none of which can be excluded: personal and superpersonal. Therefore, the pedagogical process is born and proceeds on a bilateral basis: the personality of the child in its development turns to created and uncreated sources for nourishment, which allows us to call the pedagogical process divine-human in order to achieve their unity (synergy) and cooperation.

*Participants in the educational process.*

The teacher must take the place allotted to him among other trustees and adequately fulfill his mission. The role of a teacher is the role of a loving servant, the service of an adult to a child, a strong one to a weak one, a greater one to a smaller one, in the image of the service of the Son of Man, Who humbled Himself, taking the form of a slave ... humbled Himself, being obedient even to death, and the death of the cross (Phil.2,7–8). If in secular pedagogy the teacher is a self-sufficient person, then in the orthodox one he is a co-worker of the Creator. And in this sense, pedagogical work, on the one hand, seems even more responsible and even terrible, and on the other hand, it requires deep humility and obedience to God's will, patience and work.

*The integrity of the educational process.*

Secular pedagogy is constantly striving for the continuity and integrity of the pedagogical process, but without the recognition of the main actor, who is God, and the

prayerful invocation of the holy Saints and Angels, but this is not very successful by only human forces. Even a loving mother with a sick child, due to the weakness of her own nature, is not capable of what God does day and night, throughout the life of every person: to preserve and protect, spiritually influence and guide, and lead education through the Guardian Angel. Only the all-perfection of God is capable of graciously and fully realizing continuity and integrity in the pedagogical process. The mysterious depth of the miraculous effects of God is incomprehensible and unattainable by any person [2, p. 6].

In non-religious extra-church pedagogy, as a rule, the family and the school, parents and teachers participate, while God and the Church are arbitrarily excluded from pedagogical influence. Orthodox pedagogy is characterized by the integrity and unity of the family, school and Church, parents, teachers and pastors. Only being in a triune union, the family, the school and the Church are able to holistically and continuously lead the upbringing and development of the rising generation. In the family, for the most part, the child captures the spirit, way of life, family traditions and the image of the relationship of the household. The school is designed to complement family education with soul-saving teaching and education [1, p. 8]. A preparatory process for acceptance and participation in the life of the Church takes place in the family and school. The Church, with its sanctifying power, completes the work of the family and the school.

*The importance of the pedagogical ideal.*

No one acts so well or badly on children in a pedagogical sense as another personality. The pedagogical capacity of a person is expressed primarily in her way of life, behavior, words, spiritual qualities, talents, her pedagogical abilities and skills. We define education as the gradual raising of a living being to the fullness of perfection possible for him through the correct development of his strengths and abilities, then in order to establish the beginnings of the correct upbringing of a person, a clear and correct idea of the ideal of perfection that is desired for him is necessary.

The true highest ideal must be eternal and unchanging, free from any one-sidedness, embracing the whole nature of man, applicable to all people. It is this moral-pedagogical ideal that the Holy Church in the Person of our Lord Jesus Christ shows us.

The great superiority of the pedagogical ideal over all other ideals lies in the fact that in the God-man descended to earth he is not only a mental image, but visible and tangible, embracing the whole nature of man, giving direction to all his forces and aspirations, accessible to all. There is not a single highest demand of human nature that would not find satisfaction in Him: “He is truth itself, love, goodness, purity, verity, selflessness, generosity, hard-working nature, patience, courage, but who can calculate all His perfections?” In addition, the Lord is not only an object of achievement to which people should strive in their development, but a Living Active Force in education is the Educator Himself.

*Educational environment.*

In addition to the ideal and good examples in the matter of education, the environment has a huge influence on the child’s soul. The environment in which a child begins life decides his fate: under the influence of good examples, with exercise in good deeds, honest, hardworking, benevolent people develop, inclined towards peace, order, ready to do everything for the benefit of their families and society. On the contrary, in the midst of vicious people, idle lovers of pleasures are formed, greedy for sensual pleasures, for whom work is torment. The first fertile place should be an orthodox family, which is a home church or a “small church”. A family is like a corner of heaven on earth if peace, mutual love and harmony reign there.

*Spiritual communication in the education.*

The key to success in teaching is the spiritual contact and emotional and spiritual consonance of educators and students. To achieve this, love and education are required from adults, and love and reverence from children.

Education is the beginning of the path to our salvation, achievable only through overcoming many sorrows, temptations, difficulties and trials. Therefore, both for educators and for those being educated, it is necessary to form a religious and moral consciousness, meaningfulness, prudence and sobriety. As we grow richer and richer in the course of our lives with Christian virtues, which are humility, meekness, patience, love, we must constantly remember the purpose of our life.

Taking into account the main goal of education, we must consider all pedagogical work not so much in the body, feelings and mind, but in the highest sphere of the human soul,

in the spirit. Therefore, all types of education should be in a subordinate hierarchical order, where the main place is given to religious and moral education [2, p. 347].

Only by knowing the features of the development of a child's personality and taking into account the stages of its growth, it is possible to successfully conduct a pedagogical business. Both in life and in pedagogical work, moderation and timeliness are needed in everything. The integrity of a person is inconceivable without love for one's earthly Fatherland, culture and the world around us.

*The principle of piety.*

The principle of piety is one of the most important pedagogical principles. God-fearing is instilled in a pupil by parents and a teacher. Possible questions here are: 1) Time of instilling in children the fear of God. Early suggestions are especially effective and remain for life, because the fear of God gives rise to prayer and refreshes the conscience, brings good morals in pupils. 2) The way of instilling in children the fear of God. First of all, the educator himself must be a God-fearing person in order to speak to children about God in the spirit of reverent love. Expressions like "God will punish you!" and similar are completely unacceptable, because they reveal the pedagogical failure of the educator himself, anger, impatience, lack of reverence in him and give rise to similar feelings in children. 3) People who inspire the fear of God in children are parents, relatives, teachers, as well as nurse and priest. The mother is the first mentor of the fear of God and all that is good in a child. For the successful upbringing of a child it is necessary that the whole environment around him be distinguished by God-fearing, giving a true Christian order to both the family and the school. 4) The means of instilling the fear of God in a child are a personal example of educator, teaching obedience to God, parents and educators, fear of losing the love of people around, explanation to the child of the properties of God's omnipresence, justice, goodness, etc., acquaintance of children with the commandments and accustoming to work.

*Principle of love and respect.*

To be brotherly affection one to another with tenderness is everlasting principle of good communication. The principle of love combined with reverence is one of the most important mutual principles of relations between educators and students. Its reciprocity is expressed for adults primarily in the commandment of love and tutoring, and for children in

love and reverence. A Christian, taught to love and reverence, carries out this kind of relationship in his family. From the family atmosphere of love and reverence, the child gets to study, already having this feeling and turns it to the teachers. Therefore, it is important to keep and warm up these feelings from the very beginning of the educational process, because without them its success will be difficult [2, p. 402].

*The principle of moral freedom.*

One of the main principles in education is the principle of moral freedom. Education has no right to encroach on the freedom of the human soul. The educator should not impose his beliefs on the pupil. This is meaningless, because no one can be forced to believe and love. It is freedom in man that creates the possibility of self-determination from within. Orthodox pedagogy must proceed from the clear idea that each person can believe only on the basis of his own free choice.

The Christian doctrine of freedom can be reduced to three main ideas: 1) true freedom is revealed to us only when we live in Truth, that is God; 2) it is not freedom that will save us (“by itself”), but the freedom in us must be saved and enlightened; 3) the individual seizes freedom not in isolation and separately, but by entering the grace-filled conciliar life of the Church.

It is important to convey to children the experience of generations: the so-called permissiveness is not true freedom. On the contrary, it is slavery to sin. Passion does not liberate, but enslaves, humiliates the individual. A person can be internally independent even in prison conditions, and can be a prisoner, bound hand and foot, being at the pinnacle of power. It is necessary to lead children to the freedom of Christ, it is necessary to educate them. The pedagogical consciousness of our time must put the problem of freedom at the basis of the entire system of education, at the basis of all pedagogical thought.

Should children be given freedom under the condition of vigilant observation of them? Usually supervision turns into external control. In practice, freedom, directed in a bad way, can really be stopped only externally. But it is impossible to cultivate a desire for goodness by eliminating freedom in a child and relying only on obedience. The task of pedagogy is to lead the child to freedom [3, p. 267].

*Purposefulness principle.*

Pedagogical activity, like any other, must be consciously reasonable, and even preferentially over any other activity, because of the greater moral responsibility. It follows from this that the teacher, embarking on his work, first of all needs to be aware of the goal of education, and then take care of the means leading to its achievement. The goal of Orthodox pedagogy is the healing, restoration, rooting and possibly fuller improvement of the growing personality in Christ through the Church.

The main problem of every person is the achievement of eternal life. And this life, according to the teaching of the Church, begins here, and not after death. Its condition is the conscious striving of a person towards the ideal of godlikeness as it is given in the Gospel and realized in the teaching and experience of the Orthodox Church. From here it becomes clear what education should be focused on and how a person should be educated.

The goal of education should be: to show a person the way, means and conditions for acquisition of virtues, to make a person not richer, but holier, that is, spiritually richer. This goal found a lively response and was accepted as a natural norm. Therefore, all classical education had a purposeful spiritual character.

Unfortunately, later there was a fundamental change of priorities in the very purpose and method of education. Respect for the form in many ways prevails over the efforts of the spirit. The main task of education is teaching a righteous life. Today it is gradually being replaced by another task, which is acquiring the maximum of formal knowledge, regardless of the moral state of a person. The primary values are not internal, spiritual, but “external”. Means become ends in themselves and are therefore perverted in their very essence.

The change in the purpose of education led to a change in its method. If earlier education followed the path of persuading and educating a person for the free and conscious acceptance of the basic principles of faith and life, then the new education, placing exclusively worldly interests, rationalism and pragmatism at the forefront, parted with divine pedagogy and resorted to an external order. Thus, schools arose with their disparate disciplines, assessments, punishments and rewards, formal bureaucratic requirements for teachers, demonstration of achievements on paper, and not in practice. Increasingly, non-believers and not leading any spiritual life became teachers.

*Principle of obedience.*

There are two obstacles to obedience. First, one cannot rely on the correct development of all Christian fundamentals in the soul of a child, which retains an inclination to sin. And secondly, the teacher himself often sets an example of disobedience. Obedience is the cutting off of one's own will and submission to the will of God, and only being in the will of God can one bring a disciple to God.

The formation of obedience begins in the family, where the whole way of life of the family should contribute to this. A true example of obedience is a family in which the mother is obedient to the father; both are obedient and respectful to their parents (for in a family where there is no respect for the elderly, it is impossible to seriously talk about the obedience of children); all members of the family are obedient to their spiritual father, and, ultimately, to the Church and God. Where adults do not show such images of obedience, there is no need to expect it from children either. Since we ourselves are self-willed, so are our children self-willed from the cradle.

Self-will, whims are innate in children, and are subject to nip in the bud, for whom is the germ of heart damage, the seed of malice, and self-will is the germ of a terrible sin, it can and should be broken only by a combination of love and firmness. Reasonable love cannot yield to the self-will of unreason. And the most energetic measures are permissible, since we are talking about breaking the erring will, for the sake of preserving the holy principles of faith and love in the child. Often, one such experience of firmness and unyielding obedience is enough to uproot the germ of this sin from the inexperienced soul of a child. On the contrary, pampering, indulging the whims and whims of the child strengthens disobedience, rooting in him self-will, selfishness, laziness, ingratitude, disrespect, and then contempt for the educator, and later anger and hatred for everyone who dares to oppose anything to the unbridled self-will and tyranny of the child. The loss (or lack) of the ability to obey, hear and understand others leads to an inability to obey the law and society as a whole.

Obedience is achieved by true, intelligent love for the child. It arises as a sign of gratitude in response to warmth, understanding and affection. And adults should not forget the great need for love in their children. Lack of love is often the cause of a child's bad behavior. Until we provide him with what he needs, he (and we) will suffer. Therefore, the first step in any unfavorable situation is to make sure that this need is met.

Nevertheless, Christian pedagogy notes that it is not always possible to confine oneself to kindness and tenderness, but along with love, strictness is also necessary, along with reward punishment is needed too. Love is necessary for the image and likeness of God in man, punishment for his sinful inclinations. A naughty child must be punished. But punishment should be resorted to only as a last resort, at least. Moreover, punishment has few degrees, and their range is small, and the educational possibilities of punishment are limited. They should be considered not as a method of education, but as a means, which must be used very carefully [4].

In modern education, the very formulation of the question of any higher meaning of life is generally absent. All the forces of the mind, heart and will are directed to the temporary and transient. Hence the process of upbringing and education, which does not give a young person a clear understanding of the ultimate goal of any human activity, turns out to be uncontrollable and aimless. The knowledge itself, not purified in the crucible of true moral criteria, not knowing chastity, turns either into mostly unclaimed baggage, or even becomes tools for the spiritual poisoning of a person.

This reality can only be resisted by the path that our fathers followed and for whom the belief in the primacy of the spiritual principle and faith in the eternity of the human personality were not an abstract philosophical category, but the law of life and manifested themselves in all aspects of their activity [4].

There is reason to hope that now our education, having survived a very serious crisis, will enter a new, third period. It will be characterized, on the one hand, by a return to its original Orthodox fundamental principles, and on the other hand, it will be able to truly meet the requirements and demands of the present time. The purpose of the third period is to form a person who is able to maintain inner integrity and firm fidelity to Christ in the midst of all the temptations of the modern world and in all the trials to come.

#### *Principle of timeliness.*

God points to the principle of timeliness many times in the Holy Scriptures. The Creator defines the principle of timeliness most clearly through the mouth of Ecclesiastes: For everything there is a season, and a time for every matter under heaven... A time to be born and a time to die; a time to plant, and a time to pluck up what is planted... He made everything

beautiful in His own time, and put peace in their hearts, although a person cannot comprehend the works that God does, from beginning to end.(Eccl.3,1–2,11).

During the entire development and formation of a young being, special temporary periods of the predominance of certain spiritual forces, properties and abilities are observed. Given the special susceptibility of children at an early age, when their feelings are subtle, sensitive and sharpened, and their mind and will are weak and imperfect, it is important not to miss this time for cultivating virtuous feelings: faith and love, care and compassion, conscience and shame, respect and obedience. These feelings in the future should serve as the basis for spiritual, moral and mental education. If we miss this time, favorable for the nourishment of spiritual feelings, and prefer it to the development of intellectual and other abilities, then as a result we will get a child that is self-willed, disobedient, proud and stubborn.

Only by knowing the specifics of the development of a child's personality and taking into account the stages of its growth, it is possible to successfully conduct the pedagogical process. According to the recommendations of modern pedagogical psychology, educators should pay more attention to the sensory sphere of the child up to his age of 5–7; intellectual from 7, strong-willed from 14. Mentor should care for physical education of the disciple for the entire period of physiological development and growth up to 24–26 years.

*Principle of commensurability.*

Properly brought up in a person a sense of proportion to everything and in everything is the key to inner balance and health. Moderation in bodily functions gives health to the body, moderation in the mental and spiritual spheres of life gives health, strength and strength to them. Mental and spiritual health, in turn, generates wisdom and prudence. And through wisdom man ascends to perfection; the totality of all perfections is love. From intemperance in small things, in our heartfelt feelings, comes intemperance in desires, intentions; from them comes in thoughts and words; from words comes in deeds and in the whole way of life. Temperance is called the beginning and mother of spiritual perfections, for it contributes to the accumulation of one's own strength and the acquisition of the gifts of the Holy Spirit, which is the meaning of our life [3, p. 8].

