

TRADITIONAL APPROACHES AND MODERN TECHNOLOGIES IN FORMING THE FOREIGN LANGUAGE SPEECH COMPETENCE OF APPLICANTS FOR VOCAL SPECIALIZATIONS: MULTILINGUAL DIMENSION

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ABSTRACT

The formation of foreign language speech competence of applicants for vocal specializations is an important task of art higher education in Ukraine, especially in the context of rapid globalisation. In particular, the need to master Ukrainian as the language of the educational process, Italian as the basic language for professional activity, and English – with a projection on international interaction is fully justified. Using the example of three languages, the specifics of pedagogical work on the development of speech skills with an emphasis on the communicative component are comprehensively presented. The importance of taking into account the individual, personal, ethnopsychological and professional characteristics of the outlined student audience is emphasized. Among traditional and modern approaches, the most optimal methodological strategies are recognized as: a combination of productive and reproductive types of speech activity within the framework of one lesson; changing the function of the teacher; justified value-semantic and professionally-oriented motivation; cross-cultural interaction; a variety of types of educational and extracurricular activities; multimodality; research and cognitive activity. The use of the latest information technologies, etc.

KEYWORDS

Foreign language, speech competence, vocal and stage skills, ethnopsychological features, cultural context, extracurricular work, research and cognitive activity, information technologies.

11.1 IMPROVING THE ORAL SKILLS OF CHINESE APPLICANTS FOR VOCAL SPECIALIZATIONS: THE MOST APPROPRIATE PEDAGOGICAL STRATEGIES AT THE BASIC AND BOUNDARY LEVELS OF UKRAINIAN LANGUAGE PROFICIENCY

Speech competence as the ability to use language tools to meet the needs of the speaker adequately to a specific situation is recognized as one of the basic characteristics of the individual. The requirements for its level differ significantly, depending on the tasks that the native speaker sets for him/herself. And since Ukrainian higher education institutions have quite rightly been one of the leading European educational and scientific centers for a long time, the Ukrainian language has become a necessary means of learning for a significant number of foreign applicants. According to the standard of the Ukrainian language as a Foreign language, obtaining higher education in Ukraine assumes that foreign speakers have an average (basic) level of proficiency in Ukrainian as a foreign language with a fairly complete acquaintance with the structure of the language, understanding of systemic connections and the ability to thematically broad, sufficiently fast

communication in various communicative situations. Oral speech as a productive type of speech activity is a kind of quintessence of language mastery, the ability to use its main function – to communicate, therefore it requires special teaching attention throughout the entire period of language training.

Oral speech skills, which are a combination of speaking and listening skills, are formed at the initial and basic levels of language acquisition and are aimed at the further development of speech skills [1]. The basis of the speaking skill is the reproductive skills of choosing the morphological and syntactic design of a unit of oral speech (grammatical skills), selecting, combining and implementing a lexical unit in oral speech (lexical skills), articulation and intonation (pronunciation skills). Receptive listening skills are based on the ability to recognize grammatical units and predict syntactic constructions (grammatical skills), to recognize the sound image of lexical units and understand them (lexical skills), to perceive and distinguish sounds, sound associations and intonations (auditory skills). The gradual formation of the outlined skills is undeniable, it seems productive to distinguish three consecutive periods: indicative-preparatory, stereotypical-situational and variational-situational. The mentioned stages of the formation of speech skills are correlated with the study of Ukrainian as a foreign language at the appropriate levels.

At the initial and basic levels of mastering Ukrainian by native speakers of other languages, listening skills are traditionally formed through tasks on auditory perception (phonemic and intonation hearing), exercises on lexical and grammatical skills, while the ability to speak is developed through exercises on consolidating pronunciation (articulation and intonation), lexical and grammatical skills. The expected and actual effectiveness of the chosen pedagogical strategy for the formation of communicative competence at the initial stage of learning Ukrainian as a foreign language may or may not coincide, which is determined by various factors, in particular the ethnopsychological characteristics of the applicants, because the ability to participate in a communicative act is directly related to the cognitive, emotional and psychomotor aspects of the personality.

To determine the features of pedagogical interaction between the teacher and the student, it seems appropriate to outline the features of the national character of the Chinese, in particular: restraint, discipline, purposefulness, closedness, respect for those older in age or position, collectivism, a clear distribution of roles in the group, diligence, patience, endurance, perseverance, adaptability, and others [2]. In different educational situations and stages of language learning, most of these features can be considered either as an advantage or as an obstacle to achieving the communicative goal.

In particular, such features as a tendency to collectivism, close interaction with students in the group, the predominance of introverted orientations over extroverted ones, adaptability during group work, and the performance of paired tasks can contribute to the achievement of the educational goal. The closedness and self-demandingness of Chinese students should be taken into account when checking and correcting completed tasks. Using his/her pedagogical authority correctly, the teacher should carefully lead students to self-correction or tactfully point out their linguistic mistakes, avoiding the principle of personalization, as if summing up the general achievements and shortcomings of the group until the pronunciation is correct. Shifting responsibility for the mistake to the entire team will allow you to avoid directness in relationships that is unacceptable to the Chinese and will help the foreign speaker who made a large number of mistakes during speaking not to "lose face". Therefore, the process of establishing contacts with speakers of the

analytical language should be formalized, similar to how Chinese words are connected to each other through the formal structure of the sentence and service words [3]. It is worth noting that collective activity is a familiar format of work for Chinese applicants and reduces the psychological burden on an individual communicator. At the same time, these features can directly or indirectly slow down the formation of speaking skills, which involves an active communicative position during a conversation or discussion. In such a situation, the task of the teacher as a coordinator of educational activities is to help low-initiative speakers from China expand the zone of comfortable interaction. According to the "elastic band theory", a gradual increase in the requirements for an introverted student, which is proportional to the increase in his/her capabilities (reduction in the number of students in the group, the advantage of pre-prepared speeches over improvised ones) will contribute to the development of communicative skills in a familiar and comfortable environment for foreign students during the study of the Ukrainian language.

