

## TECHNOLOGY OF FORMATION OF PROFESSIONAL CULTURE OF FOREIGN APPLICANTS IN “PROFESSIONAL FOREIGN LANGUAGE” (ECONOMIC DIRECTION) CLASSES

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### ABSTRACT

The current problem of modern vocational education is the technology of formation of the professional culture of the future specialist, in particular of the economic direction. Taking into account the internationalization of higher education, which involves the process of systematic introduction of international experience into the educational, scientific and public activities of higher education institutions, the development of international cooperation in order to create a holistic system of international relations, it is advisable to pay attention to the provision of educational services to foreign applicants. The professional culture of a future domestic or foreign applicant begins to form in a higher education institution in the process of mastering the educational material of the educational components of the general and professional training cycle and the influence of the educational environment on the personality of a higher education applicant. In this context, it is important to define the terms “professional culture”, “speech culture”, “language etiquette”, “professional language” and the practical implementation of these concepts in classes on “Professional foreign language” through the use of modern didactic methods and techniques.

### KEYWORDS

Foreign applicant, professional culture, technology of professional culture formation, higher education institution, speech culture, speech etiquette, professional communication.

#### 4.1 THE ESSENCE OF THE CONCEPT OF “PROFESSIONAL CULTURE” IN THE CONTEXT OF EDUCATION IN A HIGHER EDUCATION INSTITUTION

Currently, events are taking place in Ukraine that affect the political, economic, and social life of the country. An important step on the path to the development of the social consciousness of the younger generation is the formation of a new scientific economic thinking, motivation to constantly update their knowledge and skills, the desire for personal improvement, and the analysis of the results of their work and the work of the entire team.

This task is primarily faced by higher education institutions of an economic profile, which must train specialists with high professional qualifications. To solve this task, the process of education and upbringing should be aimed at the professional training of future specialists of an economic profile and the comprehensive development of their personalities. These two components should be organically combined in the process of forming the professional culture of a future specialist.

Of particular importance is the correspondence of the level of formation of the professional culture of a future specialist in the economic field to modern socio-economic requirements and needs. Preparing students for professional self-realization in the field of economic services is an important and promising direction of forming human resources in the economic sector. The need for such training is due to the fact that future specialists in the economic sector must be able to make a significant contribution to the development of society. Therefore, higher education should provide applicants with such education that would fully satisfy the state demand and provide economic institutions with specialists of high professional culture.

The issue of forming professional culture in applicants for higher education has always aroused interest among scientists. This topic is considered in the works of O. Voznyuk [1], G. Ulunova [2], S. Strelbytska [3], O. Krupsky, E. Namliyev [4], I. Galyan, O. Galyan [5], and others. O. Krupsky, E. Namliyev consider professional culture as "a high level of human professionalism, as a way of creative self-realization in professional activity, as a process of mastering, transferring professional values, and forming a system of personal meanings, which are considered as a degree of quality of professional activity and human life" [4].

O. Voznyuk believes that "the professional culture of a specialist depends not only on the assignment of a certain educational and qualification level of a graduate of a higher education institution or the corresponding qualification of an employee, but also on relationships with colleagues, partners, consumers, clients. That is, professional culture is a special tool that actualizes the professional significance of a specialist. So the formation of his/her professional culture cannot be separated from either the process of professional growth or his/her moral development" [1].

Scientist G. Ulunova considers professional culture as the culture of the macrosystem, microsystem and personality. The author interprets the culture of the social macrosystem as a universal system of signs (professional knowledge and technologies) and symbols (norms and values) for a certain professional field, the emergence of which is the result of a dialogue between different links of professional life. The researcher understands the culture of the social microsystem as the qualitative characteristics of the activities of a professional group that are formed in the process of professional genesis and correspond to certain competences of a specialist. The professional culture of a person is defined as a complex dynamic personal formation of a specialist, which determines high qualitative indicators of professional and personal growth and self-realization of the subject of professional activity [2].

According to the researcher S. Strelbytska, professional culture is a holistic personal formation, the essence of which is a set of special theoretical knowledge, practical skills and abilities related to a certain professional direction, as well as professional and ethical qualities that meet the requirements of future specialists, and are a prerequisite for their effective professional activity and the goal of continuous and systematic self-improvement. The basis of the professional culture of future specialists is universal human and professional values, a set of professional knowledge and skills, and personal qualities [3].