The principle of commensurability is designed to protect us from all extremes, both in life and in education, and in all pedagogical work. The reason for extremes and immoderation

is in our passion. “The sin that lives inside a person and rapes him is called passion”. Passion is understood as an arbitrary formation of a sinful habit, which has turned, as it were, into a natural quality of a person.

Prudent temperance is the door to all virtues. Temperance leads to patience, patience with prayer leads to humility, humility leads to perfection and grace. Because of this, only by an inner effort of consciousness and will, in self-control, with the assistance of the grace of God, a person is able to observe a reasonable measure in everything: in words, deeds, desires and feelings.

The desire for a virtuous life and salvation is given by God. The determination to follow this desire, stability, moderation and prosperity in good belongs to the person himself. The fulfillment of what is desired again belongs to the grace of God.

Self-determination, or determination from a young age to follow Christ, self-compulsion, self-discipline, moderation and constancy in this gave rise to multitude of Christian ascetics. Therefore, it is so important to develop a sense of proportion in children from early childhood through physical, spiritual and moral education.

The purpose of these efforts in observing the principle of commensurability is to streamline the will of a person, constancy in the Christian direction of life, accustoming him to self-control, moral achievement, so that he is always ready to subordinate his self-love to moral duty and the will of God. An excellent means in this are the requirements of the church charter and order, which protect against temptations, self-will, sensuality and intemperance. Having learned, under the guidance of his parents, teachers and pastors, to curb himself, to subordinate his lower needs to higher ones and his will to the charter of the Church and Divine authority, the child imperceptibly acquires a Christian mood and firmness on the path to virtue, and subsequently all his life will be freely and naturally improve oneself in the same spirit and direction.

*The principle of reasonably active love.*

Active and reasonable should be not only faith, but also love as a necessary condition for salvation and the main means of education. A teacher grows as a person if he truly loves children. But what does it mean for a teacher to love a child with true rational-active love?

Rational-active love differs from “humanity”, because it is self-denial for the good of others, to the point of being ready to lay down one’s life for them.

The perfect example of Christian love of man to man is the love of God to people, expressed in the Calvary Sacrifice. “Humanity” is based on the consciousness of the unity of human nature and on the commonality of human rights and interests. But despite the unity of human nature, people are not of the same moral dignity, and therefore many, from a natural point of view, seem to deserve no love and no respect; therefore, the limits of sympathy, humanity towards people, obviously, must be very narrow. On the contrary, Christian love is distinguished by its comprehensiveness: it extends to all our neighbors, even to enemies. On the other hand, humanism often understands love for a person as connivance with his weaknesses, indulgence in sin. Christian love is demanding, strict, not blind, but sighted; it is open to her that “humane” indulgence leads to death, that the path of salvation is very difficult. Thus, Christian love is deeper in its foundation, higher in its essence than humanity, and is distinguished by a comprehensive character, which humanity does not have.

If the teacher’s heart is actually turned to Christ, He will give him His inexhaustible love, nourish feelings, support the ability to compassion, mercy and love. The true love of a teacher for children is love in Christ, for He said: “Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me” (Mark 9,37). This love represents a deep, even feeling, free from partiality to individual students, which is based on a sincere desire for the children’s eternal good. Love is expressed in specific requirements. The manifestations of a teacher’s love for children are manifold; this living, all-encompassing feeling must leave its mark on his every step.

So, love is the main source of strength and spiritual care. Without it, the delicate and laborious work of education is impossible. Just as God, out of love, leads us all to salvation, so the teacher should be like Him in this, taking care of the children.

But while devoting oneself to caring for children, one must not forget to teach the children themselves from an early age to think and take care of other people, to teach deeds of love. Many parents with living children find themselves abandoned in apartments and nursing homes, because at one time, giving everything to children, they didn’t teach them to love and take care of mother, father and other people. Therefore, it is especially important that

our love for children be prudent, soul-saving for them, because in life we see many examples of thoughtless and blind love that bears bitter fruits [2, p. 431].

*The principle of person-respectful approach.*

The only true path to freedom and the fullness of personal existence is indicated by God. The Gospel shows the principle of personhood. Here, a person is portrayed as something valuable in itself, rising above all other values, such as economic, political, national ones, etc.

Every child is also dear to Lord, which is a gift of God's blessing to parents, and its upbringing is a sacred duty. There should not be a single child who could be left without upbringing and educational care. Moreover, not a single child should be deprived of attention and respect.

Lord in His teaching activity, even in relation to adults, took into account the personal characteristics of each person. So, He humbles and calms the proud and obstinate people, but at the same time He does not extinguish the smoking flax and spares the broken reed. An example of this is His treatment of Zacchaeus, his attitude towards a woman convicted of sin, etc.

The gospel understanding of personality with varying degrees of purity is inherent to Christian educators of all times and peoples. Non-religious pedagogy strives for the development of a "harmonious personality", understood as individuality, that is, for the most complete self-affirmation of a person.

Christian pedagogy proceeds from the need to reveal the true unique human personality, that is, the image of God that is contained in every person, and to achieve godlikeness. This is precisely our human vocation: to acquire the reality of personality and nature, overcoming and defeating opposition and separation, by the feat, the ascent.

Respect for every human person, for every person as a bearer of the image of God, is fundamental in Christianity. The man is granted a beautiful and fertile inner world, it is the real authenticity of a renewed being, undeniably affirming his dignity for man. These concepts require a high and noble attitude of man to man. Therefore, one of the most important principles of Orthodox pedagogy is the principle of personal respect. But before respecting the student and teaching him respect for himself and other people, the teacher must learn self-respect. Self-respect begins with a sense of oneself as an original, unique person

worthy of respect. If you think low of yourself, then I will remind you that you are Christ's creature.

The Orthodox teacher, realizing the miracle of his calling to life and the height of his destiny, cannot but respect himself and every other person, whose personality is unique and created for its unique purpose, in order to carry his own unique cross, his mission. From this comes respect for man; and the inability to impose oneself (one's individuality) on one who is created in the image of God, and to suppress his unique personality; and fear of causing even involuntary harm to a fragile soul; and the desire to help her straighten out, open up, turn around to the Light. By respecting the student, the teacher not only "allows" him to be himself, but helps him to become himself.

Respect for the student prompts the teacher to reveal himself to him, to teach him self-respect (because one who does not respect himself will not be able to respect others). But in order to be able to help, the educator must study a person in all his fullness, so that intuitive feeling is supported by ecclesiastical, patristic and scientific knowledge of a person. If pedagogy wants to educate a person in all respects, then it must first get to know him also in all respects. In this sense, the principle of personal respect can be called an anthropological principle.

The image of God in a person is expressed in the personal beginning, therefore Orthodox education is aimed primarily at the individual. The need for education is determined by the spiritual and social orientation of the personality outside. Therefore, in the pedagogical process there are two poles, none of which can be excluded: the personality itself and the content of its being. Since as a result of the fall there was a split in the sphere of the spirit, the question becomes extremely important for pedagogy: does a person need salvation or just self-improvement. Orthodox pedagogy considers salvation to be the main and highest goal. Due to the sinful split, the spiritual development of a person goes along winding paths, full of torment; man longs for Infinity, like a spiritual being, and is chained to the finite, like a created being.

Along with the growth of good and light in the soul, evil and dark are more clearly revealed. As a person grows spiritually, temptations and temptations do not disappear, but only become thinner and more imperceptible, therefore the possibility of falling does not

leave people even at the heights of virtue. This means that the path of a person is not to develop all the forces inherent in him to the maximum, but to ensure that the main thing in a person is not suppressed by the secondary and insignificant (hierarchy). The hierarchical structure of a person also raises the question of what is the most creative and significant in this or that individuality. Each person has his own path to God, his own gift from Him, his own cross, that is, the task assigned to him by God. Each soul is unique, so the task of the teacher is to determine what is necessary for the spiritual growth of each unique personality. It is possible to awaken in a child a sense of reverence for the Divine mystery only if you help him see the actions of God in his life, taking into account his knowledge of the world around him, the abilities of his mind. Moreover, the secret of a person is hidden in his cross, which must be taken, that is, to take part in the salvation and transformation of the world and people.

The teacher is called upon to help the child determine what exactly his cross consists of. It is the task that this particular child is called to solve through his life. The tutor helps him discover his innate talents, realize the reasons for his behavior; to see, awaken and strengthen the goodness in the soul of a child. Guided by these guidelines in the work, the teacher is likened to the Savior, Who shows everyone the way to eternal life, presenting to judge the merits and demerits of a person to the Father. In addition, everything in Orthodoxy is personal: the spiritual world is permeated by personal relationships, a person's personality finds itself in personal communion with God; therefore, it is important that the teacher does not suppress the personal principle in the child, does not get on his personal path to God, does not try to replace God with his individuality.

Without a doubt, the teacher must take into account the age characteristics of the pupils, their spiritual development and general education, but much more important is the personal nature of education, the meeting of the personality of the teacher with the personality of the student, which can be exemplified by the relationship of Christ with His disciples. It is not for nothing that the teaching title, in its highest sense, Christ kept for Himself: You call Me Teacher and Lord, and you speak correctly, for I am exactly that (John 13,13). The Lord called His followers disciples, and conquered the world not by the power of power and coercion, but by the power of teaching, offered with meekness and love. And He commanded the Apostles to be first and foremost teachers. Christ's sermon was addressed to specific living

people. His teaching is a personal meeting of the Teacher and the disciple. This is where the roots of the principle of personality, which historically established itself in the Orthodox school, and which must be revived in the modern Orthodox school.

So, the vocation of a teacher is to find a personal approach to each student, to respect the personality of each person in its givenness; to help the child develop all the good that was originally inherent in his personality. In the process of this development, a person begins to become more deeply aware of himself and actively strive for spiritual life [2, p. 184]. And here the teacher is already faced with a more difficult task: without contradicting internal development, to organize in a certain sequence the meetings of the human soul with the Holy Scriptures, with divine services, with the works of the Holy Fathers, and, finally, with the life of a real community, with people. It is the organization of meetings that promote internal spiritual development that can be considered the basis of our pedagogical process.

*The principle of patriotism.*

National education in its highest expression is the education of patriotism. A patriot is one who truly loves his homeland. True patriotism consists in: love for everything that makes up the distinctive (good) features of the native people, in which its originality and inner wealth are expressed; in the free and conscientious performance of their duties to the people and society. In the ability to sacrifice everything for the Fatherland, even life, especially in difficult circumstances.

*The principle of cultural conformity.*

Beauty will save the world. Beauty of a higher, religious order, inextricably linked with Truth and Goodness. Beauty is manifested goodness, manifested truth. She does not need moralizing and proof. It affects the soul directly and is able to elevate, purify, ennoble and heal it.

Our children have a special need for such “aesthetic therapy”. Now they bear exorbitant psychological overload. The modern world is largely disharmonious, vulgarized, it is often rude and cruel. The child’s soul reacts to the processes of discord, to any manifestations of lies and evil, especially sensitively and painfully. She needs strong

antidotes. High ideals are necessary for the inner growth of a young person. We can find these ideals in our native culture.

*The principle of environmental responsibility.*

We have an instructive image of man's faithful attitude to the world in the Holy Scriptures of the New Testament. The Lord said: Who is the faithful and prudent steward, whom the master has appointed over his servants to give them a measure of bread in due time? Blessed is that servant whom his master, when he comes, finds doing so; Truly I say to you that he will set him over all his possessions (Luke 12,42–44). This parable shows the rational attitude of man to the God-created world entrusted to him by the Creator. Unfortunately, such prudence has been completely lost by modern anti-Christian civilization. It is inherently opposed to living nature. Even during the Renaissance, man sought to show his creative power, in order to win a "victory" over nature.

Subsequently, a pragmatic, selfish-consumer approach gave rise to self-confident formulas like: "nature is not a temple, but a workshop...". In this "workshop" a person felt himself not only a worker, but also a full-fledged owner, and therefore he allowed himself to arbitrarily interfere with the organism of nature, violate and destroy its unity. The consequences of such an installation in our time are notorious. Meanwhile, initially God's world was entrusted to the cares of a person called to keep it, manage it and bring it to the Creator (the principle of responsibility).

The world is an area of human existence in which the transcendental Personal God is revealed to him. Nature was the first Revelation to man about God. People who did not know the light of Divine Revelation (pagans) revered nature so much that they idolized it. Christians, knowing the one True God, must love nature as a beautiful creation of God, admiring the greatness and wisdom of the Creator, Who created a living temple to His glory and made it our earthly abode.

So, admonished by the Creator Himself, we must not only mourn for His desecrated creation, but protect and conquer it with our love, cultivate and preserve it; to ennoble and manage it. At the same time, the task of man is to transform himself to the point of deification and thereby transform the surrounding created world.

In connection with all of the above, an Orthodox approach to the study of natural sciences at school is outlined, which is fundamentally different from the materialistic one. The Orthodox worldview is characterized by a particularly sensitive attitude to the world around us, a vivid sense of co-ordination with nature. That is conditioned not by primitive and sinful curiosity, not by a daring desire to wrest its secrets from nature by performing blasphemous and destructive experiments, but by a natural desire to live and create in harmony with it.

Contrary to the existing myth, the Church does not oppose science, and does not deny it. Science in itself is not evil. But it is important by whom, and for what purpose, scientific achievements are used. Once in the wrong hands, they become a source of destruction. The Orthodox Church gives scientists complete freedom to trace the chain of physical causes and develop scientific hypotheses. She rejoices in their research, which ultimately only more fully emphasizes the hierarchical unity of the universe. Since the natural knowledge of reason and the supernatural knowledge of faith ascend to the same source – God, there can be no contradictions between the reliable data of “secular” sciences and the word of God.

By knowing the created world, we come to know the Creator. Our pious ancestors knew how to build beautiful and majestic temples, choosing the most beautiful, most picturesque places for them. But are people capable of creating anything like the temple that the Lord Himself erected? This temple is the whole vast world of God, where the transparent vault of heaven serves as a dome; high mountains – Throne; seas and oceans – a font and a bowl; rain clouds – sprinkler; sun, moon and stars replace lamps and candles; the earth itself censes the fragrance of flowers – instead of incense. In this temple, everything that lives glorifies the Creator (see: Ps. 148); all life is called to be worship; everything created must serve God, fulfill His will, live according to His laws.

With what love nature is described in Holy Scripture! The ocean is a baby wrapped in swaddling clothes (Job 38,7–9); the sun, like a bridegroom, comes out of the chamber (Ps.18,6); heaven speaks of God; the waters flee from His terrible command; the mountains skip like sheep; the paths weep without seeing those passing (Lamentations 1,4); deserts are languishing with thirst (Is.35,1); the earth trembles in the presence of God; (Jeremiah 51,29)

in a word, all creations are presented as brothers, as one great choir harmoniously singing the glory of the Creator.

We must not only admire nature, but understand it and learn from it. Every created being lives according to God-given laws. One man is rudely outrageous in God's wonderful temple; violates the laws of the Creator, and thereby violates the entire system of world worship.

