

ORGANIZATION OF SOCIO-PEDAGOGICAL INTERACTION BETWEEN THE TEACHER AND STUDENTS OF THE SPECIALTY "MANAGEMENT" IN THE PROCESS OF FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

Nadiia Morhunova, Bakyt Aitbayeva, Olga Zelinska, Almagul Kazmagambetova, Ludmyla Shumeiko

ABSTRACT

Research into the scientific problem of socio-pedagogical interaction between teachers and students in the educational process is today an important factor for increasing the effectiveness of learning. The content of such interaction between teachers and students is not only the exchange of information, but also educational and upbringing influence, the organization of relationships and the transmission of the teacher's personality to students. Subject-subject relationships between teachers and students in the educational process, their interpersonal interaction on the basis of dialogue, cooperation, partnership are especially relevant in the process of studying a foreign language by students. The authors present their own methodological developments in the organization of teaching students a foreign language, examples of the implementation of interactive work technologies based on socio-pedagogical interaction, and give the results of comparative studies of their use in the process of studying a foreign language by students-future managers.

KEYWORDS

Socio-pedagogical interaction, teacher-student system, relationships between subjects of educational activity, formation of foreign language communicative competence, interactive learning technologies.

2.1 SOCIO-PEDAGOGICAL INTERACTION IN THE CONTEXT OF THE "TEACHER" — "STUDENT" RELATIONSHIP

The modern process of professional training of students in higher education institutions is a holistic and complex pedagogical process of relationships in the "teacher — student" system, in which not only the professional abilities, knowledge, skills and competences of future specialists are laid and developed, but also their basic social, personal, creative qualities are formed. A distinctive feature of higher education today is the establishment of a priority for the development of the student's personality. It is the student who becomes the creator of his/her future, and the teacher has the honor of helping him/her. Both business and interpersonal relationships are established between the main subjects of the educational process. Their cooperation in real conditions of professional interaction is the social environment, in which both the formation of the future specialist and the further pedagogical improvement of the teacher take place, because each of them finds conditions for their own personal growth.

In direct communication in the system of relations "teacher — student" the most important thing in pedagogical activity is carried out — the influence of the individual on the individual. The nature of

the socio-pedagogical interaction between the teacher and the student largely determines the success and quality of education in higher education institutions. The effectiveness of education directly depends on how friendly, mutually involved this system of interpersonal interactions between the subjects of the educational environment is.

The socio-pedagogical interaction of subjects of the educational process, the psychological and pedagogical foundations of cooperation between the teacher and students, the need and ways to provide pedagogical support to a student in the process of his/her professional development were considered in the works of domestic and foreign scientists at the level of theoretical generalizations or were the subject of specific experimental studies by such teachers and psychologists as I. Bekh, B. Bratus, I. Bulakh, O. Volkova, L. Dolynska, I. Ziaziun, O. Kasianova, V. Kessel, G. Kostiuk, H. Liimets, S. Maksymenko, G. Khibsh, M. Shymyn, V. Yurchenko, and others. The focus of our study is the process of foreign language training of a future specialist-manager in higher education institutions by ensuring socio-pedagogical interaction between the teacher and students.

The term "socio-pedagogical interaction", "pedagogical interaction" in the scientific literature is interpreted ambiguously. In philosophy, interaction is considered as a category that reflects the processes of influence of different objects on each other, their interdependence, mutual transition, changes in state. As a psychological category, interaction is a set of active actions of subjects, united by a common goal of activity, the nature of which affects the mental processes and qualities of its participants. The content of interaction is associated by modern teachers with communication in different spheres of life, the result of joint activity, the development of dialogue between the parties to the interaction, cooperation with other people taking into account their mental and cultural characteristics, the ability to evaluate actions and deeds of other people, reflection and self-criticism of activity in the professional sphere. The part "social-" emphasizes that the process of interaction takes place in a certain social space, the main function of which is the inclusion of subjects in the system of social relations and the expansion of the sphere of social ties. Its main features are the presence of a common social interest, the emergence of a motivational field, the implementation of the goal of joint activity.

Psychological and pedagogical research has noted the influence of various factors on the interaction process: objective (macroenvironment and mesoenvironment, their sociocultural characteristics, age and physiological characteristics of interaction participants, etc.) and subjective (mental characteristics and accumulated experience of interaction participants, their relationships, socio-psychological climate of the group, etc.) [1–3]. For socio-pedagogical interaction, not only the result of people's influence on each other is important, but also the process of interaction itself, which should be considered as a dialogue that requires tolerance for ideas, for the partner's shortcomings, the ability to listen and restrain the unbearable desire to speak out, to interrupt the interlocutor.

Socio-pedagogical interaction in the "teacher – student" system can be defined as a mechanism of mutual influence of subjects, involved in joint activities based on common goals in the process of professional education, which is characterized by mutual knowledge, mutual understanding, relationships, mutual actions and mutual influence. Such interaction combines both pedagogical influence and the student's own activity, therefore it is a necessary condition for the effectiveness of the pedagogical process. Interaction in

the educational process is manifested "in cooperation as a form of joint activity and communication, aimed at achieving a common result" [1]. Interaction between the teacher and the student, occurs not only at the level of "said – heard", "heard – perceived", but also at many other levels, in particular at the non-verbal, emotional levels of understanding. Mutual interest activates the self-knowledge of participants, stimulates the processes of self-expression, enriches with new ways of self-development [4].