The issue of professional culture is the focus of attention of the scientist I. Galyan, who believes that its formation in a future specialist begins with professional self-determination, professional choice, then continues during professional training and is polished throughout professional life, being influenced by various personal, social, professional factors. The basic personal formations that determine the content of professional culture are the values and meanings of the future specialist. According to the scientist, the main

goal of modern higher education should be to develop in students an interest and need for self-change. The transformation of a student into a subject, interested in self-growth, determines his/her further formation as a specialist capable of building his/her activity, its change and development [5].

The foundations of professional culture should be formed in students while studying at a higher education institution, because society needs specialists who are able to practically solve the life and professional problems, set before them. In this regard, special emphasis is placed on the formation of professional culture in the preparation of higher education applicants in the economic direction, since the activities of an employee of an economic institution require significant moral, physical and intellectual costs, great dedication to their work, as well as a high level of professional culture.

A modern student must be not only a good specialist in his/her field, but also a broadly educated person in other areas of life, science and culture. The professionalism of a specialist, his/her professional culture is a rather complex and multifaceted phenomenon. Therefore, competences should take their place in the professional training of future specialists, both those that are directly related to the technological side of future professional activity, and those that provide a modern specialist with the development of certain qualities of his/her personality (such as independence, responsibility, ability to work in a team, creative activity, ability to update knowledge, that is, such qualities of personality that ensure competitiveness in the labor market) [6].

Thus, analyzing the essence of the concept of "professional culture" and generalizing its content, the following can be noted:

1. The professional culture of a future specialist in the economic sector is a personal integrative characteristic that combines the formation of values and mastery of the norms and rules of professional ethics, skills and abilities of professional communication, a high educational and qualification level, which together ensure effective professional interaction with subjects of economic activity.

2. Professional culture is a complex socio-professional phenomenon, which has the following features:

- professional culture reflects a person's professionalism;
- this concept is directly related to professionally important qualities of a person;
- professional culture as a socio-professional phenomenon of a future specialist should be formed during his/her studies at a higher education institution.

The professional culture of a future specialist in the economic field is formed in an economic higher education institution in the process of studying the educational components of the general and professional training cycle, namely in classes on "Ukrainian language (for professional purposes)", "Foreign language (for professional purposes)", "Professional foreign language", "Marketing", "Management", "Microeconomic analysis", "Finance", in the process of undergoing industrial and pre-graduate practice.

#### **4.2 "SPEECH CULTURE" AND "SPEECH ETIQUETTE" AS A MANIFESTATION OF THE PROFESSIONAL CULTURE OF A FUTURE SPECIALIST IN THE ECONOMIC FIELD**

In the process of teaching the academic discipline "Professional foreign language", attention should be paid to such concepts as "speech culture" and "speech etiquette".

For professions where an employee communicates with people due to his/her official duties, possession of the skills of speech culture is important. Researchers and scientists from various fields were interested in the issue of speech culture: I. Kardash [7], Yu. Uzdenova [8], O. Khoma [9], V. Aleksandrova [10], and others, because the professional culture of any specialist cannot be at a high level if he/she does not possess the norms of correct and aesthetic communication.

The main features of speech culture are considered by researchers to be normativity, correctness, accuracy, purity, richness, logic, expressiveness, aesthetics, relevance, imagery. I. Kardash offers the following definition of this term: "Speech culture is a set and system of communicative qualities of speech; generally accepted speech etiquette: typical formulas of greetings, farewells, wishes, invitations, which change depending on the communication situation, social status, educational, age level of those who communicate" [7]. According to I. Kardash, language and culture form a personality and a creator of cultural values. Speech culture is formed, develops and manifests itself in the process of communication in speech activity.

Speech culture is one of the criteria for a specialist's professional skills. Exemplary professional speech is characterized by the following features:

- correctness, i.e. professional speech must comply with the literary norms that apply in the language system;
- content, which involves a deep understanding of the topic and the main idea of the statement; versatile and complete disclosure of the topic, avoiding unnecessary things;
- consistency of presentation, i.e. logic of thoughts;
- richness, which involves the use of various means of expressing thoughts within the framework of the appropriate style (the use of words in a figurative sense, catchy expressions, comparisons, metaphors; diversification of the grammatical structure of the sentence, the use of separations, homogeneous members, interjections, appeals, stylistic figures, etc.);
- accuracy, which largely depends on the depth of knowledge and erudition of the individual, as well as on the active vocabulary [7].

One of the manifestations of professional culture is the language etiquette of communication.

Etiquette (from French *étiquette* – "label") is the rules of behavior and communication of people in society, the external manifestation of relations between people. Language service etiquette is the rules of speech behavior in terms of official communication. A person is most clearly manifested in his/her activities with others during the performance of professional duties. The result of professional activity often depends on the culture of behavior, speaking, listening and language. Therefore, professional speech culture is considered as the compliance of behavior, speaking, listening to language in professional activity with generally accepted principles, primarily moral [11].