The amazingly lofty Christian idea of life as a gift from God leaves no room for any claims of man in relation to the Absolute Beginning of life. Not a claim, but the greatest responsibility of a person before God, his neighbor and the world became the foundation of the Christian approach to life. Only turning to the Primary Source of all life and realizing in oneself the true measure of responsibility for the acquired freedom can save the native home of mankind – the Earth and its inhabitants. Man, the crown of God's creation, must remember that his very life is an inscrutable gift of God that must be preserved. The Lord commanded us to observe the wondrous beauty of life, to preserve and protect nature. The meaning of preservation is revealed only in touch with eternity as co-creation with the Lord. In addition, to preserve means not to prevent the Grace of God from freely acting in every living soul. We must teach our children reverence for the earth, for every slightest breath of life given by God.

#### *Education of the soul in general.*

Concern only about the development of the mind is often the source of spiritual distortions and diseases. The concern of the teacher is, first of all, the education of the soul as a whole. In the first place hierarchically is not the education of the intellect, but the promotion of spiritual growth, in which is given the key to the general health of the soul.

The theme of religious education is the main theme of pedagogy, everything else (the development of the intellect, the accumulation of knowledge, the assimilation of technical and social skills, the development of character) is only a part of this general and basic pedagogical task. Therefore, through education, it is important not only to educate children, but also to church them.

An excellent example of educative teaching is Christian preaching, in which all the forces of the soul as a whole find food for themselves. For by imparting knowledge, preaching

nourishes the mind; revealing the moral essence of the transmitted images, nourishes moral feelings and consciousness, and calling to follow the good, appeals to the will [2, p. 274].

*The principle of unity of pedagogical influences.*

The principle of the unity of pedagogical influences requires that all persons involved in education act together, make consistent demands on pupils, go hand in hand, helping each other, complementing and strengthening pedagogical interaction.

If the teaching of different subjects is not consistent in quality and quantity, teachers will destroy each other's works, which will ultimately undermine the whole work of education. At the same time, the pupil experiences enormous mental overload, because he does not know who to believe, who to follow, he cannot determine and choose the right influences among those authoritative for him. To free him from this overload, to sum up the action of all forces, thereby increasing the influence on the personality, and the principle of the unity of educational influences requires.

Of course, the Christian upbringing of children is possible not only in the lessons of the Law of God. Natural sciences reveal to children one of the two great books of the Creator, which is the book of nature. He who knows how to read this book sees everywhere the beauty and majesty of God's world; The hierarchical unity of creation testifies to the Omnipotence and Wisdom of the Creator. Humanitarian subjects tell children about the vision of man and the world that grew out of the Gospel. The lessons of the Law of God only more openly, directly name the Name of the One Who Created and Saved the world.

The teaching of all subjects must be not only coordinated with each other, but also subject to the principle of hierarchical unity, striving towards a single goal (principles of Christocentricity and purposefulness), for the Lord is Alpha and Omega, the Beginning and End of everything (Rev.1,8).

Unfortunately, today the teaching staff in which an Orthodox teacher has to work rarely has internal spiritual unity and like-mindedness... We are not surrounded by like-minded people and cannot always protect our students from unwanted influences, but we must certainly take them into account and, if possible, soften and correct. Under such conditions, the principle of unity of pedagogical influences becomes the principle of addition. And here, both firmness and subtlety are required from an Orthodox teacher, because, on the

one hand, it is impossible to leave children in error about the most important things, and on the other hand, it is necessary to correct the incorrect judgments of their colleagues and parents of children very carefully and delicately, so as not to undermine someone else's authority and not to sow enmity. In addition, in order to supplement and correct, it is necessary to know the essence of the matter very well [2, p. 47].

Therefore, before going to the children, the teacher needs to put things in order in his own soul. No need to take any textbooks, often non-Orthodox; there is no need to arbitrarily force the introduction of the lessons of the Law of God at school, especially according to Western methods. A teacher who considers himself Orthodox must act not according to his own arbitrariness, but according to the obedience of the Mother Church and his spiritual father. You do not need to say what you have not studied and do not know. And if you yourself are taking the first steps towards the Church, then do not rush to tell the children what, as you think, you already know. Just be honest in your business and present your subject matter professionally.

So, if a teacher wants to be a real Orthodox teacher, this does not mean that he should strive to turn his subject into the Law of God, but through the very subject he is called to teach, he should try to lead children to a true Teacher. In addition, as far as possible in a particular school environment, an Orthodox teacher should strive to ensure that his teaching is in hierarchical unity with the efforts of his colleagues and directed towards a single common goal.

### **Conclusions.**

Today, there are disturbing trends in the field of pedagogical activity, primarily related to the fact that in the vast majority of teaching staff there are big differences and contradictions both in worldview positions and in views on a developing personality, on the educational process. Modern pedagogy works and fulfills, first of all, a social order, strictly keeps a humanistic orientation, uses a naturalistic approach to personality development. The child in it is not perceived and is not considered as the Image of God, a god-like personality. It is not guided by either Divine Revelation or the doctrine of the Church, does not take into account the damage of human nature by sin, does not know God's Plan for man as the true goal of our life, to which all pedagogical work is called to contribute.

In our country there is a huge potential of pedagogical forces, but these forces are often scattered and multidirectional, lack the strength of spiritual unity and therefore are not effective. The discord in the pedagogical environment, the lack of personal piety, the absence of any clear, stable principles of education and upbringing inevitably have a negative impact on the spiritual and moral state of our children, on their worldview and the quality of knowledge. In addition, today in our schools the informative-cognitive approach to education clearly prevails, which gives too much intellectual overload, in the absence of proper education of the individual. It is not surprising, therefore, that today's children lack such virtuous qualities as shame and conscience, humility and God-fearing, love and reverence, mercy and compassion.

All of the above indicates how relevant it is for each teaching staff to acquire internal spiritual unity, unanimity and coordination of actions, based on those pedagogical foundations that are expressed in the principles of Orthodox pedagogy.

Unscrupulousness in pedagogy most often leads to permissiveness and arbitrariness, thereby causing irreparable harm to the soul of the child. Pedagogy, devoid of hierarchical unity in its principles and approaches, of a single goal and striving towards it, will be only a set of unreasonable and inconsistent ideas, tasks and methods that are unable to educate a whole personality. From this it is clear how important the system of pedagogical principles described in this work is. Neither an irreligious worldview, nor philosophy, nor science, nor our natural life can give us such principles, since they themselves do not have unshakable foundations.

The main guiding principle of organizing our pedagogical work should be the principle that proclaims: a) in the main (grounds and principles) unity, b) in the secondary (means and methods) freedom, c) and in everything else (didactic forms of work) love.

### **Prospects for further research.**

This research raises the following questions of educating the younger generation:

- To realize the degree of damage to human nature and the need for its healing and elevation to a different qualitative state.
- To reveal the true foundation, the highest authority and the unattainable ideal for pedagogy, which is our Lord Jesus Christ.

- To realize the purpose, direction and content of pedagogy according to the plan of God, striving for their implementation in the bosom and under the guidance of the Orthodox Church.
- Assess the significance of Divine grace in the upbringing of a growing personality, the formation of which should be based and guided by images of holiness and piety.
- To understand the pedagogical process as divine-human, requiring from its participants cooperation with the Creator and cooperation with each other.
- Assess the significance of the God-given property of individual freedom and the importance of strengthening it in the right moral choice - in goodness and in God.
- To realize the hierarchical unity of all participants of the pedagogical process.
- To affirm in thought that the pedagogical process in the Orthodox spirit can be built only through the Church, under its grace-filled beginning (ecclesiocentricity).
- Determine the role and significance in the pedagogical process of the triune union of the family, the Church and the school, and therefore, parents, pastors and teachers.
- Recognize the need for a phased education of religious and moral feelings and consciousness in the process of becoming a person.
- Understand the need for a holistic approach in the education of the individual, taking into account religious, ethical, cultural and patriotic values.
- To educate a child means to lay the foundation of spiritual life in him, to shape his character and bring him to true self-determination in life and the ability of self-education, self-education and improvement.
- Raising a child means preparing him for a completely independent existence in the complex modern world, making the right decisions in any unexpected situations.

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## COMMUNICATION AS AN INSTRUMENT OF PROFESSIONAL ACTIVITY OF THE FUTURE SPECIALIST IN AGRICULTURAL SECTOR

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**Abstract.** *The establishment of market relations in Ukraine, globalisation processes in the economy and education, rapidly developing technologies stimulate the expansion of the borders of cooperation between states and the interaction of specialists of various professions in the field of agriculture. It has been proven that the success of the professional activity of this category of employees depends on the formation of their professional communication. Future agrarian specialists must form a high culture in themselves during the educational process at the agricultural university, which combines national, professional, corporate culture and the culture of communication. This actualizes modern integration processes in the professional training of future specialists, and requires the formation of a high culture of their professional communication.*

*The content of professional communication is a combination of moral and ethical norms, universal human values that regulate behaviour, relationships and professional activity in the field of production, during business negotiations, presentations, concluding agreements. In the process of research, it was found out that professional communication of the future specialist is a tool of the farmer's activity based on the communicative element, the manifestation of which is the process of exchanging information by means of communication and the interaction of representatives of different groups and national cultures in solving professional tasks at the international level. The professional activity of specialists has the following features: the ability to work with personnel, make the right management decisions, implement the latest technologies and use modern problem-solving tools, establish contacts aimed at international cooperation, and the ability to compromise with speakers of other cultures; elimination of crisis phenomena and problems, increase of its competitiveness on the international labour and services market, promotion of financial stability.*

**Key words:** *communication, communicative element, levels of communication, functions of communication, exchange of information, qualified specialist.*

**Introduction.** An important factor in the development of the economy of Ukraine, to overcome crisis phenomena in the financial sector is to reform the training of specialists in the agrarian profile and modernise the system of professional education in general in accordance with international standards. Integration into the European educational space, orientation towards the economic systems of the developed countries of the world led to the emergence of new requirements for the formation of the readiness of students of agrarian specialties for future professional activities. At the same time, the patterned borrowing of European innovations can lead to ignoring the domestic experience of professional education, which has many positive features. In recent years, a growing role in the training of specialists in agriculture has been

assigned to their professional communication. According to the results of research by scientists, its share in the financial success of a specialist is from 50 to 85%. Therefore, the efficiency of economic activity depends significantly on the level of awareness of the basics of communicative interaction, the professionalism of communication.

Understanding the importance of communicative interaction is accompanied by the introduction of humanitarian disciplines, special trainings, etc. in agrarian higher education institutions. However, as the results of our surveys show, future specialists in agriculture experience difficulties in communication already during production practices: they cannot always clearly express and defend their opinion, avoid conflict situations with colleagues or employees, overcome psychological barriers of interpersonal interaction. The formation of communication skills is contradicted by the excessive use of personal computers during classroom classes, the support of the modular rating system of learning with a test form of monitoring educational achievements, which frees students from the need for live communication.

**The purpose of the research** is to create, substantiate and experimentally test the technology of forming professional communication of future specialists of the agricultural sector.

**A research problem.** The formation of professional communication of future specialists in the field of agriculture is characterised by a number of features. In particular, for its successful formation, it is necessary to take into account the national cultural values of the state in whose language communication is carried out; in parallel with communicative culture, it is advisable to develop management culture; orient business communication to the achievement of the final results of professional activity, which is possible under the condition of a high level of formation of educational and professional competencies. The questions of the cross-cutting nature of the formation of the culture of business communication of future specialists, which involves the integration of the efforts of teachers of all academic disciplines in the direction of the formation of students' ability to interact, the development of communication skills of the employees of the educational institution, the use of innovative technologies and the latest means of communication, remained outside the attention of scientists.

**Relevance of research.** The relevance of the study of the problem of the formation of professional communication of future specialists in the agricultural sector is determined by a number of factors: the insufficient level of formation of communication skills of graduates of agricultural educational institutions, which significantly affects the general level of their preparation for the performance of professional functions; the need to improve the educational process in the context of its practical orientation, the need to raise the level of general culture of students in general and communicative, in particular.

**Analysis of publications.** The theoretical foundations of the processes of formation of communication and communicative skills are highlighted in the works of N. Babich [3; 4], V. Bibler [6], V. Borschovetska [7], J. Tuson, D. Yager and others. In a number of works by J. Hentze [10], G. Drumm [9], V. Kovtun, E. Korotkova, L. Savchuk, F. Taylor, F. Khmil studied the problems of training future specialists in the system of agricultural and economic education.

Aspects of the formation of a student's professional ethics were studied by P. Colette, I. Kohn, D. Niven [15]; professional foreign language communication – N. Drab [8], I. Kozubovska [12] and others.

**The aim of the article** is to analyse the state of the problem of the formation of professional communication of future specialists in the field of agriculture in the theory and practice of higher education, to clarify the essence and content of the concept of “professional communication of future specialists in the field of agriculture”, to reveal the peculiarities of the professional activity of specialists in the agricultural sector.

**Objectives of the study** are the process of training future specialists of the agricultural sector in higher educational institutions of an agrarian and economic profile.

**Scientific novelty** of the study is determined by the fact that for the first time the technology for the formation of professional communication of future specialists in the field of agriculture was developed, which ensures the interconnection of intersubject coordination of all cycles of humanitarian and specialised educational disciplines. The model of formation of professional communication of future specialists of the

agricultural sector is substantiated, which reflects the unity of the motivational, formative and procedural components.

**Research material.** A person's success in life, his relationships with other members of society depend on the ability to communicate.

Communication is a complex process of establishing and developing contacts between people, interaction of personalities, which is based on the exchange of thoughts, feelings and expressions of will for the purpose of informing.

Therefore, communication is a “purposeful, socially determined process of information exchange between people in various spheres of their cognitive, labour and creative activities, which is implemented mainly with the help of verbal means” [18].

Communication is usually aimed at achieving a certain result, solving a specific problem or realising a professional goal. It is a necessary condition for any activity. Education and upbringing of a person, assimilation of various forms of social experience, norms and rules of behaviour, traditions and customs take place through communication.

Specialists in communication problems single out professional (business) communication, which takes place in the conditions of a specific activity and is its means. It incorporates the features of this activity and is an important part of it. Professional communication, based on general norms, often has an individual character and is manifested in the methods of communication that the subject chooses in certain communicative situations. Communication takes place according to certain rules and requires serious, thorough preparation.

Communication rules are “recommendations for effective communication that have developed in society and reflect the communicative traditions of a certain ethnic group” [5]. These rules are learned through learning and imitation and are automatically represented in communication.

Communication is a purposeful exchange of information in various communication processes. Communication mediates all types of social activity; accumulates social experience and transfers it from generation to generation, is a factor of ethnic identification, preserves culture.

The functions of communication are the external manifestation of the properties of communication, the tasks it performs in the process of an individual's activity in society.

Different classifications of communication functions are known: some scientists, singling them out, consider communication in the context of its organic unity with the life of society as whole and direct contacts of people, others – as information exchange, interaction and perception by people of each other, still others – from the point of view of the purpose of communication. Summarising different approaches to the problem of communication functions, we can talk about the multifaceted nature of this phenomenon.

The well-known specialist in the theory and practice of communication F. S. Batsevych singles out the following functions of communication [5]:

- contact (creating an atmosphere of mutual readiness to give and receive information and maintain communication until the act of communication is completed);
- informative (exchange of information, questions and answers);
- persuasive (encouraging the recipient to take certain actions);
- coordination (coordination of actions of communicators);
- cognitive (adequate perception and understanding of the content of messages);
- emotional (exchange of emotions);
- establishing relationships (understanding one's place in the system of role, status, business, interpersonal relations);
- regulatory (depending on the goal set by the addressee, he organizes his communication, adheres to a certain strategy and tactics).