We consider the main principles of socio-pedagogical interaction to be the principles of systematicity, partnership, coordination of efforts, predictability, and the principle of an individual approach to each participant in this process.

For socio-pedagogical interaction, the most important thing is the unity of the process of managing educational and cognitive activities on the part of the teacher and independence in activity on the part of students. Positive interaction, based on the emotional potential of the subjects of the learning process, should increase the level of motivation and effectiveness of the learning process in general [5]. Effective pedagogical communication in the educational process should combine openness, adherence to pedagogical tact, establishing personal contact, so that each student feels addressed to him/her; creating situations of success through the approval of the potential capabilities of students.

Socio-pedagogical interaction can be effective only under the conditions of the readiness of the teacher and the student to communicate and the communicative guidelines of the individual, which are a reflection of his/her communicative qualities, ensuring the readiness to build relationships in a certain style. If the guidelines are positive, humanistic, then the process of social perception of another person is successful. Otherwise, barriers arise that can only be overcome by gradually changing one's communicative attitudes [6].

The relationship between teachers and students is characterized by a complex internal structure, which is determined by four components [7]. Cognitive component – perception and assessment of the other, reflection on relationships, ideas about optimal relationships; motivational component – interest in the partner and the need for relationships with him/her; emotional component – satisfaction with the relationship, mutual attitudes of partners, feelings of security, comfort or tension; behavioral component – type of relationship and style of pedagogical communication, manner of behavior in conflict situations, means of mutual influence.

The goals of pedagogical interaction between the teacher and students are informational (mutual exchange of scientific and educational information), value-orientation (transmission of socially significant and professionally important norms and values), regulatory (persuasion, suggestion and other means of influence for the regulation of joint activities), social (coordination of joint actions, obtaining feedback on the nature of relations between the subjects of pedagogical interaction), motivational (motivation of student activity, his/her psychological support) [8].

The common goal of socio-pedagogical interaction for a teacher and a student is the mastery of knowledge, acquisition of practical skills and abilities, successful development, formation of personal qualities. An important moment of such interaction is the implementation and self-realization of both subjects of the educational process. Given the complexity of the implementation process, it is necessary to take into account their specific properties, in particular, temperament, abilities, interests, etc.

In the process of socio-pedagogical interaction between teachers and students, conflict situations may arise, which can be explained by various reasons. This may include an inadequate assessment of students' knowledge by the teacher, the teacher's inability to establish contact with the audience during classes, misunderstanding of the internal psychological characteristics of students, etc. The necessary pedagogical techniques that can prevent conflicts are the ability to predict potential conflict situations, the ability to treat the student as a person with developed self-awareness, adequately respond to emerging problem situations, have a sense of humor, possess non-verbal communication methods, be able to listen and heed the opinions of students, and readiness for interpersonal feedback.

The process of socio-pedagogical interaction requires activity from both subjects. The teacher needs to understand the psychology of students, taking into account their needs, motivation, levels of development and personal characteristics; create a favorable atmosphere, in which they will have the opportunity to develop their skills; provide support to students in personal and educational development; encourage students to creative projects that will develop their abilities. In turn, students should strive to express their opinion, provide suggestions for creating conditions for the educational process; cooperate with the teacher, communicate more in order to obtain additional knowledge; develop motivation to achieve success; respect the teacher and support ideas for creating and adjusting the educational process.

2.2 THE ROLE AND PLACE OF SOCIO-PEDAGOGICAL INTERACTION IN THE PROCESS OF STUDYING THE DISCIPLINE "FOREIGN LANGUAGE"

The most important feature of professional socio-pedagogical communication is the recognition and acceptance of the student as an individual by the teacher and the construction of interaction on this basis in the conditions of the educational process of higher education. The teacher's readiness for such interaction in the process of studying a foreign language implies the unity of information exchange skills, the establishment of dialogical and partner relationships, objective perception and understanding of modern students. When studying a language, the need for interlocutors means that learning has a deeply social nature, to a much greater extent than when studying other academic subjects.

The learning process at any stage involves direct interaction between the teacher and the student. Stable psychological and emotional contact of the teacher with the student audience is a determining condition for the success of a classroom lesson. Each student should feel that he/she is not left "overboard" in the discussion of the educational issue, is not disconnected from what is happening in the lesson, but has the opportunity to express his/her opinion on an equal footing with others, to be heard and objectively evaluated. Effective socio-pedagogical interaction between the teacher and students in the process of learning a foreign language guarantees successful mastery of the educational material, the formation of foreign language communicative competence.

The basis of socio-pedagogical interaction between the teacher and students in the process of learning a foreign language is built on the teacher's desire and ability to teach, and the student's ability to perceive knowledge. The teacher's role is not reduced to forcibly "cramming" this knowledge into a careless student.

The teacher is socially in such conditions that he/she has something to say, something to inform the student, and it is good when the young person perceives this. On the other hand, students sometimes ask difficult questions, which force the teachers themselves to constantly be in a state of continuous learning [2]. When planning socio-pedagogical interaction with students in classes, the teacher must analyze and take into account the strengths and weaknesses of general forms of educational work, select their optimal combination, which will ensure higher efficiency of the results of learning a foreign language.