One of the important reasons for the reluctance of Chinese to speak in Ukrainian classes is their previous experience of a rational-logical style of work when learning a foreign language [4]. This is due to the Chinese system of secondary education, in which the main task of the student is to memorize a large amount of material and reproduce it, but it does not provide for its analysis or expression of one's own attitude to it. A large number of students in the classroom, daily control tests, in which the student uses mostly logic, do not provide opportunities for the development of individual creative characteristics [2]. Therefore, agreeing with the opinion of N. Morgunova [5], we believe that to overcome the psychological barrier to communication at the initial stage, the teacher can use the method of memorizing language clichés, combining it with reliance on visual perception of the material. In this way, minimizing the stress from a new, unusual for Chinese educational activity, the teacher helps the students gradually build self-confidence, stimulating them to further communicative activity. It is no less important to take care of the possibility of restoring the energy, spent by students with low communicative ability, after exercises to develop oral skills. Here, tasks for practicing other types of speech activity will come in handy.

To develop oral skills, in particular mastering the phonetic features of the Ukrainian language, it is traditionally important to take into account at the initial level that Ukrainian and Chinese are typologically different [5]. The phonetic system of Putonghua (Chinese literary language) is specific, where four variations of syllable intonation are distinguished, which are called tones (high even, rising, falling-rising and sharply falling). They are almost not subject to sound modifications and coincide with morphemes, which is not typical for Slavic languages [5]. Being similar to words, they have stress and specific graphic images and, depending on the tone, can change their meaning. So, in normative Putonghua, there are about 300 syllables, while in Ukrainian, there is an unlimited number of variations of sound combinations. Due to the absence of the sounds [b], [v], [g], [d] in the Chinese language, there is no distinction between consonants in terms of voicelessness/voicedness, so the Chinese do not hear the difference between the sounds [b] – [p], [g] – [k], [d] – [t]. Also, consonant phonemes are not differentiated by hardness/softness, which leads to the fact that the Chinese make mistakes when pronouncing hard and soft consonants. There are no trembling [r] – [r'] in Putonghua. The outlined differences require systematic work on receptive auditory and reproductive pronunciation skills, an example of which is the gradual practice of the articulation of the sound [r]. The primary task of a language teacher in the Chinese circle of applicants is to prevent

language interference. First of all, it is important to choose the most effective way to develop the ability of listeners to distinguish Ukrainian phonemes, because auditory perception is an important prerequisite for the formation of correct sound pronunciation. The next stage should be the improvement of breathing skills and articulatory motor skills (fricative [p] with a wide raised tongue with subsequent vibration), necessary for the correct reproduction of the final trembling [p] in isolation and in coherent speech. The use of an analytical-imitative approach, which involves combining imitation (implicit learning) with analysis (explicit learning), description of articulation and explanation of pronunciation features, appears to be productive both at the initial level of mastering Ukrainian as a foreign language, and at the subsequent – basic and boundary – to eliminate errors [1].

Orthoepic work with Chinese students who are pursuing higher education in vocal specialization is important not only for developing oral Ukrainian-language communication skills and forming speech competence, but also a necessary condition for professional training. The inclusion of Ukrainian folk songs and works by Ukrainian composers in the repertoire of an opera or pop singer is provided for by the concept of artistic musical education and arouses keen interest among foreign applicants. The performance of Ukrainian-language compositions involves taking into account the peculiarities of singing orthoepic, which is interpreted as a set of pronunciation rules during vocal performance. A vocal work, written in the phonetic system of a particular language, naturally includes the following elements: phonemic composition, intonation design and general principles of its functioning. That is why the formation of phonetic skills occurs in parallel with the development of phonetic hearing (as the ability to correctly perceive sounds and their non-distinctive qualities), phonemic hearing (as the ability to correctly perceive the distinctive qualities of phonemes, i.e. to automatically and subconsciously identify and differentiate phonemes in speech on the basis of auditory-pronunciation patterns-invariants in long-term memory), intonational hearing (as the ability to distinguish communicative types of utterances on the basis of distinguishing intonation patterns) and intonation (as the ability to correctly perceive the intonational structure of a phrase, identify and differentiate the melodic, rhythmic, accentual and temporal contours of a phrase by correlating them with auditory-pronunciation patterns-invariants) [1]. Improving phonetic skills involves close interaction between teachers of the Ukrainian language and vocal disciplines. During their mastery, applicants perform tasks on the content and phonation analysis of the text of the singing repertoire, multiple listening to sample audio recordings with subsequent mental reproduction, the use of special speech and phonation training, singing and vocalizations to master the skills of vocal intonation of the studied vowels and syllables [6].

The diligence, purposefulness, hard work and patience of the Chinese in achieving the educational goal and their awareness of the high level of professional competition in China should be taken into account when choosing a pedagogical strategy when teaching a language at the boundary level. In addition, according to the “theory of free qualities”, we receive some personality traits either at birth or during cultural development, but at the same time, if necessary, we can act contrary to the true “Me” for the sake of “leading personal projects” [3]. Therefore, in a situation where the end justifies the means and efforts, introverts are able to act like extroverts, so an important task of the teacher when working with Chinese students is to properly motivate them and maintain a high level of educational competition during the lesson, in particular by involving students with a higher level of Ukrainian language proficiency, representatives of other nations, etc.