All these functions closely interact with each other in the process of communication. Professional communication in the field of business relationships also represents other functions:

- instrumental (receiving and transmitting information necessary for carrying out a certain professional action, making a decision);
- integrative (means of uniting business partners for a joint communication process);

- the function of self-expression (demonstration of personal intelligence and potential);
- broadcast (transmission of specific methods of activity); the function of social control (regulation of behaviour, and sometimes (when it comes to commercial secrets) and speech actions of participants in business interaction); socialisation function (development of business communication culture skills); expressive (attempts of business partners to convey and understand each other's emotional experiences).

### **Stages of communication.**

Any act of communication consists of several stages:

#### 1. Thorough preparation for communication.

This stage involves:

- drawing up a plan for the future act of communication;
- collection of materials on the subject of communication and their systematisation;
- motivating arguments in favour of one's position and counterarguments of the other party;
- justification of one's version of the decision and consideration of the interlocutor's reaction.

2. Orientation in the situation and establishment of contact, that is, the beginning of communication. At this stage, it is important:

- to take care of creating a friendly atmosphere of communication (it is advisable to talk about common interests, say something pleasant to the interlocutor);
- to do not oppose yourself to the interlocutor;
- to show respect and attention to the interlocutor (a friendly look and a smile will help to establish contact);
- to avoid criticism, arrogance and negative evaluations.

3. Discussion of the issue (problem). At this stage, it is advisable to follow the following rules:

- present your information succinctly and succinctly;

- listen carefully to the interlocutor and try to adequately perceive what he is talking about;
- remember that communication is characterised by a dialogic nature;
- argue your position: provide convincing evidence. Argumentation is an important method of persuasion with the help of motivated, well-founded logical evidence.

4. Making a decision. In order to make the right decision, it is worth offering several options for solving the problem; carefully listen to the interlocutor's arguments regarding a possible solution; determine the moment to end the meeting based on the interlocutor's mood and offer the best decision-making option; not to show the slightest irritation, even if the goal was not achieved, to hold on confidently.

5. Leaving the contact. The initiative to end the conversation due to the status asymmetry of the interlocutors should belong to a female person, a person who is older in age and higher in social status. At the end of the communication, it is necessary to summarise the results of the meeting, say goodbye and express hope for further relations and joint activities. The purpose of professional communication is to regulate business relations in industrial and professional activities through the resolution of professional tasks.

The success of professional communication depends on:

- the speaker as an individual with individual characteristics;
- his knowledge of the modern Ukrainian literary language as the basis of the language of professional communication;
- the ability to effectively apply this knowledge depending on the purpose and situation of communication.

In order to communicate correctly and achieve the goal of communication, the communicator must possess professionally oriented communicative competence.

The spheres of professional relations and communication belong to the fundamental dimensions of the human world. These problems become particularly acute in the conditions of globalisation processes, when the ability to communicate and to effectively solve professional problems translated into one or another professional

matter are highly valued. The interests of the case, and not of specific interlocutors, prevail in business communication.

**Functions of language in communication.** Language (oral and written) is the main universal means of communication between people, expressing their thoughts and feelings. With the help of language, we acquire knowledge, store it in our memory, and pass it on to others. Scientists distinguish the following functions of language in communication:

- a means of existence, transmission and assimilation of socio-historical experience;
- means of intellectual activity (perception, thinking, imagination);
- a universal means of information transmission, i.e. words, phrases, sentences, texts are verbal means of information transmission. Verbal means are the most important components of communication, as they are the main carriers of messages.

The form of language existence is speech. Speech is the implementation of language by people in the process of communication, that is, the process of implementation of linguistic activity. The speaker uses means of communication (sounds, words and their forms, fixed phrases, sentence models, texts) to convey a certain content, which may include, in addition to thoughts, feelings and expression of will.

So, language, communication and speech are interconnected. Speech is impossible without language, and language is created to carry out the process of communication.

Language is common to all who use it, and speech is always individual, since each of us uses and selects language means in our own way.

Development and enrichment of language occurs in the process of communication. If speech activity through the means of a certain language ceases, the language becomes dead. Language lives only in speech and communication.

Learning the language, enriching the memory with various means and ways of expressing thoughts contribute to the development of speech. Equally important is the systematic and purposeful practice of speech – communication in one's native language

during the performance of one's professional duties, since skills and abilities are developed only in the process of communication.

So, language is a system of means of communication, speech is a choice of these means in the process of communication; communication is the process of exchanging information with the help of language, that is, speech activity.

**Features of communication.** To be exemplary, professional speech should be characterised by the following most important features:

- meaningfulness (disclosure of the essence of the statement);
- logic (sequential presentation of thought);
- accuracy (selection of the most appropriate language means expressed content);
- correctness (observance of norms of literary language);
- appropriateness and expediency (use of linguistic means in accordance with the purpose of expression and the conditions of communication);
- emotionality (arousal of feelings).

Therefore, a person's high culture of professional speech is defined by perfect mastery of the literary language and its norms in the process of communication.

Communication and interpersonal relationships consist of processes that are often intertwined and mutually complementary. At the same time, each process can be viewed separately, as it has its own unique features. These processes are information exchange between people (communicative side of communication), mutual organisation, influence on other people (interactive side of communication); perception and mutual understanding of each other or knowledge of each other (perceptual side of communication).

**Communication as information exchange.** The main goal of any communicative process is to ensure the exchange of information, which is the subject of exchange. The passionate field, however, exploits the importance of information, thanks to which partners try to find a common meaning, a common understanding of the situation [13]. It should be noted that information and communication are not simply transmitted from one person (called the communicator or sender) to another (called the recipient or recipient), but are actually exchanged. The main goal of such a

communication process is to ensure an adequate understanding of the information that is transmitted.

A message can be considered a means of communication intended for the transmission of information. With its help, certain information is transmitted from one person to other both during direct communication (thanks to language, gestures and facial expressions) and with the help of various means of mass communication. It is always necessary to remember that first you need to start thinking, and then speak. In addition, it is advisable to consider not only the idea itself, but also how it is perceived by people who will get acquainted with it.

Specialists offer the following approaches to information transfer:

- the message should be simple and focused on the main idea; different forms and opportunities should be used to convey this idea – meetings, newspapers, posters, informal conversations, etc.;
- repeat the same idea constantly;
- the management must show its own example of attitude to the information transmitted;
- it is important to be able to listen to others and get them to listen to you.

**Communication as interaction.** With any act of communication, there is an exchange of not only knowledge, thoughts, ideas, that is, information, but also actions, in particular, when building a joint strategy of interaction. Interaction is a process of direct or indirect influence of subjects on each other, which gives rise to the causal conditioning of their actions and mutual relationships. This process requires activity and mutual orientation of the actions of those people who participate in it.

There are many types of interaction, and therefore several classifications of them. One of the most famous is the division into cooperation (cooperation) and competition (rivalry) [17]. A well-known classification is based on the number of communicating subjects. If there are two subjects, then this is a pair interaction. If there are many subjects, then they can interact in a group, between groups, or a subject can act with a group. This subject can be the leader or any member of the group.

**Communication as perception and understanding of each other.** Perception is a mental state of a person's reflection of objects and phenomena as a whole in the aggregate of all their qualities and properties under their direct influence on the sense organs. This is the process of mutual perception and understanding of interlocutors, getting to know each other. In general, it can be said that perceiving another person means reflecting his external features, correlating them with the individual's personal characteristics and interpreting his actions on this basis.

Communication is a complex, multifaceted process of establishing and developing contacts between people, generated by the needs of joint activities. In particular, psychologists distinguish the following functions of communication:

- informational and communicative – involves the transfer and reception of not only ready-made information, but also that which is being formed and developed, as well as the transfer and reception of meaning;
- regulatory and communicative – when communication regulates the behaviour of people and their joint activities, as well as ways of influencing each other: persuasion, suggestion, imitation, etc.
- affective and communicative – refers to the fact that the variety of human emotions arises and manifests itself during communication.

If communication is considered as an activity, then its following functions are distinguished: organisation of joint activities; people getting to know each other; formation and development of interpersonal relationships. The use of this classification helps to understand that the features of the psychological nature of communication directly affect its course and the formation of its culture. All functions of communication are observed in life and appear, as a rule, in unity, complementing each other.

There are several classification types of communication. According to the goals and means of communication, they are divided into material (when people communicate with the help of some objects), ideal (when ideas, ideas, experiences are exchanged between people); direct and indirect; verbal and non-verbal.

### **Types of communication.**

The most common types of communication are those that can be described as follows:

- depending on the specifics of the subjects (individual or group), distinguish between interpersonal, intergroup, intersocial communication, as well as communication between an individual and a group;
- according to the quantitative characteristics of subjects – self-communication, interpersonal communication and mass communication are distinguished;
- by nature – communication can be mediated and direct, dialogic and monologic. Direct communication takes place directly between people, indirect communication is through letters, books, works of art, films, scientific activities, etc.;
- anonymous, role-based, informal communication, including business communication, is distinguished according to the target orientation.

There are also different approaches to classifying levels of communication. However, the main ones are as follows:

- manipulation - options from rude treatment of a person to such behaviour, where external manifestations are sometimes even pleasant;
- competition, rivalry - when rivalry promotes a certain movement of its participants forward;
- cooperation is communication at such a level, when humanistic communication attitudes are revealed, a high level of this culture.

Business communication is a purposeful process of information exchange that pursues a specific goal. The purpose of business communication is organisation, regulation and optimization of professional, scientific, commercial or other activities. At the heart of business communication is the movement towards the success of its subjects. It concentrates in itself everything that contributes to cohesion, communicative cooperation of communication participants and the manifestation of individual initiative.

Business communication is a two-way process that represents a joint speech activity, a special form of contacts of its subjects who represent a certain organisation, institution, company, etc.

By comparing business communication as a specific form of interaction and communication in general as a general, the following features of it were revealed:

- availability of certain official status of objects;
- focus on establishing mutually beneficial contacts and maintaining relations between representatives of mutually interested institutions;
- regularity, i.e. subordination to generally accepted rules and restrictions;
- the predictability of business contacts, which are planned in advance, their purpose, content, and possible consequences are determined;
- the creative nature of relationships, their focus on solving specific business problems, achieving goals;
- mutual agreement of decisions and further organisation of cooperation of partners;
- the interaction of economic interests and social regulation is carried out within legal limits. The ideal result of such relationships is a partnership based on mutual respect and trust;
- the significance of each partner as an individual;
- direct activities that people are engaged in, and not the problems that concern their inner world [20].

So, business communication is any professional communicative activity (mainly speech), represented by a field that answers four questions:

- for what purpose are we saying this?
- what do we want to say?
- with the help of which language means do we do it?
- what is the reaction to our speech?

Business communication permeates all spheres of social life. Competence in the field of business communication is directly related to success or failure in any business.

The content of education today represents an environment in which the development and self-affirmation of the student's personality takes place, the basis of which is humanistic norms and ideals. Therefore, the principles of education are decisive in the education of the future specialist – the ideas of the methodological level,

which direct scientific research and activate the development of educational methods, are the result of the synthesis of theory and practical use. Therefore, only the principles of education, which are used in a comprehensive way, complement each other and give positive results. It is necessary to single out the following: the principle of national orientation, the principle of cultural relevance, the principle of humanization of the educational process; principle of integrity; acmeology principle; the principle of subject-subject interaction; the principle of personal orientation; principle of prevention; the principle of technologization.

The use of the principles of subject activity formation in the educational process is important in training future specialists [24, p. 90–93].

Professional communication is carried out in the process of exchanging information and in most cases is related to:

- explanation and discussion of priorities and expected results;
- involvement in solving complex professional tasks;
- discussion of labour efficiency problems and their solution;
- achieving recognition and reward as motivation and incentive;
- improving and developing the abilities of subordinates and their management;
- collecting reliable information about a brewing or real problem;
- notification of changes in the enterprise, firm, organisation;
- receiving information about the latest ideas, improvements and proposals.

It necessary to emphasise that the formation of professional interactive competence, knowledge of professional communication and its rules, professional communicative interaction, development of skills in the formation of communication models, adequate behaviour, effective influence on a partner is achieved by modelling in the educational process situations of professional cooperation in combination with training in intercultural communication, the purpose of which is to master professional and linguistic, social and cultural concepts.

The state of formation of the professional communication of the future specialist depends on the level of organisation of the type of training: personal growth, social and

psychological skills, development of communication skills, formation of professional skills.

Thus, social and psychological training is important for the preparation of a future specialist. We would like to point out the fact that intensive short-term interaction of students, participants of small groups, contributes to positive changes in their professional and communicative competence, implies a special organisation of intensive interaction of small group participants, which in a relatively short period of time leads to positive changes in their communicative competence.

Thus, the future specialist will not be hindered by the possession of a set of knowledge that will contribute to the solution of organisational, technical and tasks related to the human factor.

A qualified specialist must distinguish between professional communication at the language, substantive and formal levels; have good knowledge of social psychology, sociology, philology, political science, anthropology, history, art, philosophy and literature.

Undoubtedly, the future specialist must have impeccable oratory and public speaking skills. Ideally, plan his speech, clearly and clearly convey information to the audience, be able to speak clearly and succinctly, controlling the tone of voice and intonation, develop and consolidate articulation, use gestures and facial expressions correctly.

The main shortcomings in professional communication that are observed today and that must be overcome are: anxiety, tension; inability to establish contact with the audience; improper use of body language (gestures, facial expressions); ignorance of elementary techniques of oratory; lack of communication skills with the audience.

Therefore, when training a qualified specialist in agriculture for business communication, attention should be focused on: 1) power distance; 2) overcoming uncertainty; 3) individualism; 4) overcoming stereotypes between the male and female sexes; 5) long-term orientation and skilful command of cultural dialogue, which helps to avoid aggression and fear.

A graduate of an agricultural higher education institution must also possess personal qualities, a certain level of spirituality and creativity. Therefore, the content of the training is carried out in three directions: theoretical, practical and morally psychological, while ensuring the interconnection of intersubject coordination of all cycles of humanitarian and specialised educational disciplines.

The theoretical component involves the formation of the necessary theoretical knowledge of humanitarian, social, economic, general professional, special disciplines, as well as professional ethics and rhetoric.

The practical component involves the formation of the necessary professional and communicative knowledge and skills; solving problematic tasks; passing educational and industrial practice; coursework protection and diploma theses. The moral and psychological component involves the students' awareness of the need for perfect mastery of the culture of professional communication, business etiquette, as well as the formation of personality qualities necessary for the implementation of professional speech activities.

Training and education methods play an important role in the formation of the professional communication of future specialists in agriculture.

On the basis of research, it was found that the following teaching aids activated the educational process:

- general: State standard of higher professional education, educational, teaching and methodical literature, didactic material, etc.;
- special: Internet, software, etc. It is worth noting that skills indicate the ability to use acquired knowledge in practice.

It should be emphasised that an important element of the culture of professional communication is the formed skills and professional communication skills of the student – the future specialist. They contain:

1) cognitive abilities and skills:

- perception of information in the process of communication and activity;
- ability to listen, hear and speak;
- the ability to identify positive and negative aspects of behaviour and actions;

2) skills and behavioural skills:

- building relations in society with business partners;

3) emotional and volitional abilities and skills:

- the ability to manage one's mental and emotional state;
- analyse and make decisions;
- control one's actions and behaviour.