Currently, the concept of speech etiquette is interpreted as the cultural norms of communication and behavior, accepted in society. Language etiquette is a synonym for the culture of communication. As for the economic sphere, it is a set of norms of business communication. Business communication must meet a number of requirements. Among them is the orientation towards a constructive result, the desire to resolve the conflict, the controversial situation and, as a result, to reach an agreement, a deal. An alternative to the constructive style is a destructive style, which reduces communication to contest, conflict, interpersonal

confrontation. In business communication, the attitude towards the problem being discussed does not depend on the attitude towards the discussion partner. This involves isolating the problem in its "pure form"; assessing the controversial issue based on objective criteria; independent examination of the situation, formulating a conclusion, based on fundamental equality, tolerance, and the admissibility of the other party's right to their own opinion.

Speech etiquette in business communication involves a loyal, respectful attitude towards the interlocutor, the use of general cultural norms of communication, judgments, and forms of expression.

In speech etiquette there is a certain technology of conducting a conversation, negotiations. And it is connected with business manners of greeting, addressing, acquaintance, farewell. Cultural norms of speech etiquette provide for the orderliness of gratitude, wishes, apologies, requests, invitations, compliments. The content of a business conversation, in addition to discussing specific practical issues, involves the ability to express comfort, sympathy, approval and even disagreement in the correct form [12].

Word and speech are the indicators of the general culture of a person, his/her intelligence, speech culture. Speech culture is polished and improved in the process of communication, in particular during the performance of professional duties. It is manifested in the possession of professional language, the ability to express oneself correctly, accurately, logically, skillfully use communicatively justified speech means depending on the purpose and situation of communication. Speech culture establishes the norms of literary language and promotes them, ensures the stability and balance of speech. Correctness of speech is a basic requirement of speech culture, its foundation. It is important for all specialists to master the norms of the language of documents and oral business communication, because a person with a low level of culture, who cannot express his/her thoughts, who makes mistakes during communication, is doomed to communicative failures [13].

Speech culture represents three main aspects: normative (compliance with language norms), communicative (the ability to achieve a set goal, using all language capabilities) and ethical (the ability to use etiquette forms and means to achieve mutual understanding and harmonization of dialogue).

The normative aspect of speech culture, language literacy, is the most important basic requirement of speech communication. Non-compliance with language norms, illiterate turns, lexical, grammatical and other errors create peculiar obstacles to the perception of speech. Such speech (especially oral) is not only poorly absorbed, but also makes a negative impression on the interlocutor and does not characterize its author from the best side.

Language has a significant reserve of speech means that must be used, taking into account the situation, the sphere of communication, the status characteristics of the interlocutor. All these means must be mobilized to achieve a communicative goal. The communicative aspect of speech culture involves language skills, the ability to subordinate the language composition to a certain idea, the ability to use the entire set of expressive and figurative language means. All these qualities allow you to successfully use speech tactics and strategies during business negotiations, discussions, disputes, when preparing reports, presentations, etc. The ethical aspect of speech culture is characterized by the skillful use of typical formulas of greetings, wishes, invitations, farewells. The tone of conversation, the ability to listen to another, and to support the topic in a timely and appropriate manner are also of great importance. The effectiveness of speech

communication largely depends on compliance with the rules of speech etiquette. The use of language ethical templates generates trust and respect from the interlocutor. Knowledge of the rules of speech etiquette, their observance allows a person to feel confident and at ease in any situation [14].

Thus, a high speech culture of a specialist is determined by perfect mastery of the literary language, its norms in the process of speech activity. Of great importance for improving speech culture is systematic and purposeful practice in speech – communication in the language with employees, colleagues, acquaintances, friends, since skills and abilities are developed only in the process of speech activity. Speech culture is an integral part of the general culture of the individual. Possession of speech culture is an important condition for professional success and professional growth [13].

### **4.3 SPECIFICS OF TEACHING “PROFESSIONAL FOREIGN LANGUAGE” TO FOREIGN APPLICANTS**

The rapid development of technologies, the emergence of new branches of knowledge and sciences necessitate the creation of special vocabulary and terminological systems, which become the basis for the formation of new professional languages. Professional language is a special language that serves a specific sphere or branch of knowledge, and differs from the generally used one primarily by the presence of its own terminological system. Professional language is built on the basis of the generally used one and is in constant interaction with it. Professional language is characterized by the presence of professional vocabulary and foreign words (professional vocabulary), which are little used outside the professional sphere it serves, or are used with a different or special meaning. In the system of professional languages, one can distinguish medical language, legal, economic, advertising language, sports, high technologies, politics, etc. [15].