Role-playing will also help to increase motivation for developing oral communication skills, as it allows all group members to be involved in the interaction, fills the lesson with creative and emotional content, and also contributes to the development of professional, intellectual and behavioral skills in a short period of time [3]. Students can acquire so-called new, foreign identities (name, place of residence in the country whose language is being studied, a new profession, etc.) and work on solving the assigned task. Focusing on performing a certain role will contribute to the spontaneity of communication. The fact that during the correction work the teacher will push away from the assigned roles can mitigate the negative reaction of the applicant, who will perceive criticism more calmly, and therefore will not lose motivation for further foreign language communication.

To improve speaking skills at the boundary level, in particular, the development of dialogic and monologue speech skills, it seems productive to select exercises for mastering replication, dialogic unity, different types of dialogues and monologues, and combining sentences into a supraphrasal unity. Since at the specified level of language mastery, the applicant must independently produce coherent statements on the proposed topic in accordance with the communicative situation (initiate and conduct a dialogue, express his/her own attitude to facts or events, build monologue statements of a reproductive type based on a listened or read text of different communicative orientation), the systematic nature of practical work during classes should be more closely linked to the extracurricular Ukrainian-language work of foreign applicants. For example, they should be more actively involved in discussing educational and professionally-oriented issues, encouraged to participate in meetings of the conversation club and round tables.

During distance learning of foreign students, which is due to security issues of staying in Ukraine, the intensity of communication of foreign speakers in Ukrainian outside the educational process decreases, which significantly slows down the learning of the language [7]. Regular meetings of the conversation club, on the one hand, can partially compensate for the lack of extracurricular communication in Ukrainian, and on the other hand, provide students with the opportunity to communicate in optimal conditions for them. However, the comfort of such participation is not always obvious to an applicant who does not have such experience, therefore information about the time and duration of the meeting, the conditions of interaction, the topic of the events should be available in advance and such information should be provided on an ongoing basis. It is important that the student is informed that participation in the conversation club is voluntary and does not involve assessment. At the same time, the possibility of receiving additional points in the Ukrainian language, if this does not contradict the assessment system of the educational institution, can become an additional incentive for student activity. It should also be noted that you can join the meetings on any topic, and participation can be both permanent and periodic. It is important that applicants have a choice of roles: listener, discussion participant, speaker, and even moderator of the event. For Chinese foreign speakers who do not often show communicative initiative, the option of discussing the topic with the participation of a teacher-observer and moderating the meeting by a foreign student is more comfortable. The topics of the meetings are quite diverse. At the basic level of mastering the Ukrainian language, the object of discussion can be a season, a traditional holiday, a healthy lifestyle, the role of sports, the history of one photo. The topic can relate to the culture and traditions of China, which will potentially arouse lively interest and motivate the Chinese to join the club. At the boundary level, communication should be linked to

Ukrainian musical culture (famous musicians, contemporary artists, musical projects, styles in music, etc.). It is equally important that within the proposed (or chosen by the applicants themselves) topic, there is an opportunity to present one's own view of the object, using a self-selected form of information presentation. The format of a conversation club provides an opportunity to demonstrate and develop both monological skills (to express oneself coherently based on a combination of sources used or the application of previous experience, to communicate one's own opinion and attitude to the subject of speech), and dialogical skills (to start a conversation, react to the interlocutor's remarks, maintain a conversation, formulate one's own point of view, argue for it, predict the probability of events and consequences, conduct a discussion, etc.). Such meetings are attended by students of different educational levels, with different levels of language proficiency (future PhDs often have experience in teaching in their specialty and do not object to the role of moderator), this helps in the implementation of the educational goal, which provides, on the one hand, the opportunity to learn from a more experienced and confident speaker, and on the other hand, to test one's level of language proficiency, to overcome doubts about Ukrainian-language communication. The informal nature of such communication contributes to its expressiveness, that is, emotional coloring, taking into account the natural restraint and reclusiveness of the Chinese, such an opportunity to express emotional reactions is desirable and communicatively natural. Participation in a conversation club meeting, even as a listener, helps to increase the level of motivation for further mastering the Ukrainian language.

Discipline, diligence, hard work and systematic thinking of Chinese students contribute to the independent improvement of oral communication skills in Ukrainian. During independent work, it will be advisable to perform training exercises to imitate a native speaker, to model dialogical speech with an imaginary interlocutor, to carefully practice the pronunciation of sounds using audio recordings, etc. Modern educational resources available through information technologies also serve to maintain interest in independent work on studying the Ukrainian language. They provide an opportunity for a foreign speaker (independently and/or taking into account the teacher's recommendations) to determine a convenient format for learning the material, adjust the intensity of mastering a certain topic/development of a language skill, check existing knowledge, choose tasks in accordance with the acquired level of language proficiency and taking into account their own preferences, goals and approach to obtaining education. Such resources include: educational platforms ("E-Mova", Duolingo, Speak Ukrainian), educational projects ("Language – DNA of Nation", "United", "Step to Ukraine", "Teach in Ukrainian"), online courses with educational materials, practical tasks, tests, discussions ("MovTy", "Ukrainian in 27 lessons", "Ukrainian language" (educational project Education Era), video lessons "Life hack in Ukrainian" (project of the TV channel "Suspilne. News"), video lessons Studia Tutoria, "Olexandr Avramenko's Express Lessons" (project of the TV channel "1+1"), mobile applications ("Let's Learn and Play", "Just Learn Ukrainian", "Learn Ukrainian Language"), AI technologies (one of the newest features of ChatGPT is the ability to make voice requests and answers in Ukrainian).