In order to achieve effective results in training and successfully implement the formation of professional communication, it is necessary to take into account all aspects of professionally oriented training, it is necessary to note that the basis of training is in the social order, which plays a dominant role in the selection of optimal forms, methods of education and upbringing, as well as tasks and content of training.

Having analysed various approaches to the definition of pedagogical conditions and their classifications [2], it was found that in the complex of pedagogical conditions that will contribute to the successful implementation of the technology of forming professional communication of future specialists in the agricultural sector, there should be conditions that fully cover the educational process. This is a kind of integrated system of interrelated scientific and pedagogical factors that contribute to obtaining high results when combining appropriate forms, methods and means of education.

Thus, the educational process is optimised as a result of cooperation between the teacher and the student with minimal expenditure of time and resources, taking into account objective and subjective factors.

In the research process, the pedagogical conditions for the implementation of the technology of forming the culture of professional communication of future specialists were identified, substantiated and determined:

- ensuring the interconnection of theoretical, moral-psychological and practical components of the formation of a culture of professional communication;
- improvement of the procedure for selecting lexical material based on scientifically based criteria;
- organisation of individual, group and collective forms of education in combination with independent work of students.

The problem of lack of interdisciplinary coordination of all cycles of humanitarian and specialised educational disciplines is one of the most important in the systematic training of students - future farmers. In domestic pedagogical science, it is sufficiently studied, but not sufficiently implemented in practice. The content of the concept of professional communication of future specialists can be implemented in classes, ensuring the interconnection of all its main components.

Only a highly qualified teacher can provide training and upbringing of relevant specialists of the new generation, while improving the organisation of professional training and raising their educational level. It is worth noting that the specialist is characterised by the formed aesthetic culture as an important pedagogical and practical problem, which is the basis of culture in general. It is important that science, culture and spirituality are closely related to each other, as modern pedagogy of spirituality has an innovative character at the same time, because it forms an “economic man”. Therefore, it should be emphasised that the important question of today is:

- transformation of the system of training qualified personnel in accordance with the requirements and control of the state of modern education for innovative activities;
- active use of possibilities of “electronic education” schemes based on the Internet;
- creation of favourable conditions for the re-emigration of qualified specialists in “critical” specialties from abroad [16].

Improving the system of psychological and pedagogical culture of the teacher, whose duty is to be a true individual, is an urgent problem and an important task today he must possess personal qualities – intellectual, moral, psychological, etc., which would distinguish him from the social group of personalities, rise above the circumstances, allow him to communicate with pupils and students from the standpoint of the ideal [1, p. 5].

Thus, the task of the teacher is to create optimal conditions for the education of each student, taking into account his orientation, temperament, character, capabilities and abilities, thinking, perception, memory and other individual characteristics,

because the most important thing is the perception of a person as he is actually. Therefore, only a real teacher can educate a personality.

New assessment strategies were used in the learning process. They showed the level of students' mastery of thinking and professional communication skills, solving complex problems and making decisions, using legal and other social tools. For the purpose of determination of the level of formation of the professional communication, students performed complex control tasks that contained a certain number of situational questions that the student may face in the future professional activity and that require a comprehensive understanding and assessment of problems, creative application of knowledge, skills and abilities learned from academic disciplines. The composition of the complex control tasks included: various tasks of a theoretical (questions, tests, drawing up schemes) and of a practical nature (situational tasks, business games, etc.).

Thus, as a result of writing complex control papers and performing creative tasks, the following shortcomings were discovered: not sufficiently formed knowledge of the rules for constructing the content of a business statement and its strategies, means of non-verbal communication and the ability to begin professional communication and manage its process, predicting the result of communicative interaction and made their adjustments.

The main task of professional communication of a specialist is productive cooperation and the ability to communicate with others including people's perception and understanding of each other, exchange of information and interaction in order to achieve set goals.

It should be noted that higher-ranking employees communicate with subordinates for the purpose of giving orders, recommendations, advice, instructions and receiving relevant "feedback" information, therefore, he has an inherent orientation towards the goal of communication and "coming into contact" with the aim of solving professional tasks.

Therefore, the future specialist must:

- process information by analysing it;
- correctly choose language means;

- make a reasoned presentation of the material;
- to be able to discuss and, if necessary, defend one's opinion;
- to be able to manage one's emotional and mental state, control one's own behaviour;
- creatively solve professional problems in the process of communication.

Unfortunately, conflicts often arise in intercultural professional communication, the main causes of which are:

- the presence of lexical and phraseological restrictions that regulate the use of language units;
- the conflict between the cultural ideas and stereotypes of different peoples in connection with those objects and phenomena of reality, which are marked by the corresponding equivalents.

Thus, it is necessary to emphasise that correctly selected lexical material for the educational process helps to avoid conflicts during the dialogue of cultures; increase the quality of specialist training in terms of academic mobility, expansion and improvement of international economic cooperation; promotes effective professional activity; stimulates the creativity of the future manager; ensures its competitiveness on the international market of labour and services and successful cooperation with business partners.

For the purpose of effective communicative training of specialists and cultural dialogue, the selection of lexical material should be implemented on the basis of the following criteria:

- professional identification, which ensures a qualitatively new and high level of activity of the specialist, contributing to his further personal development, acquisition and improvement of communicative and intercultural competence, development of his own role and communicative behaviour of the specialist in the field of agriculture in professional situations;
- formation of communication skills in the professional, social and intercultural activities of an agricultural student. Characteristic is the presence of a set of knowledge

about the rules of professional behaviour in a specific social and cultural environment, both linguistic and non-verbal, and the skills and abilities of their practical application;

- methodical readiness, which implies the presence of modern methods of effective management, which find expression in: teaching others, overcoming communicative and professional barriers, in adequate perception and interpretation of current information, being able to transfer knowledge and experience according to the requirements of the relevant professional activity.

Considering the fact that the basis of the educational process is the personality of the student, an individual approach should be used to the personality, the task of which from a psychological point of view is: improving the processes of perception and processing of new authentic and relevant information that students receive from the outside, analysing and comparing it with their own experience; forming and changing one's own thoughts and judgments in relation to people, objects, subjects and ideas; the influence of positive and negative emotions on the perception and evaluation of information and on the behaviour of the individual; the presence of appropriate processes that contribute to effective learning and help in establishing cause-and-effect relationships.

It is worth focusing on the developed communication skills – the ability to listen and hear, absorb and transmit information, be able to manage the communication process, nurture and improve personal traits of behaviour and character in combination with logical thinking, which is the basis for perception, analysis and assimilation of information and planning professional activity.

Important results in the educational process were achieved in as a result of application:

- role-play games that contributed to the development of concrete professional thinking and the ability to use knowledge for solving problems, stimulated the development of initiative and creativity;
- business games that served as a means of stimulating learning in specially created conditions and “taught” students to make optimal decisions in the context of specific problem situations;

- situational games, which contained professional tasks, for the solution of which students used knowledge of specific academic disciplines;
- research games, which were conducted in order to test the hypothesis regarding new principles of organisation and relationships in the team;
- simulation games that contributed to the formation of abilities and skills for professional and communicative interaction;
- stories that shaped students' consciousness with the help of a word, which is not only a source of acquiring knowledge, but also a means of organising and managing educational and cognitive activities; there was an impact on students' feelings, the result of which is understanding and awareness of moral values and norms of behaviour in society;
- conversations, during which the communication of new educational material was carried out, its consolidation, repetition, verification and assessment of knowledge;
- game design, the task of which was: formation of students' skills in identifying complex organisational and economic problems, working out methodical solutions, planned tasks;
- training that contributes to the formation of the integrity of the cognitive style, search activity, improvement of skills and abilities of analysis and synthesis, self-knowledge and self-development [23], [19]; establishing contacts with other people. It is also worth noting that very often psychological training at the initial stage of a manager's professional activity is aimed at eliminating depression and restoring self-control [21].
- independent work, which consisted in the formation of individual qualities of the individual, for example, attention, responsibility, observation and in the improvement of communication skills and abilities.

So, the tasks of the group work were: to form skills, aimed at establishing contacts in future professional activities, building relationships, managing one's own psychological state in the process of professional communication.

Individual work deserves special attention, the purpose of which was to stimulate the cognitive activity of future specialists, develop their individual abilities, form

business ethics and its features, develop and improve management skills and abilities, increase the level of students' readiness for business communication and performance professional functions.

Let us focus more specifically on role-playing games. It should be noted that role-playing is an effective means of forming students' communication skills. The role play motivates, stimulates students' communication and their interaction, reflects the natural experiences of the speakers and contains the problematic nature of the created situation.

Thus, in the process of applying the role-playing game, the most reliable model of communication is created, since the speech and non-speech behaviour of the participants is presented. Its motivational and stimulating features actualize the need for questioning, persuasion, proof, and expression of opinion. They contribute to the formation of educational cooperation and partnership interaction. Taking into account the special form of modelling situations of professional interaction of the future activity, it was found that with its help, the participants of the game develop and improve important professional skills.

A selection of role-playing, business and situational games, which will contribute, firstly, to the formation of analytical and regulatory skills in future specialists; secondly, the development of professional and communicative abilities and skills, personal traits of the future specialist; thirdly, the formation of professional communication of an agricultural student was offered. It is appropriate to use the following: “interview”, “advertisement”, “presentation”, “press conference”, “Brain-ring”, “mirror” and “director-manager”.

The “Interview” game served as an indicator of the formation of business communication skills and behaviour with a combination of knowledge of basic agricultural disciplines. The selection of important and necessary professional information in a compact form with the use of visual aids was ensured by the game “Advertisement”. Skills of analysis and persuasion, facial expressions and gestures, public speaking arts were best observed in the game “Presentation”. The use of the game “Brain-ring” is relevant at the final stage of studying materials of a linguistic and regional nature in combination with a professional focus. Application of the “Mirror”

game was effective in developing reflection and empathy of future specialists. It involves mutual exchange of thoughts and impressions about the actions of partners. The game “Director-manager” involves different levels of difficulties faced by the manager, focusing on the freedom of behaviour of the game participants. It contributes to the formation of professional communication of the future specialist, his leadership qualities and indicates that the role of a leader is a powerful one for every student.

A role-playing game is defined as multifunctional dialogic diagnostic and corrective training technique. Since the social order of modern society is the development of the creative personality, which is practically not always carried out, it is suggested to form the creativity of the student, because it: determines the productively creative direction of the individual and is the main core of his social orientation in life, is the basic determinant of professional creativity, contributes to the development of the creative potential of a specialist and its self-actualization in the social sphere [14].

For the purpose of better assimilation of knowledge from basic disciplines and improvement of professional abilities and skills, various types of creative tasks can be used in classes. It is worth emphasising the effectiveness of such activities. When performing creative tasks, attention was paid to linguistic and regional information, business etiquette, rhetoric, body language (gestures, facial expressions). It is necessary to note the effectiveness of the following tasks: performance of a presentation-report and presentation-advertisement, conducting negotiations, business correspondence, telephone conversations, business meetings, virtual simulators or business simulations, conducting a professionally oriented dialogic monologue, involvement of students in scientific research, conducting video conferences, consultation events with using information technology structures, drawing up a resume, conducting a student activity, perceiving the message by ear, writing annotations, theses, abstracts, writing reviews-abstracts, development of authentic materials and development of professional communication skills when using Internet services, work with audio and video texts of a creative direction.

It is also necessary to emphasise that virtual communication has many positive aspects in the formation of professional communication. It should be noted that the information is always up-to-date, authentic in content, form and functions. As a rule, it is prepared by professionals, of high quality with photos, graphs and charts; access to interactive servers is provided; solving important professional problems and solving tasks is formed; professional communication is carried out with representatives of companies, organisations and exchange of experience; there are a great variety of opportunities for group work, stimulating interpersonal interaction and providing convenient and effective means for learning, communication or collaboration.

In order to optimise the formation of professional communication of students - future farmers, authentic audio and video texts were offered. The linguistic aspect was characterised by a large number of peculiar vocabularies: the presence of phraseological units, idioms and fixed expressions, words with stylistic colouring, particles and archaisms. The syntax was also notable: the order of the words in the sentence, their logical incompleteness, the fragmentary nature of the utterances. The social and cultural orientation of the professional training of the future specialist in agriculture is realised with the help of vocabulary. Taking into account typical and atypical situations of communication, background, non-equivalent vocabulary, colloquial clichés, vocabulary with expressive colouring, dialectics are distinguished.

Thus, in order to enter the context of another culture, one must know and understand all its realities and peculiarities of the communication of the nation, the people. It should be noted that the psychological aspect of the above-mentioned texts is reflected in the activity structure of speech. When processing it, there is speech interaction and influence on the reader-listener, and the necessary basis for the development of speaking is created, which contributes to the activation of students' thinking. At the same time, the structure, content, and design of video and audio texts stimulate motivation and create conditions for immersion in the broadcasting environment.

The effectiveness of their application consists in:

- formation of ideas of students of international business and management about the specific features of another culture;
- availability of information that corresponds to age and gender characteristics, interests of students;
- images and sound accompaniment of the plot, which activate work in the class, ensuring its ease;
- visibility of the situation of a country-scientific nature, which contributes to a better memorization of the elements of authenticity;
- in the course of the work, a better understanding of the text is observed, its connections with real events and facts are formed;
- better understanding and study of the peculiarities of body language (gestures and facial expressions) of speakers of a certain community;
- formation of oratorical art taking into account the speech specifics of the people.

Performing practical creative tasks contributed to the practical formation of a culture of professional communication.

The special effectiveness of the educational process was ensured by the use of the situation of success. Scientists have identified three stages of creating a situation of success:

- Motivational stage. The teacher instils in the students an attitude towards the successful completion of the assigned task.
- Organisational stage. The teacher provides the conditions for task performance. Techniques are used at this stage: emotional relief, changing tasks at the students' request, group assistance.
- Final stage. Organisation of activities of using the results of the completed work as an incentive for a new educational task [22, p. 172].

Problems of self-education are tangential to the problem of organising the successful activity of a future worker in the field of agriculture. In order to solve it, students must master the technology of professional self-education, which involves the implementation of the algorithm of the following actions, among which the main ones are: goal setting, planning, selection of methods and means of self-education,

implementation of goals, self-control, correction of the self-education program taking into account the results of self-control and self-evaluation [22, p. 181].

The performance-evaluation component of the model contains criteria, levels of formation of professional communication and the result. On the basis of the regularities of the professional development of the student-agricultural personality, the relationship between the components of the studied phenomenon and the structural components of professional communication, the following criteria have been identified, improved and characterised: motivational, intellectual, activity, emotional and indicators that comprehensively reflect the level of formation of the professional communication of a future specialist in the field of agriculture.

**Conclusions.** It was found out that the professional communication of the future agrarian is a tool of management activity of a specialist, which is based on a communicative element, the manifestation of which is the process of exchanging information by means of communication and the interaction of representatives of different groups and national cultures in solving professional tasks at different levels. This is the basis of the professional and activity of a specialist in the field of agriculture, which is determined by a set of value guidelines, norms of professional behaviour, observance of general and official etiquette in the processes of intersubjective interaction at the subject-informational and interactive levels in making professional decisions.