Research by scientists [9] allows us to assert that a significant part of the difficulties in the process of teaching a foreign language is due not so much to the shortcomings of the scientific and methodological training of teachers as to the deformation of the sphere of professional and pedagogical communication and the choice of a particular leadership style by the teacher. The main styles of teacher leadership are:

- autocratic (absolute leadership style), when the teacher exercises sole control over the student body, not allowing them to express their views and critical remarks; the teacher consistently makes demands on students and exercises strict control over their implementation;
- authoritarian (power) leadership style allows students to participate in the discussion of educational issues, but the final decision is made by the teacher him/herself;
- democratic style involves the teacher's attention and consideration of the opinions of students, he/she seeks to understand them, convince them, and not order, conducts a dialogue;
- ignoring style is characterized by the fact that the teacher practically removes him/herself from leading students, limiting him/herself to the formal fulfillment of the duties of transmitting educational and administrative information;
- conforming style manifests itself in the case when the teacher removes him/herself from leading the group of students or follows their wishes;
- inconsistent style – the teacher, depending on external circumstances and his/her own emotional state, implements any of the above leadership styles, which leads to disorganization and situationalism of the system of relations between the teacher and students, to the emergence of conflict situations [9].

Taking into account the strengths and weaknesses of the main styles of interaction between the teacher and students helps to build constructive communication, avoiding those teaching styles that do not contribute to establishing a dialogue.

In the pedagogical practice of teaching a foreign language, one or another combination of the above styles is usually found in one or another proportion, with the dominance of one of them. The most effective way to solve pedagogical tasks is a democratic style, in which the teacher takes into account the individual characteristics of students, their personal experience, the specifics of their needs and capabilities. A teacher who has such a style consciously sets tasks for students, does not show negative attitudes, is objective in assessments, versatile and proactive in contacts. In essence, this style of communication can be characterized as personally-oriented. Only a person who has a high level of professional self-awareness, is capable of constant introspection of his/her behavior and adequate self-esteem can develop it.

Socio-pedagogical interaction can be considered optimal and constructive under conditions when communication between interacting subjects occurs on equal terms, which involves the exchange of information, and not only its transmission, joint activity is carried out taking into account the individual abilities

of the subjects, and mutual understanding is achieved with mutual emotional perception [10]. If students are not involved in the educational process and are simply formal objects of the transfer of educational material, then even the presentation of emotionally and logically structured material will not bring the desired effect. When students actively search for information to complete the task and are involved in independent work with the material, they better assimilate and process the studied topic.

The most common reason for the lack of interaction, misunderstandings or even conflicts between students and teachers in classes on the subject of "Foreign language" is the inadequacy of assessing students' knowledge. In such situations, the subjective side may be the student's biased claims for a higher assessment or the subjectivity of the teacher, who underestimates the students' grades. There are teachers who almost never give an "excellent" grade; they are convinced that only they themselves have a perfect command of a foreign language. The assessment may be influenced by the student's personal qualities and his/her behavior in class (replies and disputes). If conflict situations in "student – student" interaction are resolved by the students themselves, then interpersonal conflict at the "teacher – student" level takes on more complex forms. The main role in their prevention and resolution is played by the teacher, who can use certain techniques for this. For example, during an educational dialogue with a student, it is necessary to psychologically tune him/her to the most fruitful possible response, to exclude the occurrence of a stressful situation, and in the event of an unsatisfactory response from the student, to make him/her understand, without allowing him/her to be offended, that this response does not dissatisfy the teacher, but does not meet the requirements.

There are two theories that help teachers better understand what students need from their relationships with teachers: self-determination theory and attachment theory. The concept of self-determination theory, proposed by E. Deci and R. Ryan, assumes the influence on a person's state of whether he/she feels that three basic needs are being satisfied: the need for belonging, competence, and autonomy [11]. According to R. Baumeister and M. Leary, all people need a certain minimum number of regular social interactions that bring satisfaction. Based on the "need to belong" [12], people are forced to seek supportive, strong interpersonal relationships. In higher education, positive group dynamics and peer relationships are important in determining a sense of belonging, but it is important to emphasize that students' relationships with their teachers are a key factor in fostering this sense of belonging. Teachers can foster a sense of belonging by creating a safe and healthy environment, providing academic and social support, treating students fairly, encouraging academic success, providing autonomy during classes, and setting clear expectations for them. It is important for students to feel active control over aspects of their academic lives, when they do not simply acquire knowledge from a teacher, but independently extract it during creative search, evaluate the results of their work, build their own model of cognition, and the teacher's contribution is to organize learning in such a way that he/she acts mainly as an advisor, mentor, and helps students make choices in using effective cognitive strategies.

According to attachment theory, if a teacher responds to a student in a predictable, empathetic, and caring manner, their relationship is characterized by a sense of stability and security. In turn, this allows the student to explore, take risks, be creative, and develop a sense of self-worth. Students need to feel trust in the teacher, to know that they can rely on his or her support when needed; on the other hand, they also need confidence to become independent in their actions [13].