Creating a virtual language learning environment is one of the most relevant and promising pedagogical strategies in the methodology of teaching foreign languages, in particular Ukrainian. It allows you to effectively combine traditional approaches with innovative technologies, which significantly increases the effectiveness of language acquisition and creates conditions for constant speech practice. Among the main advantages are: interactivity, accessibility, individualization, motivation, communication, multimedia

and cross-cultural interaction. Individualization consists of a wide adaptive and variable component. Accessibility is about the absence of borders and conditions for obtaining access, which is achieved thanks to information technologies. The organization of a powerful support service in the form of chat bots or online assistants will provide students with real-time assistance, and personalized messages, motivational quotes, recommendations and consultations will help maintain interest throughout the entire period of study. Cross-cultural communication is a broad interpersonal interaction in a special cultural and social context, when one participant reveals the difference of another, which enables a deeper understanding of another language and its adequate use, in accordance with situational tasks. And, of course, the direct function of the language environment as a communicative platform for the practical use of language in real-time conditions. We are convinced that technologies and adaptive methods, such as a virtual language learning environment, will be able to make the educational process not only effective, but also exciting.

Thus, improving the oral skills of foreign applicants for vocal specializations has its own specifics and involves taking into account their ethnopsychological characteristics. Given the traditionalism, formalism, and rational-logical perception of the linguistic picture of the world by the Chinese, as well as their diligence, discipline, and ability to process large amounts of information, we believe that the main features of the process of forming Ukrainian-language competence in foreign students are a communicative approach based on productive and reproductive types of speech activity, successfully combined within the lesson; a change in the teacher's function; justified motivation; the "elastic band" strategy; involvement in situational communication during classes and outside the classroom; a variety of types of educational activities (group and pair work, role-playing games, project and problem tasks with the possibility of prepared statements).

11.2 FEATURES OF THE FORMATION OF SPEECH COMPETENCE IN THE ITALIAN LANGUAGE OF APPLICANTS FOR THE "ACADEMIC SINGING" SPECIALIZATION

The formation of speech competence of applicants for vocal specializations is an important component of their professional training. A special role in this process is played by the mastery of the Italian language, which is basic for academic singing, because Italy is considered the cradle of musical opera and most of the masterpieces of the world repertoire, performed by singers, are written in Italian. Considering the study of the Italian language by students of such specialties, it is worth noting that it involves focusing on other speech competences than in the process of mastering this language by students of other specialties. The leading goal is not so much the mastery of general language knowledge as the formation of microlinguistic competence, which encompasses specific speech and language skills necessary for the professional performance of vocal works. For singers, Italian is not only a means of communication, it is an important tool for achieving professional mastery. Knowledge of the language allows for a deeper understanding of the content of the texts, contributes to the expansion of understanding of historical and musical contexts, immerses in the style of performance characteristic of the Italian vocal tradition, and, therefore, transmits to the listeners the idea of a musical work, conveys the composer's intention, preserves the authenticity of the artistic interpretation of the text, emotions and feelings of the interpreted character.

The Italian language in the context of opera has unique phonetic, semantic and syntactic features. It differs significantly from modern literary Italian, as it is characterized by a significant influence of poetic language and is part of the concept of a hypercode or hyperlanguage, full of formulas and stylistic techniques. The libretto of Italian opera acquires certain characteristic linguistic features, such as archaism, solemnity and anti-realism [8]. Libretto texts are distinguished by a significant presence of specific words, including archaisms, dialectisms, abbreviations, are characterized by a significant number of inversions and various grammatical forms inherent in the language of the 17th-19th centuries, and are therefore practically absent in modern speech, which significantly complicates the understanding of the text of operas and provides for specific training for applicants for such specialties. It is advisable to emphasize the crucial importance of phonetics in opera art, because it is phonetic abilities that determine the quality and accuracy of reproducing the ideological and figurative content of a musical work. In addition, an important component is also an understanding of stylistics and the cultural component, historical context, because libretto texts often use mythological, historical or religious images, which requires the performer to acquire cultural competence to understand them. It is these features that form the uniqueness of studying the Italian language by future vocalists in comparison with other specialties and determine the approaches to mastering and forming the speech competence of applicants for vocal specializations.

Taking into account the above, it can be noted that the main areas of work in the outlined audience should be the formation of phonetic, grammatical, lexical and microlinguistic competences. Phonetic competence here should be considered as one of the leading components of speech training, since these skills and abilities have a direct impact on the performance of a vocal work and its perception by listeners. At first glance, Italian pronunciation may seem simple due to the clear articulation of sounds and similarity in pronunciation with the Ukrainian language. However, this apparent ease may lead to insufficient awareness of the importance of working on the phonetic component. Such an approach may lead to negative consequences and deterioration of professional abilities, especially for future opera singers, for whom mastering phonetics is a key aspect.