The professional activity of specialists has the following features: the ability to work with personnel, make the right management decisions, implement the latest technologies and use the means of modern agriculture, resolve issues of mutual relations, establish contacts aimed at international cooperation, and the ability to compromise with carriers of other cultures, liquidation of crisis phenomena and problems of the enterprise, increasing its competitiveness in the labour and services market, promoting financial stability.

The high efficiency and effectiveness of the formation of professional communication of future specialists in the field of agriculture is achieved with the help of the developed teaching technology, which ensures the interconnection of

intersubject coordination of all cycles of humanitarian and specialised educational disciplines and is based on: synergistic (is open, depends on the influence of external factors, capable of self-realisation), cognitive (presupposes improvement of the content of the formation of professional communication in order to expand students' ideas about the peculiarities of relations between employees), systemic (adequate to the holistic formation of professional communication) approaches.

**Prospects for further research.** The following issues require further development: scientific and methodological support of the educational process using modern learning technologies, the Internet; optimization of the educational process in agricultural higher education institutions as a means of developing the creative potential of a future specialist; creation of appropriate electronic training aids that will contribute to the formation and improvement of professional communication of future specialists in the field of agriculture.

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## Section 4

# “Translation studies, copywriting, media literacy”

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UDC: 378:004

## LINGUAL, SOCIOLINGUAL AND TRANSLATION PARAMETERS OF NEW ENGLISH VOCABULARY AND PHRASEOLOGY

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**Abstract.** *All languages change over time and change is inevitable for any living language. History records that languages change over time at every level of structure which includes vocabulary, phonology, morphology and syntax. For many people, it may not be easily apparent or obvious in a day-to-day communication on a personal level because many individuals are so intimately connected to their language that they may fail to see its changes. However, languages do indeed change and some languages flourish, some expand and some languages even die. Generation by generation, pronunciations evolve, new words are borrowed or invented, the meaning of old words drifts, and morphology develops or decays. The rate of change may vary from one place to another but whether the changes are faster or slower, they do happen and they happen for a good cause. Having a knowledge of language change and causes of change are essential for students of language. It also is a significant topic for linguists, who take a descriptive attitude and accept that change is inevitable and it does happen for a better reason for all human kinds. Linguists have traditionally studied variations in a language occurring at the same and how language develops over time as both can be useful aids to understanding. This essay will discuss about causes that lead to changes of the English language and types of change. There are many factors that play roles in changing languages and they include politics, social, culture technology, environment and moral. Such factors can be extremely broad and complex in nature; therefore, this essay will only discuss about political, social and technological in a general term. There are types of English language change which include lexis (word), semantics (meaning of word), phonology (sound), and syntax (grammar) and the study of these different types can be extremely complex. Therefore, there only a general and a few examples about the different types of change will be discussed.*

**Key words:** *phraseology, word combinations, affixation, collocations of words, lexicology.*

**Introduction.** The article is devoted to investigating word-formative processes in the English where by the means of communication technologies enrichment of the language and other extra-lingual processes new linguistic units occurs.

**The purpose of the research** is to identify the level of lingual, sociolingual and translation parameters of new English vocabulary and phraseology.

**A research problem.** There is no single solution to the problem of translating new vocabulary and phraseology. The translator finds out the meaning of the word based on the structural and semantic features of the neologism, context, abstract literature and their own background knowledge, and then creates references.

**Relevance of research** is in the detailed investigation of phraseological units and identify the level of lingual, sociolingual and translation parameters of new English vocabulary and phraseology.

**The aim of the article** is investigating word-formative processes in the English.

**Objectives of the study are:** to define the concept of translation; to define phraseological units; to classify the ways of translation; to analyze phraseological units from the semantic perspective; to establish the differences between different types of translation.

**Scientific novelty** is verified by its topicality and the interest of scientists in the stated topic.

**Research material.** The article is based on the material of the English-Ukrainian dictionary of neologisms of the English language, which contains almost a thousand new words, their lexical-semantic variants (new meanings) and stable phrases of the English language that appeared in 2009-2019. Lexical and phraseological units included in this dictionary and served as material for the analysis of methods and mechanisms of innovation creation and translation features.

## **PHRASEOLOGY**

Phraseology is usually presented as a sub-field of lexicology dealing with the study of word combinations rather than single words. It appeared in the domain of lexicology and is undergoing the process of segregating as a separate branch of linguistics. The reason is clear – lexicology deals with words and their meanings, whereas phraseology studies such collocations of words (phraseologisms, phraseological units, idioms), where the meaning of the whole collocation is different from the simple sum of literal meanings of the words, comprising a phraseological unit. These multi-word units are studied in a wide range of linguistic research and a

considerable arsenal of empirical approaches has been used to identify phraseological units: metaphor theory and conceptual integration theory in the processing of figurative phraseological units, natural language processing (automatic extraction of phraseological units), phraseology in language acquisition, comprehension and education in language teaching, interpretation of phraseologisms in terms of culture, including differences in cultural knowledge and the speaker's motivation of idiomatic meaning, etc.

The term phraseology designates the discipline as well as its object, the set or totality of phraseologic units in a given language. As an autonomous discipline, the object of research of phraseology consists in phraseologic units from a given language (or a group of languages). The concepts, different authors define it differently, sometimes do not provide a clear-cut definition, or conflate several terms that many scholars prefer to distinguish. However, a closer comparative look at the vast majorities of studies that exist allows for identifying a set of parameters that are typically implicated in phraseological research.

We believe a rigorous definition of co-occurrence phenomena in general, and phraseology in particular, needs to take a stand regarding at least the following six parameters: the nature of the elements involved in a phraseologism; the number of elements involved in a phraseologism; the number of times an expression must be observed before it counts as a phraseologism; the permissible distance between the elements involved in a phraseologism; the degree of lexical and syntactic flexibility of the elements involved; the role that semantic unity and semantic non-compositionality / non-predictability play in the definition.

As to the first criterion, the definition of a phraseologism we will adopt is among the broadest conceivable ones. We consider a phraseologism to be the co-occurrence of a form or a lemma of a lexical item and any other kind of linguistic element, which can be, for example, another (form of a) lexical item (kith and kin is a very frequently cited example of a nearly deterministic co-occurrence of two lexical items, as is strong tea); a grammatical pattern (as opposed to, say, a grammatical relation), i.e. when a particular lexical item tends to occur in / co-occur with a particular grammatical

construction (the fact that the verb *hem* is mostly used in the passive is a frequently cited case in point).

A phraseological unit is a word-group which presents a functionally, semantically and structurally inseparable unit. Phraseological units or idioms are contrasted to free phrases. By phraseology, we mean the branch of linguistics dealing with stable word-combinations characterized by certain transference of meaning. Despite differences of opinion, most authors agree upon some points concerning the distinctive features of phraseological units, such as: Integrity (or transference) of meaning means that none of the idiom components is separately associated with any referents of objective reality, and the meaning of the whole unit cannot be deduced from the meanings of its components; Stability (lexical and grammatical) means that no lexical substitution is possible in an idiom in comparison with free or variable word-combinations (with an exception of some cases when the author makes such substitutions intentionally). The experiments conducted in the 1990s showed that, the meaning of an idiom is not exactly identical to its literal paraphrase given in the dictionary entry. That is why we may speak about lexical flexibility of many units if they are used in a creative manner. Lexical stability is usually accompanied by grammatical stability, which prohibits any grammatical changes. Separability means that the structure of an idiom is indivisible; certain modifications are possible within certain boundaries. Here we meet with the so-called lexical and grammatical variants. To illustrate this point we will give some examples: “as hungry as a wolf (as a hunter)”, “as safe as a house (houses)” in English. Expressivity and emotiveness means that idioms are also characterized by stylistic colouring. In other words, they evoke emotions or add expressiveness.

### **THE WORD-FORMING ELEMENTS**

The new units of the last decade show that the English language continues to enrich its vocabulary almost exclusively thanks to its own linguistic resources, taking into account the fact that a significant part of these resources, in particular lexical units, individual morphemes and word-forming elements, was borrowed during the history of formation and development of English from other language systems. Word formation shows the greatest activity and productivity, that is, the creation of new

lexical units on the basis of existing material by means of “processing” this material in various ways. Affixation continues to be a productive way of replenishing the vocabulary, and prefixation comes to the fore, especially with the participation of prepositional elements, the etymons of which were ancient Greek lexical units.

Derived nouns and adjectives with the word-forming element bio- are actively being created to reflect concepts related to living nature, with its imitation: bioartificial “created artificially from cells and biomaterials”, biocremation “the process of cremating the body of a deceased person using water and a chemical substance”, biodesign “using living things such as plants, bacteria to create various products, including works of art”, biohacking “using the principles of biology to make your body work more efficiently”, bioprinting “the process of printing layers of cells to create artificial body tissue”.

The international element super- to denote extremeness participated in the formation of such noun innovations as superAger “a person over 80 years old who does not show signs of deterioration of mental abilities”, super coffee n “coffee with ingredients such as various family, spices (in order to make it more useful for health)”, superdiversty “extraordinary diversity of the racial and ethnic composition of the population”, super-gentrification “at a higher level of a certain middle-class area”, supertasker “a person who does multitasks very efficiently at the same time”, supertunnel “a super long or extremely aesthetic tunnel”. Note that in previous decades there was a tendency to replace the super- element with the mega- element: everything that was simply “super” became “mega”. Over time, the hyperbolic connotation of the element mega- has apparently “erased”: only one new word has been recorded - megamoon “honeymoon that young people spend together with their friends”.

At the beginning of the 21st century, the prefix nano- in the meaning “microscopic” began to actively function in the English language (the etymon meaning of the ancient Greek word nano “dwarf”), since this century is often called the “nanoage” in connection with the “nanorevolution” (nanorevolution), the possibility of creating machines, devices, objects of microscopic dimensions (nanobot, nanocomputer, nanosatellite). However, “microscopic” is practically absent in the

meaning of innovations of the last decade with the prefix nano-. These innovations introduce more “real” quantitative and qualitative concepts, and the specified prefix is to some extent synonymous with the micro- element: nanoblock “a very short closed circuit”, nanobreak “a short rest (within one day) spent outside the home”, nanodegree “a certificate of attending certain specialized and courses at a higher educational institution in a short period of time”, nanogardening “micro-gardening”, for example, growing plants on a balcony or in a courtyard, nanotecture (nano + architecture) “small-scale experimental architecture”. The element micro- was also productive in the formation of new nouns, with the primary meaning of “microscopicity, minisculeness”, etc. being replaced by the denotation of small quantity, ephemerality: micro-adventure “a short-term activity that causes admiration, excitement, for example, a trip, a romantic adventure”, micro-credential “a document about education in a narrow field, obtained after a short period of training, which provides skills and abilities to perform a certain job”, micro-influencer “a user of social networks who does not have many friends in them, but influences people’s choices precisely of the products they write about”, micromastery “acquiring mastery, the ability to do one or more minor things very well”, microstay “a short stay of a few hours in a hotel (without overnight stay)”.

Even at the end of the 20th century, linguists wrote about the “cyberplague”, about the creation of a large number of derivatives with the prefix cyber- to introduce concepts related to computers and other information technology, the Internet. The formation of such derivatives continues in the last decade: cyberhoarding “the psychological state of a person when he tends to accumulate information on a computer, not to delete even unnecessary or outdated information”, cyber-scriber (cyberspace + scriber) “a person who publishes something online”, cybersickness “a feeling of nausea, which is caused by long work with electronic devices, the fact that a person looks at the screens of these devices”, cybersoldier “a member of a military team engaged in “cyber warfare”, that is, information systems warfare”.

Environmental problems have been in the center of attention of world society for several decades, which is connected with the active functioning of the eco- element in such innovations as eco-bling “an inefficient environmentally friendly technology,

especially one that is installed in existing houses”, ecorithm “an algorithm that interacts with the environment”, ecosexual “an unmarried, unmarried person with a developed ecological consciousness and an aesthetic perception of reality”, ecotherapy “a method of improving a person's well-being through the encouragement of various types of outdoor activities”, eco-thriller “thriller, adventure, thriller film on environmental themes”.

The translation of new vocabulary and phraseology of the English language is a rather difficult issue, since the regular counterparts of such units are untimely recorded in dictionaries in the target language, and belong to non-equivalent vocabulary. At the same time, they are actively used and reproduced in the translated language. According to V. Komisarov, “the presence of non-equivalent units does not mean that their meaning cannot be translated or that they are translated less accurately than units that have direct counterparts” [2, p. 148]. There is no single solution to the problem of translating new vocabulary and phraseology, the translator finds out the meaning of the word, relying on the structural-semantic features of the neologism, the context, abstract literature and his own background knowledge, and then creates equivalents.

Our observations show that the majority of derived nouns and adjectives formed by affixation with the help of word-forming elements, the etymons of which were the ancient Greek lexical units bio-, mega-, nano-, micro-, cyber-, super-, eco-, are reproduced using adaptive transcoding: biocremation, biodesign, nanobot, nanocomputer, cybersoldier, ecotherapy; combining transcoding and tracing: bioartificial, bioprinting, nanosatellite, micro-adventure, cyberplague. The reproduction of new units takes place according to traditional models, since the word-forming elements of tokens have long been assimilated, and therefore their meaning is easily interpreted through the components even by an average representative of the language community of the target language.

At the same time, it is necessary to note certain features of the narrow use of this vocabulary, caused by its occasionality. We often observe cases when the meaning is revealed in the context, and then no additional explanation is needed: The rise of cyberchondria and cyberhoarding: Internet use is fueling new conditions where people

compulsively self-diagnose health issues and stockpile data [<https://www.dailymail.co.uk/sciencetech/article-6254607/Internet-giants-urged-help-scientists-tackle-problem-online-behaviour.html>]. If you transcode cyberchondria, cyberhoarding, the recipient will get a fairly accurate understanding of these concepts.

In the case when the narrow context is not enough for understanding, as, for example, in this fragment: Cyberhoarding creates health problems a new team, named the European Problematic Use of the Internet Research Network, this week said it would examine the condition to measure its long-term impact on web users [<https://www.telegraph.co.uk/technology/2018/10/10/life-cyberhoarder-addicted-digital-files/>], the translator should also add a descriptive translation - cyber hoarding (reluctance to delete information collected on the Internet), which is not always possible, as it leads to a significant linear lengthening of the text.

In cases where the meaning is not deduced from the context, descriptive translation or combined renaming (transcoding + descriptive translation) is the only way to achieve translation accuracy. In the following sentence, the neologism super-agers, formed with the participation of a prepositional element of Greek origin, can be rendered by an approximate functional analogue “long-lived”, but at the same time we will lose an important component of the denotative meaning, since super-ager is a long-lived “in good sense” and “physical form”, that is, we are talking about elderly people who are mentally and physically efficient, people over 80 years old who do not show signs of deterioration of mental abilities: Dr. Bradford Dickerson, a neurologist at Harvard-affiliated Massachusetts General Hospital and his colleagues have been studying super-agers for several years. [<https://www.health.harvard.edu/healthy-aging/what-does-it-take-to-be-a-super-ager>].

Sometimes the reason for inaccuracies in the translation of neologisms is the discrepancy between the scope of the concepts of the original language and the translation. For example, the translation of the novel superdiversity as extraordinary diversity needs to be clarified, because, first of all, it means the diversity of the racial and ethnic composition of the population, and such a translation only partially reproduces the depth of the concept. In the following example, the concept of

superdiversity implies not only gender, racial, age, cultural diversity, but also different vision, values, experience, knowledge, etc.: To coincide with the unveiling of the new artwork, Tate Britain will host a debate, tomorrow... exploring the legacy and impact of multiculturalism in the context of the arts in Britain today. Is multiculturalism a spent force that promotes cultural disharmony? What does multiculturalism mean in a context of globalization and superdiversity? [<https://ec.europa.eu/growth/regional-innovation-monitor/organisation/greaterlondon-authority>].