Unlike all other academic disciplines, studied by students in the process of professional training in higher education institutions, the study of the discipline "Foreign language" involves allocating a significant amount of study time for classroom activities, which are organized in an interactive form and have a personality-oriented focus. During such classes, there is an active production of foreign language communication, in which the teacher and the student alternately act as author and interpreter. That is, when studying foreign language educational material, the communicative potential of the academic discipline "Foreign language" is realized, and foreign language communication becomes an effective means of forming the foreign language communicative competence of subjects of the educational process. Therefore, the process of learning a foreign language should be built taking into account the psychological mechanisms that underlie the formation, development and consolidation of complex communicative abilities and skills and the psychological and pedagogical regularities of organizing relations between the teacher and the student.

2.3 THE IMPORTANCE OF FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE PROCESS OF PROFESSIONAL TRAINING OF MANAGERS

The professionalism of a specialist in the field of management implies language competence. For managers, the process of working with clients begins with linguistic interaction. Competent and correct speech of a manager guarantees understanding and the expected reaction of the client.

Currently, the professional activity of a manager in the conditions of the integration of our state into a single European educational, economic and socio-cultural space requires him/her to practically master a foreign language to implement such an aspect of professional activity as establishing and maintaining contacts with foreign firms and enterprises. In the field of management, it is impossible to build a business without communicating with people. Therefore, when studying a foreign language, it is necessary for management students to develop stable language skills in various situations, such as communicating with a future client or partner, preparing and conducting a product presentation at the international level, processing orders for foreign clients, telephone conversations and business correspondence with foreigners, working with English-language sources of knowledge that help in promoting business. We should also add that the oversaturation of the labor market with specialists in this specialty increases the requirements for the selection of candidates by employers, who, along with practical training, pay special attention to managers' proficiency in a spoken foreign language.

The specifics of a manager's professional activity make it necessary for him/her to continuously participate actively in concluding contracts, organizing round tables, conducting seminars and meetings, in the implementation of joint investment projects, negotiations, etc. Accordingly, there is an urgent need for future specialists in the field of management to master the competences of foreign language professionally oriented communication in order to implement successful and adequate professional communication in various problem situations without the participation of a third party — a translator (for example, in order to avoid information leakage). A sufficient level of proficiency in a foreign (English) language will be useful not only to those who get a job in a foreign company or a joint venture. A competent manager, wherever

he/she works, must familiarize him/herself with special literature, and it mainly appears in English. And the terminology of economic science itself is largely based on English.

The main role in the formation of foreign language communicative competence as an important part of a specialist's general professional competence is assigned to higher education institutions, which provide professional training for future managers and develop effective methodological approaches, didactic principles, and pedagogical technologies.

Today, foreign language proficiency is an essential component of the professional competence of a future manager, which significantly increases the importance of the discipline "Foreign language" for these specialists. The main tasks of studying the academic discipline "Foreign language" by students of the specialty "Management" are to form of applicants' skills and abilities in foreign language proficiency in the field related to their social, everyday, educational and future professional activities. The educational programs of this specialty indicate as the main goal the formation of program competences: general (the ability to communicate in a foreign language, skills in using information and communication technologies, the ability to learn and master modern knowledge, the ability to adapt and act in a new situation, the ability to generate new ideas (creativity), appreciation and respect for diversity and multiculturalism, the ability to work in an international context, etc.) and special (professional) (the ability to determine the prospects for the development of the organization, the ability to determine the functional areas of the organization and the connections between them, the ability to manage the organization and its divisions through the implementation of management functions, the ability to work in a team and establish interpersonal interaction when solving professional tasks, the ability to evaluate the work performed, ensure its quality and motivate the organization's personnel, the ability to create and organize effective communications in the management process, the ability to analyze and structure the organization's problems, form well-founded solutions, etc.).

To form the readiness of students of the specialty "Management" to communicate on professional topics in a foreign language, it is necessary to take into account the functions that the future manager will have to perform in professional activities. These are primarily managerial, organizational, gnostic, informational, communicative and receptive functions. From the point of view of the formation of foreign language communicative competence, the most relevant are organizational and communicative functions, since they require the specialist to have direct contact with foreign partners and are carried out in the process of interaction and communication.

Based on the structure of communication, adopted in social psychology, which includes perceptual, communicative and interactive aspects, communicative competence can be considered as a component of communication and interaction. Then the communicative process is understood as an information process between people as active subjects, taking into account the relationships between partners.

The effectiveness of foreign language teaching for future managers is achieved through the use of various forms and methods of problem-based learning, the introduction of a systematic organization of individually differentiated learning. It is necessary to develop the skills and abilities of independent work aimed at searching for and processing professionally oriented educational texts, journal articles. The purpose of independent work is to teach students to learn and thus contribute to the development of their creative abilities and to the improvement of the quality of education.

The current tasks of forming foreign language communicative competence in the process of professional training of managers are the development of basic skills and abilities of foreign language communication and the acquisition of knowledge of phonetics (specifics of articulation of sounds, intonation, accentuation and rhythm of neutral speech in English; features of a certain style of speech, characteristic of the sphere of professional communication; reading transcription); lexicology (the concept of differentiation of vocabulary by areas of application (everyday, official, general scientific, terminological, etc.); the concept of syntactic (free) word combinations and stable (phraseological) word combinations, phraseological units, the concept of the main ways of word formation); grammar (grammatical skills that provide communication with clarity, logic, consistency and do not distort meaning during written and oral communication, the main grammatical phenomena characteristic of professional speech); country studies and intercultural communication.