A key role in the formation of phonetic competence is played by reproductive skills – the ability to accurately reproduce sounds, intonation and rhythm of speech. The acquisition of such skills and abilities involves direct work with the speech organs. This is one of the most difficult stages, since with age the articulatory apparatus gets used to the pronunciation of sounds characteristic of the native language, and the process of adapting the speech organs to the articulation of new sounds that are absent in the native language causes significant resistance, so the speech apparatus constantly tries to replace unusual, uncomfortable sounds with already formed ones. Therefore, in the process of learning, teachers and students often encounter such a concept as phonetic interference – the influence of the native language on the pronunciation of sounds of another language. In order to determine approaches to the formation of phonetic competence, it is necessary to identify common errors and potential difficulties. Contrastive analysis helps to see the similarities and differences between the Ukrainian and Italian languages, and, as a result, allows you to create conditions for preventing and minimizing difficulties in mastering a new sound system.

In Italian, one of the main difficulties is the interference of vowels. Unlike Ukrainian, in Italian some phonemes are contrasted in terms of closure and openness [ə – ε, o – o], incorrect reproduction of these sounds can lead not only to phonetic, but also to phonological errors, that is, to a change in the meaning

of the word, and sometimes to a distortion of the content of the speech message. From experience, it can be noted that it is precisely the work on the pronunciation of closed and open vowels that causes the greatest difficulties among students, since in addition to the need to master the correct articulation of sounds, it is also necessary to take into account the lexical meaning of the word. In order to achieve the best results, it is advisable to conduct phonetic gymnastics to prepare the articulatory apparatus for speech activity. This can be an exercise in singing vowels in a certain sequence – from the front to the back sound, which allows developing the flexibility of the articulatory apparatus. Among other common phonetic errors, it is worth noting the pronunciation of double consonants, digraphs, diphthongs, triphthongs, intonation of a phrase. When considering the issue of phonetic interference, it is necessary to emphasize the significant influence of the English language on the formation of phonetic skills when learning Italian. Due to the fact that applicants already have experience studying English, phonetic interference between Italian and English is also observed, which must also be taken into account when developing educational materials and exercises, aimed at preventing orthoepic errors.

One of the most successful and effective ways of forming phonetic skills and abilities is the cognitive approach. It is based on the conscious assimilation of phonetic phenomena through the involvement of such cognitive processes as analysis, comparison, generalization, structuring, application. The aforementioned approach, unlike the intuitive one, contributes to the formation of phonetic awareness, more effective assimilation of the material and allows for a deeper understanding of phonetic patterns, their structure and functions. Since the intuitive approach involves immersing students in the language environment through imitation and multiple repetition of speech samples, it is advisable to use it for the rapid formation of basic skills and the development of auditory perception, that is, at the initial stage, when getting acquainted with a new phonetic system with a subsequent transition to a more in-depth and conscious study of phonetic norms. Therefore, the optimal result is achieved under the condition of a harmonious combination of both approaches and by taking into account students' needs and preparation level.

At the stage of forming phonetic skills, it is important to adhere to a certain algorithm of actions: from theory to practice, from the simplest to the most complex, from reception to reproduction. Such a strategy contributes to the effective transition from theoretical understanding to practical application, allows you to form a conscious assimilation of phonetic phenomena and supports the motivation and involvement of students in the learning process, which is one of the key factors in successfully achieving the set goal.

Since phonetics is not the only aspect of language learning and does not function by itself, in the learning process it should be combined with the formation of other speech competences, such as grammar and vocabulary. High-quality performance of a vocal work cannot be imagined without a full understanding of its text. Therefore, considerable attention should be paid to grammatical and lexical competences. Unlike phonetic, where the leading goal is the development of reproductive skills, the approach to studying grammatical forms and lexical units should involve the development of receptive skills, since the main task is to ensure understanding of the text, and not to create your own statements. For the formation of grammatical competences, it is advisable to adhere to a differentiated approach. Taking into account the individual characteristics of the participants in the educational process, their level of training and professional needs allows you to create educational materials that best meet the needs of applicants.

At the beginning, we emphasized the importance of understanding the cultural context for the correct interpretation of opera works, therefore, during teaching it is important to adhere to the principle of inter-related learning of language and culture. When introducing lexical units and grammatical forms, all work should be accompanied by a comparison with cultural values, providing not only an interpretation from the dictionary, but also contexts of use that allow such a component to be isolated [1]. When introducing lexical units, it is worth noting the features of their use in the libretto, comparing the frequency of their functioning in literary and operatic Italian, emphasizing the variability of the forms of a particular lexical unit in the context of the opera. This approach will help not only deepen knowledge of the structure of the language, but also promote understanding of cultural codes, creating an integrated learning model.

When working with vocalists, it is advisable to use libretto texts as an integral part of the educational process, because they combine all key aspects of the formation of speech competences of applicants (phonetic, grammatical, lexical and socio-cultural) and stimulate the simultaneous development of such speech skills as listening, reading, translation. The involvement of authentic musical works makes it possible to reveal phonetic features, get acquainted with typical and atypical grammatical structures, deepen knowledge of the cultural and historical context, which contributes to a comprehensive vision of the preparation of future opera singers. Musical material can be used both at the initial stage and in work with a high level, selecting texts according to the level of knowledge of applicants, that is, adhering to a differentiated approach and taking into account the aspects that they plan to master. Such an integrated approach is effective, since students work with materials that are directly related to their professional activities, which significantly affects the level of interest, and also ensures the formation of all necessary language and speech competences.