Regarding suffixation, it can be noted that traditionally productive word-forming elements -ism, -ist, -ation, -er were active. The suffix -ism continues to realize a relatively new meaning “discrimination of a certain category of people: adultism “discrimination aimed at young people”, flexism “discrimination of employees who have a “flexible” work schedule”, singlism “discrimination, marginalization of unmarried, unmarried people”. In fact, the element -bot, a fragment of the word robot, separated from this word as a result of its participation in previous decades in “telescopic” formations, turned into a suffix. Neologisms nukebot can serve as examples of recent formations with the -bot (nuclear + robot) “a robot designed to work in places with a high level of radiation”, chatbot “a computer program that uses artificial intelligence to simulate a conversation, dialogue with by the user”, cobot (collaborative + robot) “a robot that works alongside a human doing the same task”.

A similar situation is observed with the element -kini, which emerged from the word bikini “mini bathing suit” and is a trace of the so-called “false” etymology and the creation in previous decades of such units as camkini, monokini, tankini, zerokini. In recent years, their number has been replenished with neologisms facekini “a mask worn on the beach to prevent sunburn of the face”, slashkini “a closed” bathing suit consisting of one item, with numerous holes and with the impression that it has been cut.”

The method of translation of innovations that are formed by suffixes depends on the degree of assimilation of the elements in the target language, their semantic load and the relevance of the concept itself. For example, such units as adultism, flexism, singlism need not only transcoding, but also descriptive translation, in case there is no contextual interpretation, and transcoding is enough to reproduce chatbot, monokini, tankini.

## COMPLEX WORDS

As in all previous periods of the development of the English language, a large number of new units were created by composition (word formation). Complex words of the English language justify their name not only because they are complex in structure, but also in terms of semantics: more often, the whole meaning of a composite is not the sum of the values of its components. At the very least, we are talking about a “semantic appendix”, and in most cases there is a complete or partial reinterpretation, so a significant part of complex words can be considered phraseological units. The most productive model of the composition remains the syntactic model of the formation of binary units according to the N + N scheme. In this model, first of all, it is necessary to distinguish the union of two simple (root) nouns: barrel bomb “self-made explosive device in which explosives are placed in a barrel”, bee brick “a type of brick with small holes that serve as a kind of shelter for bees and for reproduction”, blockchain “an encrypted database of Internet business operations”, burn book “a diary with critical records themselves in relation to other people”, diesel farm “a small power plant built on agricultural land and running on fossil fuel”, size inflation “increase in available clothing sizes”.

There are cases when the second component of composites is a derived, suffixed word: back whisperer “a healer, a person who helps patients with back pain without using standard drugs”, doorbuster “a product, an item that is sold very cheaply in order to attract buyers, forcing them to buy more expensive goods”, sadfishing “narrating in social networks about their misfortunes and problems in order to draw attention to themselves and evoke sympathetic responses”, skyrunning “sports running at an altitude of at least two kilometers above sea level”, rooftopper “a person who climbs to the roofs of tall buildings, skyscrapers for photography, very often at the risk of life”.

And then new composite verbs are created: pocket dial “to call someone accidentally from a mobile phone lying in your pocket”, sage-smudge “to light an aromatic herb such as sage to purify the air and remove negative energy”, skinny-bash “criticize a person for being “skinny as a cod”. Several polycomponent complex words were recorded, especially adjectives: nose-to-tail “one who considers: the whole

animal, from head to tail, edible (about the approach in cooking)”, walk-on-by “indifferent, such, which does not express sympathy”, pay-what-you-can “with unmarked prices, calculated only on the financial capabilities of buyers (about the store)”.

In the last decade, such a method as telescoping (splicing, merging, contamination) has been extremely active, that is, when a new unit is created from fragments, fragments of two words or from one complete word and part of another. This method is considered an economical means of reflecting a complex, extended concept or a combination of two concepts in a fully formed language unit. Telescopic words are mostly represented by nouns, as will be demonstrated later, but there are cases of creating adjectives and verbs: *beditate* (bed + meditate) “to think about something while in bed, ponder before sleep”, *bronde* (brown + blonde) “such, which has a brown and light blond color at the same time (about dyed hair)”, *mansplain* (man + explain) “to explain something to a woman contemptuously, condescendingly (about a man)”, *thrillax* (thrill + relax) “do something that is interesting , exciting and at the same time relaxing”.

The most productive model of telescoping can be considered the model of combining the full first word with the final fragment of the second: *farmscraper* (farm + skyscraper) “a multi-story building that can be used for growing grain crops”, *fatberg* (fat + iceberg) “accumulation of fatty mass in the sewage system, caused by the fact that the residents of the buildings constantly pour such substances into the sewers”, *firenado* (fire + tornado) “fire tornado”, a large flame that swirls in the form of an upward cone (caused by turbulent air in conditions of intense heat), *floordrobe* (floor + wardrobe) “a pile of clothes on the floor (instead of being in a closet)”, *churnalism*, (churn + journalism) “a journalistic practice in which the sources of articles are not reports from the places of events, but official information, press -releases”, *shaleionaire* (shale + millionaire) “a person who owns land on which found a deposit of shale, and thus became rich by leasing this land to a company that extracts natural gas”.

Another productive model is when the initial fragment of the first word is combined with the final fragment of the second word: *bankster* (banker + gangster) “a banker who conducts illegal financial transactions”, *headtrepreneur* (headmaster +

entrepreneur) “a school director who pays considerable attention in his activities to obtaining finance from private entrepreneurs for the equipment and development of his educational institution”, magnetricity (magnetic + electricity) “a magnetic charge that acts like an electric one”, shacket (shirt + jacket) light jacket that resembles a shirt", thrisis (thirty + crisis) “the feeling of dissatisfaction, disappointment of a person who reaches the age of thirty, which can cause drastic changes in life”, drouser (dress + trouser) “a type of “hybrid” women's clothing, which consists of a dress that joins the pants”. Sometimes the first or second word can be represented by one letter: bleisure (business + leisure) “a combination of business travel and leisure” dorgi (dachshund + corgi) “a breed of dog, a hybrid of a dachshund and a corgi (a type of decorative domestic dog)”, mob (modern + + snob) “a person with snobbish views on modern fashion, brands”.

The popularity of telescoping is determined by the fact that recently created neologisms participate in it. Thus, the word selfie “self-photo taken with a mobile phone”, which turned into an internationalism, served as a model for a whole series of innovations, in particular for telescoping gelfie (gym + selfie) “selfie", self-photo taken in the gym”. Another well-known internationalism of Brexit “the exit of Great Britain from the European Union” was also created with the help of the telescopic mechanism (Britain + exit). At the same time, the word Brexit has already contributed to the formation of another telescopism - Bremonoaner (Brexit + moaner) “someone who is unhappy with Britain's desire to leave the European Union”. In this case, it is logical to write about secondary telescoping as a way of creating innovations. In addition, the word Brexit was turned into a model for such innovations as Calexit (California + exit) “movement for the separation of the state of California from the United States”, Grexit (Greece + exit) “the possible exit of Greece from the European Union”.

### **BORROWING**

Borrowing also began to take part in telescoping, in particular, Arabic words: haloodie (halal + foodie) “a gourmet who only eats dishes, especially meat, prepared “in the Muslim way”, hijabista (hijab + fashionista) “designer fashionable clothes for Muslim women”, jihottie (jihadist + hottie) “an attractive woman who participates in

or supports terrorist activities”.The mechanism of telescoping can be combined with phonetic mechanisms, with a play on words: peticure (pet + pedicure) “pedicure and cosmetic procedures on the feet and claws of domestic animals”, phool (phishing + fool) “a person who is forced through manipulation, deception to act against one's advantage”, sneckdown (snowy + neckdown) “an obstacle created by nature itself for the fast movement of motor vehicles in the form of snowdrifts and piles of snow on the streets”.

### **ABBREVIATIONS AND ACRONYMS**

As in all previous periods of development, the English language in the last decade has been replenished with a significant number of abbreviations and acronyms. Among the abbreviations, it is possible to distinguish, first of all, units in the form of words, which are represented by abbreviations of the final components of two words in a word combination: Par-Don (Paris + London) “a person whose place of life is divided between Paris and London”, pass-agg (abbreviation of the words passive and aggressive) “to behave in a passive-aggressive manner towards someone”, fab lab (abbreviation of the word combination fabrication laboratory) “a scientific laboratory equipped with the most modern digital technologies for improving the study of technical, natural sciences and art”, fin tech (financial + technology) “an industry consisting of companies that create and sell financial technologies”, gran-lit n (short for granny literature) “fiction addressed to elderly women”.

All the described novelties, formed by the methods of word-composition and telescoping, require a descriptive translation in almost all cases, rare exceptions are neologisms that are already stably used in the Ukrainian language: blockchain – blockchain, reproduced by transcription, fatberg – fatberg, translated by a combined tracing method + transcoding.

Abbreviations, and some of them acquired the status of words, turned into acronyms, mainly reflect certain sociological concepts, that is, categories of people: NEET (Neet) (abbreviation of the phrase Not in employment, education, or training) “a young person who is not works, does not study, does not take a vocational training course”, NINJA (No Income, No Job or Assets) “unemployed without means of existence”, yuccie n (abbreviation of the phrase young urban creative) “a young person

who strives for creative activity, to freedom and at the same time wants to be wealthy (the innovation is modeled after the well-known acronym yuppie)”, MAMIL (abbreviation of the phrase middle-aged man in lycra) “a middle-aged man who started cycling, has a very expensive bicycle, spends a lot of money on clothes and all kinds of accessories”, Sindie (abbreviation of the phrase single income now divorced) “a divorced woman, which earns its own living”. The assimilation of new abbreviations determines their participation in further word-forming processes. For example, from the abbreviation STEM (Science, Technology, Engineering and Mathematics) with the help of a suffix, the derived unit STEMInist “a person who defends equal opportunities in the fields of science, technology and mathematics” was created.

The described innovations-abbreviations are usually transliterated and require decoding and descriptive translation, the exception is the neologism STEM (Science, Technology, Engineering and Mathematics), which is reproduced by tracing the components - NTIM (Science, Technology, Engineering, Mathematics).

The analysis of innovations confirms the opinion that analogy plays a significant role in their formation, that is, when a new unit is created not so much according to an abstract model, but according to the example of a specific linguistic unit (it is such a unit that is a kind of model) by means of substitution in this unit some structural and semantic elements by others. The meaning of analogy should, in our opinion, be considered taking into account the fact that the role of a wordsmith is not so much to create new words as to generate already existing units in speech.

Let us dwell on the spheres of social life around which the new vocabulary and phraseology of the last decade are concentrated. The first can be called the field of modern information technology, especially the Internet. A distinctive feature of the 21st century is reflected by the word postmateriality, i.e., this century is considered a time when such material objects as film and magnetic tape are no longer used for sound and image recording. Very popular expressions are the phrases the internet of everything “communication, interaction between people, machines, information exchange using a system of combined technological devices”, the internet of me “a system of objects with computer devices in them, which are able to connect using the

Internet and exchange personal data about the user”. They believe that it is quite possible that the Internet will be divided into many parts in the future, which will be determined by national, commercial interests, laws, etc. Such a phenomenon is marked by the splinternet innovation.

Based on the example of the word microscope, the innovation macroscope was created “a system of computer programs and mathematical instructions that make it possible to analyze a very large amount of information about the surrounding world”, the neologism infobesity (information + obesity) thanks to the “cybernetic metaphor” introduces the concept of too much information, its oversaturation. By the way, the “cybernetic metaphor”, as well as the analogy, was involved in the creation of the phrase Wood Wide Web “an underground entanglement of tree roots and fungi that connects forest plants” (compare the phrase World Wide Web). Oversaturation of information leads to a negative reaction of a certain part of the population to the wide spread of modern technology, and that is why the innovation of techlash became widespread. It was created by analogy with the word, which introduces the general meaning of a negative reaction to something - backlash.

### **NEW WORDS RELATED WITH DIFFERENT SPHERES OF LIFE**

The creation of word combinations that denote centers of production of modern technology by analogy with the word combination of Silicon Valley is in progress. Thus, the neologism Silicon Slopes characterizes the territory in the state of Utah, where a significant number of enterprises, companies with modern technologies are located, the innovation Silicon Gorge denotes the area in the south-western part of Britain, especially around the city of Bristol, where a large number of business enterprises are concentrated – containers that deal with modern technology”. Note that in the previous decade, such units as Silicon Mountain, Silicon Hills, Silicon Republic, Silicon Albion, and even a common name for such centers - Siliconia - appeared.

The largest number of innovations related to modern information technology is associated with social networks, which for many millions of people have turned into a special virtual world that replaces their real (real reality). One of the symbols of the Twitter network is the Internet symbol @, which functions as a verb “to write about

someone or something on Twitter”, the phrase diss tweet denotes a post on the social network “Twitter” of a derogatory or offensive nature, the word Instagirl introduces the concept of a female model who has many fans on the Instagram social network site, the adjective instafamous characterizes such a state of popularity acquired through one’s “selfies” on Instagram, the innovation BookTuber denotes a person who circulates a video of a book review on the social media site “Youtube”, the neologism kittenfishing figuratively reflects the widespread practice of exaggerating one's positive qualities in material in social networks, especially on dating sites.

A number of innovations are associated with the extreme popularity of smartphones, for example, nomophobia “a person's fear of losing or forgetting his mobile phone somewhere” (a humorous designation created on the model of the word homophobia), phast (phone + fast) “a certain period of time when a person is not uses a smartphone”.

A certain part of the innovations in the field of economics is related to various types and models of economic systems, and it is quite logical that the phraseological activity continues to be revealed by the key word of this field - economy: attention economy “an economic system in which the amount of information posted on the Internet, indicates that companies must compete to attract the attention of consumers”, circular economy “an economic model that prioritizes extending the life of goods through their recycling”, collaborative economy “the practice of cooperation with other companies or people in terms of ownership, rental, exchange of goods and services”, experience economy “an economic system that is based on the active participation of people in everyday life, and not on the purchase of goods”, the sharing economy “the economy, which is stimulated by mutual financial assistance between the participants of business cooperation”.

In a number of phrases with the word economy, new trends in the creation of economic wealth are defined, for example: flat white economy “an economic system in which wealth is created by a significant number of people who work with the help of modern technology not in offices, but in such institutions , like coffee shops”, blue economy “economy of the oceans”, in particular wealth, jobs created in the fields of oil production in the oceans, industrial fishing, anxiety economy “economic wealth

created by the production and sale of goods designed to appease consumers chiv, to relieve them of anxiety about their future”.

As in previous decades, new types of commercial enterprises appear, for example: community mall “an outdoor shopping centre with trees, plants and places to sit”, guideshop “a store where customers can taste food and order them to your homes”, social supermarket “social supermarket”, a store intended for the poor (in which food products are sold at significantly reduced prices). The growing role of e-commerce is reflected in the new phrase Amazon effect “the increase in the level of e-commerce and the closure of many “physical”, real trade enterprises (the phrase is associated with the online trading company “Amazon”, which has achieved significant success in its activities).