The discipline “Professional foreign language” (economic direction) is designed for foreign applicants who study Ukrainian as a foreign language in a higher education institution. Studying the discipline contributes to the mastery of professional terminological vocabulary and grammatical structures characteristic of professional texts. The purpose of teaching the academic discipline is to form the necessary communicative competence in the areas of professional and situational communication in oral and written forms; to form practical language skills in various types of speech activity within the scope of the subject, which is determined by professional needs; to increase the general educational level of applicants. The main objectives of the discipline are: to form professional communicative competences; to effectively use language in communication; to use language skills necessary for understanding topics, conducting discussions and expressing one’s opinion; to be able to apply the acquired knowledge and skills in the workplace and in real life [16].

The process of adaptation of foreign students to studying at a higher education institution is complicated by several factors: establishing social contacts, overcoming the language barrier, self-realization in a new society and integration into it, getting rid of stereotypical perceptions by representatives of another culture, developing a tolerant attitude towards participants in intercultural communication and interaction, overcoming culture shock, and adapting to the values of a new society [17].

One of the competences that a foreign higher education student must master in the process of studying the discipline "Professional foreign language" is the ability to conduct a professional discussion in Ukrainian. The Ukrainian dictionary gives the following definition of the word discussion: "a broad public debate of any controversial issue; a conversation, a dispute between individuals, interlocutors" [18]. Scientist V. Mozgovy believes that "A discussion is a debate of any controversial issue. Discussions are mainly held among scientists, but nowadays their relevance is also growing among the general public. In a scientific discussion, it is very important to formulate your thoughts in unambiguous and precise words, be sure to explain terms and ensure that the discussion does not deviate from the main issue. The speaker must provide such information that is necessary for the correct understanding and evaluation of the proposed method of solving the problem, and select such arguments that would testify in favor of this particular method" [19].

According to S. Shevchuk, "Discussion (from Latin *discussio* – "study, consideration") is a dialogical method of creative activity of a group of people, built on a public, open, friendly debate of a topical but controversial issue and aimed at a certain positive result. Discussion is not an internal, but an external, open dialogue. The subject of discussion cannot be a secondary, random issue for a specific audience, it must be problematic, important in this situation and at the same time cause ambiguous thoughts and proposals.

A real discussion is not a contest, not a clarification of relations, it involves an objective and friendly debate of the issue with obligatory respect for both its supporters and opponents, relying on a personal-dialogical style of communication. Therefore, according to results of a discussion, there can be no winners and losers. Discussion as a method of solving a problem is usually constructive, that is, it is aimed at a certain positive result, at progress in resolving a controversial issue" [20].

Professional discussion involves debating issues related to the professional competence and responsibilities of a specialist in an economic field, theoretical aspects of the market economy, the essence of entrepreneurial activity, general problems of the national economy, market mechanisms of macroeconomic regulation and foreign economic activity. Professional discussion can also be held with the aim of exchanging experience, debating new challenges, finding ways and means of solving them, developing proposals and prospects for the further development of the issue under discussion.

Professional discussion is one of the types of interactive teaching methods, actively used in the educational process of higher education institutions, but at the same time it is a way of resolving a controversial issue in scientific and social circles, enterprises of various industries, and cultural events. Therefore, it is advisable to form the skills of conducting a professional discussion in higher education applicants while studying at higher education institutions, since this will help them to realize themselves professionally in their chosen specialty in the future.

The "skills" of conducting a professional discussion in the context of an academic discipline can be characterized not only as the ability to acquire new knowledge, store and recall new information, and perfect the same action, but also the ability to take responsibility, make decisions quickly and effectively, and be an active part of a team.

The main conditions for using a discussion in "Professional foreign language" classes are to find such questions in the chosen topic for debate, on which the students consciously hold different points of view.

These questions should relate to interests that concern many and encourage them to express themselves on the topic under consideration.

The organization of a discussion involves three stages: preparatory, main and final. At the preparatory stage, the topic of the discussion is formulated, the main issues that will be put forward for collective debate are outlined, the time and place of the discussion are determined. As a rule, the effectiveness of a discussion is determined by the choice of the topic for it, therefore it is better if the topic represents a topical problem. At the main stage, the problems that were put on the agenda are discussed, the positions of the participants are revealed, the desire to think and actively defend their position is aroused. At the final stage, the results are summed up (assigned to the head or one of the specialists – a participant in the discussion).