During training, the teacher must not only transfer and form knowledge, but also create conditions for encouraging and involving students in the educational process. Now we live in the information age, so we cannot stay away, but must actively apply and integrate modern technologies into the educational process. Today, classes must meet the needs of students, their worldview. The multimodal approach is one of the most effective modern ways of forming speech competences in foreign language classes. Multimodality involves the use of various channels of perception: visual, auditory, tactile, combining oral and written speech, image, sound and gestures [9]. Its effectiveness is especially noticeable during the training of future opera singers, as it creates conditions for deeper assimilation of the material, allows taking into account the individual characteristics of applicants, promotes the development of professional competences, increases motivation thanks to interactive educational materials. Such a strategy involves the involvement of several components, such as text (listeners read, translate, analyze the libretto), audio (listen to arias and other vocal works, analyze the articulation of performers, imitate sounds, intonation), visual (watch videos with arias, observe articulation, non-verbal means of communication). A multimodal approach allows you to integrate theoretical knowledge into practical activities, ensures the comprehensive development of the speech competence of applicants.

Therefore, the formation of speech competence in the Italian language in students of vocal specializations requires a comprehensive approach and involves the use of conventional methods and innovative technologies. The combination of modern and traditional approaches contributes to increasing

the effectiveness of learning and professional development, ensures the formation of speech competences, and also maintains the systematic acquisition of theoretical knowledge and at the same time takes into account the needs of the modern generation of higher education students.

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. Shymin, 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.). 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". 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.

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. 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.

The relationship between teachers and students is characterized by a complex internal structure, which is determined by four components. 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).

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.

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. 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 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.

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. 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. 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", 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.

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.

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 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.

Knowledge of a foreign language increases the competitiveness of managers in the labor market, promotes their international mobility. Mastering a foreign language at the proper level will enable the full inclusion of the future manager in constructive intercultural communication, taking into account various socially and professionally determined situations.

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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.

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.

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 char-

acteristics 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.

11.3 THEORETICAL AND PRACTICAL PRINCIPLES OF DEVELOPING ADVANCED ENGLISH SPEAKING COMPETENCE: PROFESSIONAL ASPECT

The goal of educational and professional programs of vocal specializations is to prepare applicants for stage activities, the formation of singing skills and high performing culture. Language training in a higher education institution plays an extremely important role in professionalization. It is in the process of professionally oriented study of English that the main goal of professional training of future singers is achieved. Applicants of vocal specializations learn to speak a foreign language not only in order to implement general cultural communication, but also to master the means of communication within the chosen speciality. During the assimilation of professionally oriented content of training, future vocalists immerse

themselves in performing and creative activities, which creates conditions for additional motivation both for studying English and for mastering the chosen specialty. Therefore, the acquisition of foreign language speech competence in this case has both a communicative-oriented and professionally-oriented nature.

The professional orientation of English classes sets the teacher the task of helping students in their professional development and teaching them to “use a foreign language as a means of systematically replenishing their professional knowledge and as a way of forming professional skills and abilities” [10].

The effectiveness of the formation of vocal-performing and foreign language speech competences is determined by a number of didactic and psychological factors, which can be defined as purposefully created or used learning circumstances, thanks to which the goal is achieved more successfully and in a shorter time – students’ ability and readiness to implement foreign language oral and written communication in professional activities at the level of international standards [11]. “If favorable conditions are created, then the study of a foreign language by students is determined not by the need to know the language, but by the pleasure of the process of studying it” [12]. Therefore, in our opinion, it is worth paying close attention to the definition of the principles and leading factors of the formation of English-language speech competence of applicants for vocal specializations in English classes.

The analysis of the practice of working with student vocalists shows that it is impossible to form the appropriate level of readiness of applicants to use the language correctly and appropriately, depending on the specific communication situation, without:

- 1) taking into account personal and professional qualities that are formed under the influence of professional training of applicants for vocal and stage activities;
- 2) establishing interpersonal interaction between the teacher and future specialists;
- 3) introducing forms and methods of teaching that provide personalized learning;
- 4) introducing contextual learning technologies that form the necessary professional skills of the future vocalist and a model of his or her professional behavior;
- 5) using various types of extracurricular work that contribute to the disclosure of individual abilities that are not always manifested in classes;
- 6) constructing an educational space of research and cognitive activity that is multicultural and multilingual, saturated with specialized foreign language content.

Further in more detail about each of the six factors that ensure the formation of foreign language professional and speech competence of students:

1. In order to create optimal conditions for learning the material, the teacher needs to understand the changes that occur with the student during professional training for vocal and stage activities and affect his or her ability to learn knowledge. Taking into account the individual characteristics of vocalists, their style of perception of information, type of thinking, approach to studying the material, it is possible to develop and implement such individual learning strategies that will be the most effective. Students of vocal specializations participate in concert performances as soloists, members of choral groups, work as teachers of art schools, artists of orchestras, choirs, ensembles, and leaders of children’s groups. Direct involvement of applicants in vocal and stage activities, which takes place in the form of public performances, participation in various competitions and festivals, stimulates the intensive and high-quality development of emotional

and creative abilities, which plays an important role in the formation and maintenance of an effective educational process. The teacher provides favorable conditions for the assimilation of the material if he/she allows each vocalist to demonstrate musical, acting, artistic and creative abilities and priority qualities of future performers in practical English lessons, namely: musicality, artistry, emotionality, improvisation, and expressiveness.