Several dozen new words and stable phrases reflect the problems of protection and preservation of the environment. For the most part, they concentrate around such a concept as climate change, global warming, for example: Hothouse Earth “a situation that may arise in the future when it becomes impossible to control climate change, as a result of that large areas of the Earth will become uninhabited”, hotumn (hot + autumn) “a very warm autumn as a result of global climate change”, precipitation whiplash “a period of very dry weather, which is replaced by a period of very wet” (it is believed that such a phenomenon is caused by global climate change), climate smart “one that contributes to the avoidance of climate change”, warmist (global warmist) “a person who believes that global warming is caused by anthropogenic factors, that is, human activity”, climate gentrification “a process that contributes to the transformation of an unfavorable climate territory to a more favorable one”.

It should be noted that UN Secretary General Antonio Guterres called climate change “the defining problem of our time”. It is no coincidence that the Oxford dictionary chose the expression climate emergency as the most used “word of 2019” “an emergency climatic situation, i.e. a condition that requires emergency measures to contain climate change and prevent irreversible damage to the environment”. The dictionary's “short list” also includes other units related to climate: climate action “fight against climate change”, climate crisis “climate crisis”, climate denial “non-

recognition of the phenomenon of climate change”, eco-anxiety “ecological anxiety”. The compilers of the Collins English Dictionary have chosen the phrase climate strike as the word of the year 2019.

Other new “ecological” units reflect the desire for economical consumption, non-use of materials that pollute the environment: nonconsumption (non + consumption) “the practice of saving resources, which consists in the fact that a person strives not to buy new things, but to do them yourself or to buy them “secondhand” in order to minimize the damage caused to the environment”, planetary health diet “an economical system of food consumption, which, on the one hand, sufficiently provides humanity with food products, but, on the other hand, does not harm the resources of the planet”, plastic footprint “a measure of the amount of plastic materials used and thrown away by a certain person” (in terms of environmental damage). The phrase green tape, which was created by analogy with the red tape phraseology “bureaucratic system”, emphasizes that there are numerous bureaucratic obstacles in the way of implementing decisions regarding environmental protection.

The largest group of innovations of the last decade are lexemes and phraseological units associated with various new sports, tourism, physical culture and fitness. First of all, we note the designation of new types of tourism and their participants: api-tourism “tourism, the participants of which observe the life of bees and related phenomena”, champing (church + camping) “a type of tourism when its participants spend the night in an abandoned church, in which do not hold services”, entropy tourist “a person who likes to travel to places of decay, abandoned areas”, tombstone tourist “a person who for fun visits cemeteries to look at monuments on the graves of famous people”, wild cycling “cycling tourism, which consists in exploring rural, especially “wild” terrain, using not roads, but trails”, flashpacking “a type of hiking tourism, for which the participant has all the necessary things in his backpack, including modern electronic devices” (the innovation was created by analogy with the word backpacking), last-chance tourism “a trip to places that are under threat of destruction or disappearance, so that they may not be seen in the future”.

The concentration of new units around new types of sports, in particular extreme ones, and their participants, around different types of sports competitions, for example: canicross (canine + cross country) “a sport in which a runner on mountainous terrain has a dog in front of him on a leash in a special harness”, slopestyle “a new type of winter sport in which the athlete performs various tricks while jumping high on a snowboard”, droneboarding “a sport when a person, standing on a special board (snowboarding), moves quickly on the snow surface thanks to an unmanned aerial vehicle of the device (drone) to which it is tied”, flyboarding “a sport that involves “hanging” an athlete dozens of meters in the air above the water on a special board”, highlining, “a type of extreme sport that consists in walking on ropes fixed high above the surface of the water”, roller-skiing “sports skiing with wheels-tama on a hard surface, for example, on the road”, swimrun “sports competitions in which participants must swim and run a certain distance without a break between these sports”, volcano boarding “extreme sport in the form of moving along the slopes of a volcano on a special board”.

Various types and methods of physical exercises and fitness are gaining more and more popularity among residents of English-speaking countries. This applies, first of all, to the latest fashionable types and forms of “yoga”, of which there are a dozen, for example: acro-yoga “a type of exercise that combines acrobatics with yoga”, Air Yoga “a form of yoga in which a person, suspended on a rope, acquires different poses”, broga “variant of physical exercises according to the “yoga” system for men”, goat yoga “exercises according to the system of “yoga” practiced in the presence of goats”, heli-yoga “a hobby among representatives of the wealthy classes, which consists in the fact that they go by helicopter to a certain “deaf” place to do yoga”, immersive yoga “a type of yoga, the practice of which is accompanied by soothing sounds and images”. Among the so-called “selfies”, self-made photos with a mobile phone, yogi photos (yoga + selfie) “self-made photo of yourself while doing yoga for social networks” began to be distinguished.

Examples of innovations that mark other types of physical activities, especially when exercises alternate with rest, can be given: HIIS (abbreviation of the phrase high-

intensity interval skipping) “physical activities in which short periods of intense jumps alternate with short periods of rest”, fitness snacking “performance of several short-term intense physical exercises during one day”, napercise (nap + exercise) “an activity consisting of physical exercises with short periods of sleep”, Bokwa “a type of physical exercise in which dance movements and elements of aerobics are performed (like group exercise)”, Prancercise “a type of physical exercise that imitates a horse's gait”, Tabata “a type of physical exercise where short periods of intense exercise alternate with short periods of rest”.

A significant amount of innovation is caused by the existence of different diets, new dishes and technologies in cooking. There are designations for a number of diets, the purpose of which is usually to lose weight or switch to healthy food: Buddha diet “a diet in which a person eats only for nine hours every day in order to lose excess weight”, Cinderella diet “a diet, as a result of which a person reduces the consumption of food products so much that the shape of her body resembles Cinderella - a cartoon character”, DASH diet (the word DASH is an abbreviation of the phrase Dietary Approaches to Stop Hypertension) “such a diet that promotes lowering blood pressure”, intermittent fasting “a diet in which a person does not eat anything for several days a week, and on other days he eats normally (for the purpose of weight loss)”, LALS n (abbreviation of the phrase low-alcohol, low-sugar) “food diet that contains a minimum amount of alcohol or sugar”, clean eating “a type of diet that consists in avoiding the use of processed food in favor of fresh “primary”. Note that by analogy with the word combination of computer literacy also gave rise to the innovation of food literacy, “a person's awareness of healthy food and cooking”.

The further tendency to reduce the consumption of meat and animal products, to vegetarianism, is reflected in innovations: demitarian (demi “half” + vegetarian) “a person who halves his meat ration”, reducetarian “a person who strives to eat as little meat and other products of animal origin as possible”. In order to reduce the consumption of meat products by the population, the government takes certain measures, for example, a certain amount is added to the price of meat products, such as bacon, sausage, and paid to the government (in order to reduce the consumption of

such products and thereby preventing certain health problems). Such an amount is denoted by the phrase sausage tax. They continue to develop products with artificial meat substitutes: aquafaba “a decoction of beans and beans that serves as a substitute for egg white in vegetarian cuisine”, seitan n “a wheat-based meat substitute”, motherless meat “synthetic meat that grown in laboratory conditions from cells”, veggie disc “vegetarian food that resembles a hamburger, has a round, flat shape, does not contain meat and is a compressed piece of vegetables”.

As for the numerous names of new dishes and products, it can be seen that the French word croissant has turned into a base for several culinary products: crossushi (croissant + sushi) “croissant with sushi in the middle”, crotilla (croissant + tortilla) “the brand name of a food that resembles the thin round Mexican bread “tortilla” in shape, but is made of puff pastry like a croissant”, cruffin (croissant + muffin) “a small cake that resembles a hot cake in shape, but consists of made of pastries like a croissant”, rainbow croissant “a light pastry in the shape of a crescent, made of dough dyed in different colors”.

Among the drinks, coffee takes first place with such innovations as: egg coffee “Vietnamese drink consisting of coffee mixed with egg yolk, sugar, condensed milk and butter”, goth latte “hot coffee drink espresso, hot milk with the addition of charcoal (which makes this drink black)”, supercoffee “coffee with ingredients such as different seeds, spices (in order to make it more useful for health), third-wave coffee “direction in the preparation and sale of coffee, which emphasizes high quality, ecological purity and the use of the latest technologies”.

Although the current stage of human development is called the “post-feminist” period, innovations show that the struggle of women not so much “for their rights” as for their role in society, particularly in the historical aspect, continues. The still existing discrimination against women is evidenced by such new phraseological units as brass ceiling “barriers that stand in the way of women and representatives of certain ethnic and social groups in their business career” created by analogy with the phrase glass ceiling barriers on the path of women in the process of achieving high military ranks and positions”, glass wall “barriers on the path of accepting women into the

workforce”, the grass ceiling “social barriers in the process of achieving high positions in business due to the impossibility for women to be members of a respectable golf club”. They also include the permanent compounds Matilda Effect “systematic underestimation of the contribution of women to scientific achievements (in favor of men)”, the Paula principle “the theory that the majority of women, as a result of open and hidden discrimination, have such a job, occupy such a position, which does not give them the opportunity to realize their abilities”.

Manifestations of “sexism” can be seen in the fact that the extreme ideology of the supreme men over women – neomascularity, that we may be talking about “gender pollution”, about such a phenomenon, when women en masse make a career in a certain field, then this field becomes less attractive for men – gender pollution, that the majority of committees, councils, commissions consist only of men – manel (man + panel), that the typical behavior of men is to explain something to a woman in a condescending and disdainful manner – mansplain (man + explain). Women in legislative and other bodies demand the government to take measures, primarily economic, to create favorable conditions for them for career growth, for the opportunity to hold important positions in organizations. Such measures are characterized by the telescoping of womenomics (woman + economics). Women who take an active part in the struggle for their rights are called the new creation shero (she + hero).

Let’s note that a few decades ago, at the height of feminism, the word mom became, in fact, a symbol of a “non-modern woman”, the phrase mommy track acquired a certain pejorative color, characterizing a woman who professes conservative family values, does not aspire to a business career, to active participation in social life. At the same time, as in previous periods, innovations with the lexemes mom, mum continue to be created, for example, mommune (mom + commune) “several women with children who live together, sharing their property, responsibilities”, momshell “a very glamorous, attractive woman who has children, especially a famous person” (the innovation was created by analogy with the word bombshell), mumoir (mum + memoir) “memoirs, memoirs written by a woman, in which the author describes her experience with motherhood”, mumsplainer (mum + explainer) “a married woman with motherhood experience who gives unsolicited advice to pregnant women or women in labor”.

Vocabulary and phraseology related to designations and characteristics of generations of people are replenished. First of all, this applies to the young generation, the characteristics of which are mostly reflected by a whole series of figurative designations of the phraseological type: Generation Me “the generation of people born at the very end of the 20th century”, Gen Z “the generation of people born in the period of the end of the 20th century - the beginning of the 21st century”, generation scroll “the modern generation of people who read practically nothing except news on a computer and mobile phone”, clipped wing generation “a generation of young people who cannot be independent from their parents for economic reasons”, Linkster “a person born after 2002” (it is believed that from birth it is connected with modern technology, hence its name), switch and swipe generation “the young generation, which is believed to have undergone many more changes in life compared to their parents, especially in relation to work, life, sexual relations”.

Some attention was also paid to the older generation: Xennial “a person born between 1977 and 1983”, alpha boomer “a wealthy person who belongs to the generation born immediately after the Second World War”. Among such neologisms, it is necessary to single out units associated with the process of “aging” of humanity, with the increase in the number of elderly inhabitants of the Earth, especially in developed countries, with the social activity of retirees: gray tsunami “a significant number of elderly people in the 21st century due to increasing life expectancy”, silver striver “people who work after reaching retirement age”, SuperAger “a person over 80 years old who does not show signs of deterioration of mental abilities”.

In some new stable phrases, families are characterized, certain family relationships are revealed. So, the figurative neologism jigsaw family denotes a family in which children from previous marriages of their parents live, and the word Skype family is a family in which one of the parents is abroad and communicates with the family via Skype, the role of parents in the family is differentiated by contrasting the innovations of lead parent “the parent who more significantly and conscientiously fulfills his parental duties, takes care of the children more carefully (usually the one who has fewer responsibilities at work)”, deputy parent “the parent who fulfills his parental duties anyway, does not take enough care of the children (usually the one who has more responsibilities at work)”, the situation in the case of parental divorce is reflected in bird’s phraseology nest parenting “an arrangement according to which the

children of divorced parents stay in the family home, and the parents take turns living with them”.

The medical field is enriched with designations of various therapies, cosmetic operations, procedures, for example, fear extinction therapy “treatment of post-traumatic stress by means of reproducing a traumatic event in calm conditions to relieve a person of anxiety”, gong bath “a type of therapeutic meditation, in the process of which the psychotherapist uses the sounds of a gong”, ecotherapy “a method of improving a person’s well-being by encouraging various activities in nature”, Facebook facelift “cosmetic surgery on the face caused by the vanity of a person who saw many of his photos on social networks and was dissatisfied with them”, footcial “cosmetic treatment leg surgery”, Loub job “a medical procedure that changes the leg so that a woman can wear high-heeled shoes without problems”. The role of modern technology in health care is revealed in the neologisms mobile health “medical advice sent by professionals to mobile phones or other devices”, self-tracking “using a smartphone to monitor one's health, well-being (pulse, blood pressure etc)”.

Changes are taking place in the field of children’s upbringing and education, caused by new approaches and methods, and are revealed in such innovations as flipped learning, “a form of learning when pupils and students get to know the content of the task at home, and classroom lessons are designed for practical consolidation and discussion of the studied material”, flexi schooling is a “flexible” system of child education, in which she attends classes at school only a few days a week, and on the rest of the days she studies at home independently (with the help of her parents), free-range parenting “a method of raising children with the help of providing them freedom of action with the aim of making them independent and responsible”, unschooling “a concept and method of education, which assumes that children and adolescents direct their own learning based on their interests, and not from an established program”.

**Conclusions.** So, the results of the study demonstrate the active replenishment of the vocabulary of the English language with innovations using such methods of word formation as affixation, composition, telescoping and contraction. This process stimulates, first of all, the development of the spheres of information technology, economy, protection and preservation of the environment. The most influential social factor turned out to be the sphere of sports, the pursuit of a healthy lifestyle, as a result of which numerous names of various types and methods of physical exercises, fitness,

diets, dishes and technologies in cooking, and medical procedures were formed. Gender issues, age characteristics, family relations, issues of upbringing and education of children are also an important source of innovations.

The translation procedure of the described new vocabulary and phraseology begins with the definition of the content of the units, for which a narrow context (phrase, sentence, text) is often not enough, and the translator needs to refer to various Internet sources. When the meaning of the concept is clarified, the translator chooses a method of reproduction of non-equivalent vocabulary, where the most important role is played by “functional”, it is necessary to reproduce the essence in such a way that the recipient does not feel informational loss. Therefore, in most cases, even in special texts, when innovations are not interpreted in the text, the translator focuses on the understated background knowledge of the target audience and combines direct methods of translation (transcoding, tracing) with descriptive translation.

**Prospects for further research.** We see the prospect of research in the further consideration of phraseological units with different components and conducting a comparative analysis of semantic, structural and functional differences and similarities in order to identify socio-cultural features to facilitate the process of perception, understanding and translation.

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