Topics for conducting a professional discussion in classes on “Professional foreign language” of the economic profile provide not only for testing the knowledge of foreign higher education applicants in specialized subjects, but also the ability to express their opinion in Ukrainian, using professional terminological vocabulary and grammatical constructions of the professional topic. Professional discussion is one of the forms of developing the communicative competence of foreign higher education applicants, a high level of mastery of which makes it possible to effectively demonstrate one’s professional abilities when performing official duties at the workplace in a work team.

In our opinion, topics for conducting a professional discussion can be as follows:

- goods and services;
- national economy;
- production;
- needs;
- resources;
- consumer psychology of the population.

Participants in the discussion should prepare in advance for debating the chosen topic and show willingness to state their position. Each participant in the discussion should listen carefully and hear what they are talking about. It is desirable for all participants in the discussion to behave in accordance with generally accepted ethical norms, one should not turn the discussion into a contest, one should not interrupt those who are speaking, or make remarks about the personal qualities of the participants [19].

V. Mozgoviy suggests a number of rules that must be followed when participating in discussions:

- give in to the opponent what you can give in to, focusing on where your views do not coincide (“Yes, you are right in this, and I was wrong. But I hope that we can consider another issue where our views do not coincide.”);
- try to “bridge” between your views and the views of the opponent;
- do not let your opponent understand that you intend to convince him/her and are sure that you will achieve this;
- try to “bypass those issues” where you cannot prove anything. “Interfering” in their discussion is an additional strong “trump card” in the hands of your opponent;
- for the sake of the matter, learn to listen to criticism, do not give in to your emotions and ambitions, give your opponent credit when he/she is right, know how to lose with dignity – then it will not be perceived



as a loss, and win calmly, without triumph – then your opponent will more likely become, if not your supporter, then certainly not your enemy;

– both winning and losing, avoid the excessive use of the pronoun "I", because it degrades the dignity of the interlocutor [19].

One of the effective methods of conducting a discussion is "Brainstorming", which generates a large number of new ideas and solutions to complex, creative tasks that are inaccessible to the mind and efforts of one person. Team members should work as "one brain". In a short period of time, participants review and select the best, most correct or most effective idea, which is presented as a solution to the task. Everyone focuses their attention on finding new approaches, rather than criticizing the opinions, expressed by others, and therefore all participants can calmly express their thoughts. The "Brainstorming" process involves two stages: in the first, as many ideas or solutions to the problem as possible are presented, in the second, ideas are analyzed and the best and most suitable ones are selected for better processing. Participation in communication using this method unites the team, significantly increases their intellectual potential [20].

The use of this method in classes on "Professional foreign language" allows you to develop the skills of forming ideas, learn to express and argue your own positions in Ukrainian, and evaluate the ideas of other participants. This technique demonstrates that different options can be used to solve the same task, and the best ideas often come unexpectedly and are finalized through joint efforts [21].

#### **4.4 PRACTICAL IMPLEMENTATION OF THEORETICAL ASPECTS OF THE FORMATION OF PROFESSIONAL CULTURE OF FOREIGN APPLICANTS IN CLASSES ON "PROFESSIONAL FOREIGN LANGUAGE" (ECONOMIC DIRECTION)**

A high speech culture as one of the components of the professional culture of foreign applicants is formed in classes on the academic discipline "Professional foreign language". After all, a high speech culture is a culture of thinking, a culture of spiritual and social relations of a person. A highly qualified specialist must have the skills of optimal speech behavior in a certain situation and use these skills to the maximum in professional work.

The ability to communicate in the language of the profession allows foreign applicants of the economic profile to feel comfortable in a team in the future when establishing business contacts, significantly increases the professional competence of the specified category of students. It is linguistic training in higher education institutions that has the task of forming the language, speech, communicative and professionally oriented competence of students of economic specialties. The formation of a scientific worldview, cognitive and social activity of foreign students, the disclosure of their creative potential are inextricably linked with mastering the language of the specialty, which, first of all, aims to master basic terminology and work with scientific texts. The main task of language training of foreign students in higher education institutions is to form in them the ability and readiness for business communication, a wide range of competences of both receptive and reproductive nature, and skills of professionally oriented oral and written speech [22].

The professional communicative competence of students involves a systemic multi-component process of communicatively oriented learning, based on a model of speech behavior of a native speaker. It is language that is a means of adaptation in an environment alien to a foreign-speaking communicator and a tool for the formation of a secondary linguistic personality with an appropriate level of speech competence and readiness for educational activity in higher education [23].