2. A necessary condition for the development of foreign language speech competence is the establishment of such creative interaction with all participants in the educational process, during and as a result of which there is mutual intellectual and emotional enrichment and self-affirmation of the applicant in the new status and role position of the vocalist, his or her self-identification with the professional model of the future performer. The educational interaction between teacher and the students is based on a joint respect for musical art and a joint immersion in vocal art. This is what creates a certain internal reason, a motive, which acts as an engine of real live communication. Internal communicative motivation is possible only due to the fact that the subject of communication is significant for the student and causes him/her an emotional attitude. It is the internal motive that ensures the active interaction of all participants in the communication process, which leads to a mutually enriching exchange of authentic, professionally significant information in a foreign language, the acquisition of professional communication skills. The teacher needs to implement such a role model of interaction during practical classes in English, which makes the teacher him/herself an interested connoisseur and ardent admirer of vocal art, and the students themselves – bright original representatives of this art. The implementation of such a model of educational interaction in distance learning is a more complicated process, due to the need for joint activity, perception and understanding of others in virtual space. It is necessary to make the most of all the potential opportunities of information and communication and digital technologies in order to preserve the value-based and meaningful communication between the teacher and the student in the conditions of distance learning. There is no doubt that traditional forms of interpersonal interaction, such as conducting individual consultations for students, involving students in making decisions regarding the choice of discussion topics or the format of completing educational tasks, allow the teacher to better understand the needs of students and enable personalized support and motivation for further active participation in the educational process.

3. One of the conditions for the development of foreign language speech competence is a didactically expediently selected structure and organization of the learning process. The content of the course, methods and forms should correspond to the professional orientation of the individual, the internal drive and inclination to vocal activity. In order for applicants to truly engage in communication in a foreign language in dialogical and monological forms, it is necessary that the tasks, set before them in the course of educational activities, acquire personal significance and thus find a response and a point of support in their experiences, plans for the future, value-semantic orientations, emotional-aesthetic thinking. The strategy of “customization” acts as a tool that helps the teacher dynamically “adjust” a certain system of exercises and tasks to the individual needs and preferences of vocalists, their imaginative, figurative thinking, temperament. The process of adjusting the content, pace and complexity of the educational material for vocalists provides greater motivation and interest in learning, increases involvement in communication and helps to overcome the barrier that arises when learning a foreign language.

4. The effectiveness of the formation of foreign language competence depends on the appropriate involvement of applicants in various types of speech activity (listening, speaking, reading, writing) in situations that simulate vocal and stage activity, various circumstances of concert musical and performing activity and thus form a model of professional behavior in the field of singing. Introducing the imitation of future professional activities, role-playing and business games that model participation in concerts, international, all-Ukrainian and city festivals-competitions; discussion of specific situations from their experience; writing essays, reports, messages with further discussion; creative and personal tasks (creation of professional real and promising self-portraits) into the educational process forms practical skills of listening, speaking, reading, writing and at the same time adapts vocalists to stage and performing activities, expands professional knowledge, professional and creative abilities and skills in the field of vocal art. The teacher can vary the types of speech activity of the students. In particular, to develop listening skills, you can choose well-known vocal works in English and discuss and analyze pronunciation, intonation and emotional coloring. It is advisable for students to record their own vocal performances and compare them with the original performers in terms of pronunciation. Communication in English can be both improvisation (dialogue or monologue) and role-playing, the script of which is agreed in advance. Interviews with famous vocalists and subsequent discussion of their professional experience and technique contribute to the development of reading skills. The development of the ability to communicate through text involves writing reviews of performances, concerts or musical works, maintaining a blog to share professional impressions, experience and advice for other vocalists.

The success of the formation of foreign language competence should be based on organizational work, aimed at preparing methodological support, in particular, the development of additional software that takes into account the level of speech training of future vocalists. This may include, in particular, the creation of program requirements, adapted to the learning conditions, psychological characteristics and learning style of applicants for vocal specializations by increasing creative and research tasks, planning classes with a dominant focus on the development of speaking competences; selecting a balanced sequence of exercises and tasks that correspond to the nature of a certain skill or ability; preparing a set of visual aids, methodological recommendations, the use of which facilitates the assimilation of foreign language material; using authentic texts, as they help improve speech skills through the use of original vocabulary; developing musical and lexical dictionaries-translators, etc. When solving the problem of selecting educational material, it is worth considering the provision that the most effective way to learn a foreign language is through the context of its application, that is, the gradual saturation of learning with elements of professional activity [14]. The contextual approach models a communicative environment that is as close as possible to the professional one in form and content and is the basis for the active development of speech competences of applicants.

5. The condition for the formation of foreign language speech competence is the encouragement of applicants to creative self-realization in various forms of extracurricular activity, which, unlike educational, is characterized by unlimited time, lack of assessment, unregulated communication of educational process participants with each other, freedom of choice of content, forms, means, methods of extracurricular work. The organization of student life outside the schedule of classes in higher education on the principles of

interest and voluntariness involves the implementation of a system of measures, aimed at educating the individuality of the future vocalist with a formed personal performing culture. The teacher's selection of the right form of extracurricular activity will polish their knowledge of singing skills and competence in speaking, reading, and writing. Discussion clubs, music projects, olympiads, conferences, public speaking classes, theater groups, trips, vocal studios, dance groups, excursions, visits to exhibitions and museums, etc., can be considered extracurricular work of a professional nature (if this activity is not provided for by the course program), where students learn to communicate at the professional level. As a result of participating in this activity, students of vocal specializations acquire a wide range of vocal and performing skills and abilities that will make them competitive in their field. Preparation for role-playing business games, trainings, and projects that simulate real situations, in which applicants can test their skills, can be extracurricular. The selection of topics and principles of such activity may take some time and be carried out by the students according to the teacher's preliminary instructions. It is advisable to apply such situations, in which applicants alternately perform the roles of vocal teacher and students, organizer of an international competition of performers and participants, conductor of a choir and singers, etc.