During speaking, the student must demonstrate the skills of dialogical and monological speech using the most common lexical and grammatical means in communicative situations of informal and official communication. Another criterion for mastering a foreign language by future managers is listening, which involves acquiring the skills of understanding a foreign language in various situations of everyday and business communication. In reading authentic texts, future managers master skills of different types of reading (cognitive, familiarization, search) with different goals of country studies and general economic literature; the ability to record information, obtained during reading (drawing up plans, theses, annotations, abstracts). In turn, writing sets students the task of implementing such communicative intentions as requesting necessary data, informing, expressing a request, consent, refusal, apology, gratitude, etc.

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2.4 FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS — FUTURE MANAGERS THROUGH SOCIO-PEDAGOGICAL INTERACTION AND EDUCATIONAL COOPERATION

The main goal of our study is to determine the most effective forms of interaction between the teacher and students for the formation of foreign language communicative competence of students — future managers in the conditions of a collective form of organization of educational activities.

In higher education institutions, the purpose of studying the academic discipline “Foreign language (English) for professional purposes” in the specialty “Management” (field of knowledge “07 — Management and Administration”) is to provide students with practical mastery of the foreign language for professional purposes, to develop professional foreign language communicative competence for using the foreign

language in various areas of professional activity, to develop skills in reading foreign language texts in the specialty and the ability to convey information, obtained from them, in oral and written forms, to develop the ability to perceive foreign language information by ear and to build speech behavior in situations of professional communication.

The main tasks of studying this discipline are to master various types of speech activity: reading (review, informative and in-depth) in working with literature in the specialty, speaking and listening in situations of professional, business and everyday communication, taking into account the socio-cultural and country studies aspects of the foreign language, as well as written speech on professional topics.

As we have already noted, establishing a strong relationship between the teacher and the student consists of four aspects of interaction: social, affective, cognitive and behavioral. The way to achieve this is to adhere to certain principles. Firstly, this is the principle of accessibility, when students feel the openness of the teacher to interaction, constant feedback, which ensures the correction of students' activities by the teacher, which makes it possible to eliminate errors in a timely manner. This is facilitated by creating conditions in educational institutions for students to come and discuss their problems or complex issues with teachers. This can also be done by using social networks and online platforms to communicate with students, which is an important practical step towards accessibility in the age of digital technologies. Although some teachers may not consider this area of communication with students important because it goes beyond the scope of the lesson, ignoring this form of communication can lead students to believe that the teacher is not interested in the effectiveness of learning, the student's success, which will lead to a decrease in their motivation and interest in the subject. There are also other ways, in which teachers can express their accessibility, and a particularly effective tool is self-disclosure. Foreign language teachers constantly ask their students to share many personal details about their likes, dislikes, hopes and plans, etc. This practice can be important in establishing understanding if teachers offer a certain degree of self-disclosure in return. But everything should be in moderation – excessive exchange of information is unprofessional or inappropriate. The degree of self-disclosure shows the desired openness towards others, honesty. This is also an important component of socio-pedagogical interaction.

The second principle that can help shape constructive interaction is the manifestation of sensitivity on the part of the teacher. Students need to feel understood and valued. Empathy is a key component in any relationship. Empathy does not mean agreement, but rather an attempt to understand others. It is the ability to put oneself in another person's shoes and see the world through their eyes.

The third principle of effective socio-pedagogical interaction is to take into account the individuality of the student. Students like to realize that the teacher really knows who they are, that they are valued as an individual. Orientation to the student emphasizes his/her uniqueness and provides an opportunity to create an atmosphere where all students are motivated to learn. Among the techniques of socio-pedagogical interaction that do not take much time, but show that the teacher is interested in the student's personality, we can cite the following: remember the names of students; find out something unique about each student and mention it to them from time to time; ask about their hobbies and life outside of school; include personal topics and examples about students when discussing issues; maintain contact with students who were absent from class (for example, send homework).

Being a controlled process, the organization of socio-pedagogical interaction between the teacher and students in the process of learning a foreign language is realized through its purposefulness, regulation, systematicity, organization, and structure. It is necessary to combine pedagogical support techniques (activation, assistance, advice, consultation, facilitation) from the teacher, which not only ensures the success of learning a foreign language, but also reflects the local educational environment, which allows to actualize and to develop the internal potential of future specialists in the form of participation and co-creation between the teacher and students [14]. This determines the special role and position of the teacher in the educational process. At the same time, during learning, knowledge should be obtained by students more or less independently. The correct ratio of activity and communication allows to organically combine the educational and upbringing functions of the educational process.

In intensive group learning, a learning team emerges, which positively influences the development of each student's personality. Purely individual work according to the teacher-student scheme deprives the educational process of the most important link – interpersonal communication and interpersonal interaction through learning. In intensive group learning, communication becomes a necessary attribute of educational activity, and the subject of communication is its products: students directly in the process of acquiring knowledge exchange the results of cognitive activity, discuss and debate. Interpersonal communication increases motivation by including social incentives: personal responsibility appears, a sense of satisfaction from public success in learning. All this forms a qualitatively new attitude to the subject in students, a sense of personal involvement in a common cause, which becomes group mastery of knowledge.