The development of professional communicative competence depends on sociocultural and socio-linguistic knowledge, skills and abilities that ensure the entry of an individual into another society and contribute to his/her socialization in a new society.

Professional communicative competence is the skills and abilities that ensure qualified professional activity in the private, public, professional and educational spheres of communication in a multinational society with representatives of other cultures. This competence is developed primarily through the formation of skills and abilities in the main types of speech activity, which includes reception, production, interaction, mediation and is implemented in both written and oral forms. They are formed, developed and improved within the framework of both everyday and professionally oriented situations.

This competence includes, first of all, professional skills and knowledge, experience, understanding of specifically professional questioning and interdisciplinary relationships, as well as the ability to purposefully and technically flawlessly solve professional tasks and problems. Professional competence in professional foreign language classes is formed through the development of skills and abilities: to possess basic skills at a general professional level (conversation, argumentation, visualization, presentation, etc.); to reveal and reproduce professional material using communicative techniques with specific professional content (definition, description, etc.).

The implementation of the set goal is facilitated by the use of texts on special topics, working with industry terminology, and preparing messages related to the chosen profession.

The main communicative skills are:

- the ability to understand the content of authentic texts by listening; the ability to carry out oral communication (in monologue and dialogic forms) in the process of business contacts, business meetings, and conferences;
- the ability to understand authentic texts of different genres and types with different levels of understanding of the content, considering them as a source of various information and as a means of mastering it;
- the ability to conduct business and professional correspondence with a high degree of grammatical correctness.

When studying a professional foreign language, students must understand messages and instructions in an academic and professional environment; understand the speaker's intentions and the communicative consequences of his or her statement; clearly argue their positions on topical subjects in academic and professional life, possess language etiquette of communication: language models of address, politeness, apology, agreement, etc.; translate and summarize information, obtained from various sources in Ukrainian; create and prepare business and professional correspondence with a high level of grammatical correctness; conduct a discussion on the proposed topic, provided for by the program [24].

For better assimilation of educational material in classes on "Professional foreign language", both classical methods and forms of learning can be used, as well as interactive technologies that activate foreign students, help them learn to communicate with other people better, think critically, and make thoughtful decisions. It is advisable to offer such forms of educational activities as business games, project defenses, creative relay races, philological tournaments, training games, intellectual rings, competitions, virtual trips, etc.

An example would be game and speech exercises, game trainings, speech and creative tasks, which are advisable to use in classes on "Professional Foreign Language" to form the professional culture of future economists [27].

*Game exercises.*

Exercise 1. "Blitz tournament".

Answer the questions:

1. In what situations and with what should you replace neutral lines of a telephone conversation: "Yes", "Hello", "I'm listening"? (In business speech, you should name your organization, department, last name).
2. Is it correct to clarify who is calling? How to do this? (Yes, if the subscriber has forgotten to introduce him/herself, you should politely ask his/her name).
3. Why should you not allow long silences during a telephone conversation? (Short phrases: "Yes", "I understood you", "Okay" are necessary, so that the interlocutor does not have the feeling that you have been disconnected).
4. Who should end a telephone conversation first? (According to etiquette, a young person should not end the conversation before someone older in age or in official position).
5. What phrases should you say at the end of the conversation? (Thank you for the conversation, assure that you are glad to call, to meet in person, wish all the best).
6. What should you say if you are very busy, and the conversation is dragging on? (Apologize, postpone the discussion until the next time).

Exercise 2. "Vocabulary Steps".

Students are invited to play a well-known word game (the final sound of the previous word becomes the beginning of the next on the topic "Official Business Style").

For example: document – term – material – liability [25].

*Speech exercises.*

Task 1. *A sign of cultural communication is the correct pronunciation of words that are often used during a conversation, establishing business contacts. Using an orthoepic dictionary, put the emphasis in the given words. Make sentences with the highlighted words.*

Question, *sign*, object, indicator, *useful*, requirements, *compromise*, benefit, adjustment, most important, *interlocutor*, partner, perception, *task*, variety, recognition, exchange, new, tax, friend, always, reward, generally accepted, unmistakable.

Task 2. *Continue your thought, anticipating a specific business situation:*

1. Excuse me. I'm not entirely sure...
2. I would like to hear...
3. It seems to me that...

4. You have convinced me...
5. I hope to hear from you...
6. I would like to ask you...
7. I don't like what you...
8. I hope...
9. I advise you...