Such creative quasi-pedagogical activity will activate not only creative skills, but also form confidence and reflective-evaluative consciousness and self-esteem of applicants. The teacher's purposeful and skillful use of various forms of extracurricular work helps students expand and deepen their knowledge, skills and abilities, develop independence, individual talents, overcome difficulties in mastering the English-language professional component, which allows them to most effectively go through all stages of the self-realization process.

6. Foreign language professional competence as an integrative property of the personality is most successfully formed during research and cognitive activity, the model of which is based on the idea that people learn through social experience, exploring certain problems, and, in our opinion, should also be involved in teaching English to future vocalists. The teacher encourages and motivates students to conduct such research that would help them satisfy their own curiosity, expand their professional knowledge base and develop critical thinking skills.

Let us take as an example the organization of a scientific and practical webquest, which involves the collection of material, the selection of participants, the explanation of the conditions of participation, the defense of projects, the evaluation of the results obtained and their discussion. During independent work on original and creative research on a certain topic, the applicant structures his/her knowledge, uses various methods of processing information, forms the ability to correctly present his/her material, thereby developing foreign language professional competence. It is important to remember that inquiry-based learning is not a skill or practice in itself, but a process that, if directed and consistently implemented, can increase the intellectual activity of learners and improve: research skills, cooperation and communication skills, the ability to solve problems and find ways to solve issues, participate in the creation, improvement, implementation of ideas, increase motivation and interest in learning, involve others in communication and overcome the language barrier.

Teaching English based on an inquiry-based approach involves adhering to the following stages of the educational process:

- 1) formulation of a question (problem);
- 2) research of a problem situation;
- 3) analysis and explanation of the solution to the problem;
- 4) the final stage – conclusions and results of the work performed;
- 5) reflection.

In an educational environment, this type of cognitive activity, based on the study of, for example, the-oretical aspects of performing arts in English-speaking countries, can provide the teacher with the op-portunity to allow students to fully analyze the problem or scenario and learn from both the process itself and the result. Students should be encouraged to ask questions, study the English-speaking professional environment, collect evidence to support the statements, assumptions and conclusions made, and build convincing arguments about how the final result of such educational research was achieved. As an example, one can study the experience and principles of organizing choral performance, participation in international singing festivals and competitions, and public performances.

The principles of research-cognitive learning can be classified as follows. It is the student, not the teacher, who is the center of the educational process. Educational English-language activity is aimed at forming and improving the skills of processing foreign language professional information. The teacher in this case not only directs the learning process, but also contributes to the development of communication skills. It is the development of skills for processing English-language information and its conceptual under-standing that is important, and not the actual content of the discipline.

The use of this method in the education of future performers gives applicants the opportunity to ex-perience the process of creating knowledge and to involve their creative abilities in the process of learning new things in terms of future professional activity. The key features of this methodology at the initial stage involve the gradual and phased introduction of research-based learning, and then, depending on the tasks of the educational process, the transition to independent training. It should, of course, be taken into account that adaptation to such a method is likely to be difficult, and therefore there is a need for monitoring and close interaction between the teacher and students.

11.5 DISCUSSION OF THE RESULTS OF SECTION 5

We have defined the conditions for the formation of English-language speech competence of appli-cants for vocal specialization as involving in cognitive activity a set of different teaching methods, mastery of the spelling, phonetic, lexical and grammatical aspects of the English language in order to form the ability to use various language tools in constructing correctly formulated statements for the purpose of adequate professional communication.

The implementation of an integrated approach to learning English is planned and achieved in the con-text of the formation of various English-language competences, which are important and necessary for future professional performing activities. The development of English-language competences helps vocal-ists work with foreign-language musical materials and correctly perform vocal works. In the professional

aspect, mastery of a foreign language provides new opportunities for professional and creative growth. This allows for a better understanding and interpretation of works of different cultures, as well as expanding the possibilities of cooperation with international colleagues and performances on leading world stages, effective communication in the international environment and better integration into it.

It has been established that a personalized and individual approach to the educational process, creative special educational interaction and value-semantic communication between teacher and applicants, a didactically expediently selected structure and organization of the learning process, involvement in various types of speech activity in the current context of the features of the future profession, encouragement for creative self-realization in various forms of extracurricular activity, motivation for research and cognitive search are the most important factors that determine the success of the formation of speech competence of applicants for vocal specializations. It is noted that the need to form skills and abilities for independent study of foreign languages is a key element of successful professional development in the modern world.

Therefore, the formation of foreign language communicative competence of future singers is professionally oriented, since the acquired skills are aimed at achieving a professional goal (using special terminology in various communicative situations, observing all language norms, performing vocal works in the original language, analyzing a musical foreign language text, productive communication between all participants in creative and performing international projects, etc.). This approach determines the features of organizing the acquisition of a foreign language: the selection of various types of educational activities taking into account effective pedagogical strategies and methods; preventing language interference, overcoming pronunciation errors and mastering a new sound system for inophones; modeling and imitation of situations of real communication and professional interaction in various spheres of stage and performing activities during training; a didactically appropriate set of exercises and tasks as a means of mastering speech operations and speech actions that ensure the implementation of communicative intentions within certain topics of communication; taking into account the ethnopsychological characteristics of foreign applicants; adherence to a certain algorithm of actions at all stages of the formation of phonetic, grammatical, lexical, and linguistic competences; introduction of a differentiated (personalized) approach as a means of optimizing learning by adapting it to the needs and skills of individual applicants; intensification of independent learning activities and involvement of applicants in various types of scientific research work and language-oriented university events.

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