Interactive educational activities in foreign language classes in the system of professional training of future managers involve the organization and development of dialogic communication, which promotes mutual understanding, interaction, joint solution of a common, but significant for each one, subject of training tasks. During interactive training, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make thoughtful decisions, participate in discussions, communicate with other people in a foreign language, which has a positive effect on the formation of professionally significant qualities in future managers.

The most important methods from this point of view include interactive methods of business games, educational games, creative cooperation, discussions, debates, dialogue, polylogue, project method, case method, coaching, etc.

Business game is a method that is a role-playing game with different, often opposing interests of its participants and the need to make any decision after its completion. Such a game is distinguished by its targeted focus on the implementation of the development of professional thinking and the presence of specific roles, through which social and interpersonal relationships of students are implemented. Business game is a synthesis of the method of analyzing specific situations and role-playing games. It differs from other teaching methods in that the basis of a business game can be a model of a company or a country's economy, its individual elements. Decisions, made by the participants of the game on the basis of initial information, affect the object of management, changing its initial state. Business game is a form of reproducing the substantive and social content of professional activity, modeling relationships characteristic of a specific economic specialty. It allows you to model the most adequate, in comparison with traditional teaching

methods, conditions for the formation of the personality of a future manager and his/her professionally significant qualities. The goals and objectives of a business game are implemented in the actions of its participants during the performance of their functional duties. When determining the specific goals of the game, educational tasks, features of the professional activities of managers, the role structure of their activities and communication, typical professional actions are taken into account. In addition, the rules of the game determine the norms of behavior of its participants. The basic element of the game procedure is a scenario, the subject content, described in verbal or graphic form, expressed in the nature and sequence of actions of the subjects of the pedagogical process (players and the presenter). In the simulation-role-playing game, future managers gain experience in organizing professional activities, because the business game becomes a kind of model, which positively affects the formation of professional competence.

Modern teachers offer a number of educational games that can be used in teaching a foreign language: "circle of ideas", "aquarium", "two — four — all together", "rotational threes", "microphone", "brainstorming", "unfinished sentences", "decision tree", "court hearing", "public hearing", "take a position", "change position", etc., from the very names of which it is not difficult to guess their content.

The discussion method allows the teacher to consider scientific, social, moral problems from different points of view. At the same time, students listen carefully, respect the opinions of others, express those positions that do not coincide with the general point of view, logically and clearly interpret their opinion, that is, develop critical thinking skills in the learning process.

Creative cooperation (interaction between the teacher and the student, student and student) is considered a necessary condition for learning, it has a pronounced emotional character and is manifested in joint actions (educational, cognitive, search). The main requirement for the teacher in this case is the desire to ensure the success of the student as the most important factor in motivating his/her activity, which is achieved by transforming the psychological position of the teacher from the "carrier" of information to the consultant and organizer of the learning process, and the position of the student — from "discipleship" to "partnership".

A vivid example of creative cooperation between the teacher and students is the implementation of project work. The project method is a search method, such an organization of learning, in which knowledge is acquired in the process of planning and implementing practical project tasks, which allows you to closely combine theory with practice. Project activity in foreign language classes is based on a new understanding of the relationship between the teacher and the student. The role of the teacher is changing radically, he/she becomes an assistant, partner, advisor, who uses his/her information skills to help find the optimal method and way to solve the problem. For example, students of the "Management" specialty can be offered to complete a project in the form of a presentation of an event in the field of management of global importance or a report on the topic "Development of managerial thought in the general theory of management". The practice of completing such a task has shown that students acquire the skills and abilities to independently find, analyze and apply the necessary information. In the case of group project work, they learn to work in a team, take responsibility for the implementation of their area of work, evaluate the results of their work and make a personal contribution to the common cause.

Dialogicity as one of the main characteristics of the educational process in teaching a foreign language is manifested in educational dialogues, which can be considered a specific type of cooperative learning.

The specificity of creating situations in teaching dialogic speech is that all the socio-psychological characteristics of natural communication are preserved, educational and developmental functions are implemented, which leads to the most productive mastery of foreign language communication. The ability to communicate in a foreign language using the cooperative learning method forms such qualities of future management specialists as the need for self-education, the development of intellectual and cognitive abilities, and the readiness to communicate in various types of collective interaction.

A dialogue lesson as a type of lesson-press conference is effective in ensuring communicative interaction of students among themselves and with the teacher, and in implementing the exchange of social and role functions. Such work not only develops students' communicative skills, but also, thanks to the action of the mechanism of social facilitation (strengthening dominant reactions in the presence of others), improves the performance of the task, which is to logically convince your opponent. This helps to increase self-esteem in students, instills self-confidence.

Case methodology refers to active learning methods and is based on group analysis of the proposed situation. The case method of teaching a professional foreign language includes all types of language activity: reading, speaking, writing and listening.

The basis of coaching as a pedagogical technology is a motivating interaction, created by the teacher, and contributes to the disclosure of the student's personal potential, enabling him/her to achieve a specific educational goal. We see the essence of the pedagogical technology of coaching in foreign language training of students in the systematic support of the student, aimed at effectively achieving important goals for him/her in mastering a foreign language within specific terms, developing flexibility in the student, and the ability to find an effective solution to the problem. The main tasks of coaching in foreign language training are motivating the student, helping to see the future result of learning, analyzing the existing level of knowledge in order to fix the final result and its achievement in the future. The main stages of the coach's work in this case are establishing partnership relations with the student, jointly defining tasks to achieve a specific goal; research of the current level of knowledge, identification of obstacles (internal and external) on the way to a positive result, analysis and definition of an effective way to overcome difficulties, drawing up an action plan and setting deadlines, organizing control and self-control of the learning process, objective assessment of the result and its reflection by the student.