Task 3. *Fill in the table, distributing etiquette language formulas by content:*

Good morning! I have the honor to introduce you. I greet you. I wish you success! I am glad to welcome you. Goodbye! Accept my apologies! Agreed. Allow me to apologize! I have a request for you. You are right. Allow me to ask you. Thank you. Wish you success! Good luck! I want to introduce you. Why don't you try it. We are sure of it. Accept my thanks. Let me say goodbye! Maybe you can help me? We are not satisfied with this. Thank you. You are wrong. I am sorry, but I must refuse. Let me express my opinion on. See you later! Or should I not? I apologize! Let me introduce.

| Typology of language etiquette units | Etiquette unit |
|--------------------------------------|----------------|
| Greeting                             |                |
| Farewell                             |                |
| Apology                              |                |
| Request                              |                |
| Gratitude                            |                |
| Wishes                               |                |
| Introduction                         |                |
| Agreement                            |                |
| Refusal                              |                |
| Suggestion                           |                |

Task 4. *Prepare a dialogue-conversation using the following questions:*

1. How did you manage to correct the situation?
2. What is your opinion about this project, event?
3. Do all the points of the agreement satisfy you?
4. What do you see as a way out of the current situation?
5. Can we really not get along?
6. Why do you consider these measures insufficient?
7. Can I count on your support?

Task 5. *Create a role-playing situation. When discussing the story, pay attention to observing language and etiquette rules, gestures, and intonation:*

1. You are the head of a banking institution. There is a vacant position in the bank branch. What will the conversation with applicants for this position be about?

2. You are the head of a bank branch. One of the employees came to you. Accept him/her, find out what worries him/her, help him/her solve the problem.

3. You are an employee of the bank administration. You are asking the head of the institution to help in holding a meeting.

Task 6. *Write a letter, using etiquette language formulas, in which you apologize for not coming to a business meeting, which was arranged not in person, but through your secretary.*

*Explain that the mistake occurred due to a misunderstanding and express hope for a repeat meeting after some time.*

Task 7. *Continue the text of the letter from the beginning:*

1. We are pleased to invite you to a meeting...
2. The meeting will take place...
3. We would like to inform you that the order for participation...
4. We remind you that the deadline for submission...
5. At your request, we inform you that...
6. We ask you to send...

Task 8. *Replace the following phrases with more correct ones:*

1. We ask you to pay the bills immediately.
2. Dear colleagues, how long can we expect a response to the letter?
3. We do not accept your proposal!
4. We do not agree to further cooperation.
5. Remember, if you do not liquidate the debt, we will terminate the contract.
6. Study our proposals and respond.

Task 9. *Write down in your notebook the main stages of preparation for a business conversation:*

- a) from the position of the leader;
- b) from the position of a subordinate.

Task 10. *Read the statements carefully, choose those that do not violate the etiquette of professional communication. Make up dialogues with them on a professional topic:*

- In response to your request dated 05/25/2024, we inform you...
- We remind you that it is necessary to urgently submit documents...
- Inform about your decision by 08/06/2024...
- Come to me, explain your behavior...
- I demand to urgently submit a report...
- Would it be convenient for you to meet at 12 o'clock?
- I propose to sign an agreement...
- I don't even want to hear your explanations...
- I would like to hear your opinion on this issue...
- Have you not yet submitted the necessary documents?

Task 11. Choose from the following features those that meet the requirements for oral business communication. Justify your choice:

- motivated repetitions;
- complex sentences with several subordinate clauses;
- indirect exchange of thoughts;
- expressiveness of diction;
- specificity;
- use of polysemantic words;
- use of intonation possibilities;
- relevance;
- correspondence between content and language means;
- permissible use of generally accepted abbreviations [26].

*Game training “Letter to the Client”.*

Time: 15–20 minutes.

*General conditions.* Suppose your subordinates have prepared three versions of letters to a potential client, which is a legal entity. According to the main features, this client’s enterprise belongs to medium-sized businesses. Which of the three versions of the letter to this client proposed below would you sign?

During the group discussion, talk about the strengths and weaknesses of each version. As a result, it is important to develop your own version, which is the most optimal for you.

*Option 1.*

Esteemed Mr Serhii!

Our bank has been operating on the market for ... years. We work a lot and fruitfully in a variety of business areas. The social mission of our bank has probably been in your field of attention more than once. Yes, we sponsored ... , provided financial support to such structures as ... . Currently, we work with the flagships of Ukrainian business. Among them ... .

We invite you to cooperate. We are sure that you will appreciate our capabilities. The list of banking products and services, as well as the corresponding tariffs and interest rates are given in the appendix. We are ready to meet with you at any time convenient for you.

Sincerely, ... .

Manager.

*Option 2.*

Dear Mr Serhii!

We know that over the past year the network of your stores has grown more than twice, while over the previous three years this trend was realized at a much slower rate. Your advertising, according to our analysts, has become more voluminous, powerful and systematic. Among your suppliers, the largest manufacturers have appeared. This and other, more detailed information about your business, obtained by us from open sources, has become the subject of study and evaluation by your bank’s analysts.

Understanding that an enterprise like yours does not experience a shortage of banking service offers, we nevertheless show interest in working with you. If you do not currently need to improve the conditions of

banking services that our bank can provide, we will not waste our and your time on unnecessary persuasion. At the same time, a fairly large number of our potential clients, although not served by our bank, still maintain relationships with us, receiving from us a variety of analytical information related to their business.

Information and its analysis related to your business periodically come to the disposal of our bank. We offer a meeting, at which we can determine the terms of free information support. Such work with potential clients is part of the strategy of our bank.

The list of banking services and products is attached.

I appreciate the cooperation, the manager ... .

*Option 3.*

Dear Mr Serhii!

We express our respect to you. We are ready to find options for the most profitable way of working with the bank for you. We are convinced that we will be able to offer you not just a cheap banking product or service. This is what many banks do in the fight for a client. True, the consequences of such an approach are probably familiar to you. As a result, another bank initially offered a low tariff, and was later forced to look for ways to somehow compensate for its losses and introduce additional prices already in the course of cooperation with the client.

We work differently. We offer you individual schemes, comprehensive and systematic service, which takes into account your special conditions, your specifics. This creates a real, calculated benefit for you and an economic interest for us.

We invite you to cooperate, especially since such organizations as ... , well-known to you and your business level cooperate with us on individual schemes of work today. These organizations have given their consent for us to inform potential clients about the successful experience of cooperation with them.

In addition, our bank actively promotes the development of its clients' businesses, acting as an intermediary, auditor, financial analyst, consultant in matters of legal support, as well as in other areas of consulting.

I would like to meet at any time convenient for you and us. Our contacts ... .

With confidence in mutually beneficial cooperation, the manager ... .

Game and speech exercises, game trainings, used in classes on "Professional foreign language" contribute to the ability of foreign students to communicate in Ukrainian, both orally and in writing, to apply the acquired knowledge in practical situations that may arise in economic institutions, to communicate with colleagues in the economic sector of different social levels and representatives of other professions, to develop skills of optimal speech behavior in the professional sphere, which in general forms a high level of professional culture of a future specialist in the economic field.

#### **4.5 DISCUSSION OF THE RESULTS OF SECTION 4**

Therefore, the results of the analysis allow us to conclude that the formation of professional culture is an important professional component of the training of foreign applicants for economic education.

This process begins in a higher education institution, where all conditions and opportunities are created for the use of educational potential in the interests of the development of the student's personality and his/her professional skills and culture. The main goal of professional education can be considered the training of a highly qualified specialist and a high professional level, capable of being competitive in the labor market, professionally motivated for self-improvement, educated, active, competent.

The academic discipline "Professional foreign language" contributes not only to the formation of general and professional competences of a foreign applicant for economic education, but also to the formation of his/her professional culture. This was confirmed by the research we conducted to verify the effectiveness of training using the didactic materials we developed.

An experimental verification of the effectiveness of the implementation of the proposed interactive technologies was carried out using various methods: interviews with students and teachers, current and control testing to identify the level of assimilation of educational material, online questionnaires, analysis of student learning outcomes. 95 students participated in the study. 2 control and 2 experimental groups were formed. In the control groups, training was conducted using traditional methods. In the experimental groups, interactive technologies, such as the method of professional discussion, business games, philological tournaments, virtual trips, game training, speech and creative tasks, were actively used in the learning process. The groups had the same time limit.

The experimental verification of learning outcomes confirmed the effectiveness of the didactic methods and techniques, proposed by us, and in the experimental groups of students, we observed an increase in the level of professional culture of the future specialist in the economic field through better assimilation of professional terminology and improvement of speech skills, improvement of speech culture, general culture of the student and understanding of the norms of ethical professional behavior.

The results we obtained demonstrated that the use of modern didactic methods and techniques in classes on "Professional foreign language" arouses interest in foreign students, motivates them to further study the academic discipline, forms general and professional culture, and develops communication skills. Further research on this issue involves the use of other interactive teaching methods to improve the educational process in classes on "Professional foreign language".

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