Independent work is very important, as it forms students' self-education skills, the ability to plan and organize their work, develops self-control, contributes to the improvement of the skills to process and analyze information, make generalizations, and make necessary adjustments to the work.

To achieve high efficiency in the process of forming foreign language communicative competence, the teacher needs to develop a number of special skills that will allow to relieve tension and to create a situation of openness in the lesson. Such skills include the ability to manage the interaction process and phases of contact (demonstrating sincere goodwill, adhering to the principle of positive feedback to increase the self-esteem of interaction participants, actualizing their personal resources, openly demonstrating one's feelings, relationships, the ability to "present oneself", create one's positive image, leading the initiative during contact: listening with interest, agreeing with arguments, repeating an opinion, expressed by a student earlier, responding with facial expressions to some action of a student (for example, shaking one's

head), ending the conversation, but so that students do not feel it, reducing the number of direct demands, the ability not to lose sight of others when having a dialogue with one of them); the ability to be open and sociable in interaction; the ability to translate communication to a spiritual, personal level; the ability to identify "danger zones" for communication: in which cases the other party may become irritated, become more aggressive, the ability to put oneself in the other party's place and understand their reaction, the ability to show tolerance and respect in relationships; the ability to relieve nervous tension (the ability to relax); the ability to control one's mood and create a good mood and expressiveness of personality, to positively influence the relationships between the subjects of the educational process [6].

As practicing teachers, we believe that collective forms of work are effective for organizing socio-pedagogical interaction between the teacher and students, and between students. In particular, cooperation of students in pairs of variable composition: reading and subsequent joint discussion of a logically completed and small part of the text; developing skills in formulating a question, a point of the plan or a thesis, adequate to the content of the worked paragraph, etc. Teachers also call the following practice of mutual learning of students effective: answers to homework questions are supplemented in writing and checked by the students themselves; group solving of a problem situation; independent work with new educational material in pairs with its subsequent explanation to the whole group; multiple variable repetition using reference signals, etc. [15].

Effective factors that contribute to the formation of foreign language communicative competence and are implemented through socio-pedagogical interaction, in our opinion, are the change in the student's position from an object of education and training to a subject of self-government: ensuring subject-subject interaction of participants in the educational process; creating situations of success in classes; applying a differentiated approach based on the results of the primary diagnosis of development levels in the linguistic sphere, which takes into account the peculiarities of motivation, cognitive development, the formation of skills and abilities of communication in a foreign language, linguistic preparedness, etc.; creating personally developing situations in classes; the predominance of dialogue as a means of communication between foreign language the teacher and students; the "game" form of tasks; active use of methods of mutual learning, mutual control, mutual assessment; changing role positions, changing the rules of traditional language and speech exercises, etc.

2.5 RESEARCH ON THE RESULTS OF THE INFLUENCE OF THE USE OF SOCIO-PEDAGOGICAL INTERACTION STRATEGIES ON THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS

Experimental teaching of a foreign language using work methods based on socio-pedagogical interaction, students studying in the specialty "Management", was introduced by us in three higher education institutions (Kharkiv National Automobile and Highway University, O. Beketov National University of Urban Economy in Kharkiv, Kharkiv State Academy of Culture) during 2023–2024 academic year. The total number of participants (in the CG – 78 students, and in the EG – 80 students) was 156 people. The participants of

the experiment were informed about the study and the opportunity to refuse to participate in the experiment without any consequences for their education, and they gave their consent. To verify the results of using strategies of socio-pedagogical interaction for the formation of foreign language communicative competence of students-future managers, we conducted a comparative analysis of their academic achievements during the final control of the winter session 2023–2024 academic year.

The analysis showed that before the experimental work, the level of formation of foreign language professional communicative competence in the control and experimental groups did not have significant differences (**Table 2.1, 2.2**).

● **Table 2.1** Indicators of the level of formation of foreign language professional communicative competence in the CG and EG (before the experiment)

Educational institution	Level					
	Low		Sufficient		High	
	Group					
	CG	EG	CG	EG	CG	EG
KNAHU	46.2 % (12 st.)	46.4 % (13 st.)	34.6 % (9 st.)	42.9 % (12 st.)	19.2 % (5 st.)	10.7 % (3 st.)
O. Beketov NUUEKh	39.3 % (11 st.)	35.7 % (10 st.)	39.3 % (11 st.)	46.4 % (13 st.)	21.4 % (6 st.)	17.9 % (5 st.)
KSAC	40.9 % (9 st.)	41.7 % (10 st.)	40.9 % (9 st.)	50 % (12 st.)	18.2 % (4 st.)	8.3 % (2 st.)

● **Table 2.2** Indicators of the level of formation of foreign language professional communicative competence in the CG and EG (after the experiment)

Educational institution	Level					
	Low		Low		Low	
	Group					
	CG	EG	CG	EG	CG	EG
KNAHU	38.5 % (10 st.)	14.3 % (4 st.)	38.5 % (10 st.)	60.7 % (17 st.)	23.0 % (6 st.)	25.0 % (7 st.)
O. Beketov NUUEKh	32.1 % (9 st.)	14.3 % (4 st.)	46.5 % (13 st.)	57.1 % (16 st.)	21.4 % (6 st.)	28.6 % (8 st.)
KSAC	36.4 % (8 st.)	12.5 % (3 st.)	45.4 % (10 st.)	66.7 % (16 st.)	18.2 % (4 st.)	20.8 % (5 st.)

The data obtained after the experiment allow us to state the positive impact of such an organization of classes, where the motivation of the student's activity, his/her psychological support are carried out, conditions for interaction are created and situations are worked out that ensure mutual exchange of information, coordination of joint actions, receiving feedback, etc.

The analysis and understanding of the results of our experimental implementation of the methods of socio-pedagogical interaction proved the effectiveness of their use for the formation of foreign language professional communicative competence in future managers. The indicator of the level of formation of foreign language professional communicative competence had statistically significant differences between the groups after the experiment at $p < 0.05$. The methodological toolkit that was developed by us and offered in the training classes turned out to be effective.

In order to systematize and confirm the effectiveness of the principles of establishing effective interaction and mutual understanding with students, we conducted a survey of a group of student-future managers who studied the academic discipline "Foreign language". The respondents were asked to evaluate which of the proposed methods they consider the most optimal in terms of creating successful, trusting, friendly relationships between teachers and students and, as a result, creating a favorable atmosphere for motivation and an effective educational process in learning a foreign language. The study of students' responses showed that teachers who paid attention to self-disclosure were more positively evaluated by students, which, in turn, demonstrated stronger motivation and interest of students in learning a foreign language.

Students in the experimental groups noted that in their relationships in the process of learning a foreign language, teachers showed great attention to students' activities, thereby contributing to motivation and interest. During the training sessions, teachers sought to help students acquire the appropriate skills, explained the reasons for mistakes, and the relationship between teachers and students was characterized by friendliness, openness, and interest in students' success. Interaction between teachers and students in the process of learning a foreign language took on the character of joint creative activity and partnership communication, and students noted that the distance in communication had significantly decreased.

According to the survey, teachers with a sense of humor received the highest marks and more positive feedback. Humor can be another way to weaken the emotional filter and cause positive affect, revealing the "human" side of the teacher to students. Perhaps this is obvious, but it should still be emphasized that this also needs to be used with caution. Students should recognize a statement or comment as humorous, and only when the content and form of humor are appropriate will this lead to deeper cognitive processing, improved relationships, and more effective learning.

Students were also asked to identify 3 methods from the above, which, in their opinion, contribute more to high-quality interaction between students and teachers. The results of the diagnosis were as follows: in the opinion of students, the most effective were the methods of business games, project methods and discussions, since when using them, active cooperation takes place between the teacher and students, as well as between students. Answering open-ended questions, students noted that it was during the applied methods of socio-pedagogical interaction that they can freely communicate with each other, work in a team, while the teacher approaches the students in communication.

Among the reasons that, in the opinion of students, did not contribute to the formation of their foreign language communicative competence, the following were noted: the personality of the teacher, his/her professional qualities, low indicators of pedagogical tact, pedagogical skill, lack of authority among students; low indicators of tolerance, lack of friendliness in communication; the advantage of the reproductive style of learning over the creative one.

2.6 DISCUSSION OF THE RESULTS OF SECTION 2

Socio-pedagogical interaction of the teacher and students in the process of learning a foreign language is determined by the goals of a communicative and personal-developmental nature in relation to the subjects of interaction. At the current stage of development of higher education, the process of learning foreign languages should be understood not as an individual activity of students with educational material, but as a type of communicative interaction, an important function of which in classes is to establish interaction between the teacher and students, students with each other, during which the task of mastering a foreign language is implemented.

A modern manager, in order to successfully carry out organizational activities at the foreign economic level, needs to have business communication skills with a potential foreign partner. Therefore, today the requirements for learning a professional foreign language are changing. In the process of forming the foreign language communicative competence of future managers, it is necessary to use, along with traditional methods, such educational technologies as professionally oriented business games, the method of creative cooperation, various types of dialogic communication, the method of projects, and coaching technology.

Socio-pedagogical interaction provides an individual path of development for each student depending on the level of his/her preparedness, abilities, individual typological and personal characteristics. An individual approach in this context assumes knowledge of the individuality of a particular student by the teacher. The best result of interaction is achieved under conditions when the teacher takes into account the individual characteristics of students, their personal experience, the specifics of their needs and opportunities. The effectiveness of productive interaction between the teacher and students in the process of learning a foreign language is manifested in strengthening motivation and developing students' interest in classes, increasing the strength of knowledge, as well as equipping students with practical skills for self-education, using various methods of personality-oriented learning in order to ensure student activity in classes.

Creating a stable and comfortable interaction between the teacher and the student, a friendly educational environment has a positive effect on the quality of foreign language training, increases motivation to learn a foreign language, promotes the student's self-development and develops his/her ability to self-education.

Therefore, the potential of socio-pedagogical interaction between teachers and students opens up broad prospects for increasing the effectiveness of the formation of foreign language communicative competence.

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