

**CULTURE OF PROFESSIONAL COMMUNICATION  
AND EMOTIONAL INTELLIGENCE:  
IDENTIFYING CONNECTIONS**

**Kharchenko I. I., Semenikhina O. V.**

**INTRODUCTION**

In modern society, where there are virtualization trends in all spheres of human life, scientists note the importance of quality communication. Language or written text becomes the primary tool for conveying a position when communicating and expressing emotions that characterize a professional's emotional intelligence (EI). EI is identified with the ability to recognize and manage one's feelings, perceive other people's emotional state, empathize, and regulate one's thoughts and behavior. Today, Ukrainian students study under the conditions of war. Learning practices often become a source of balancing emotions. The communication process includes not only the exchange of information but also the perception and understanding of other participants of the communication and, therefore, requires the development of a single line of communicative interaction. However, future specialists only possess the norms of literary language. In that case, they will only sometimes be able to achieve the desired results of cooperation since, in the process of negotiations in a professional environment, they will have to understand specific terms and professional slang and communicate through communication channels established for the industry.

Taking into account the increased requirements of the modern labor market for economists caused by the active development of scientific and technological progress, the level of economic development of the country, inflation rates, competition on the world market, political instability, and socio-cultural factors, the culture of professional communication as a component of his general professional culture is of particular importance. The culture of professional communication is a cumulative indicator not only of professional experience and the level of professional knowledge and skills but also of feelings and behavioral patterns. It requires purposeful formation in higher educational institutions.

In countries with developed educational systems, the formation and development of a professional culture of a specialist is primarily associated with the formation of communicative skills, which reflect not only language skills at the verbal and non-verbal level but also the ability to communicate while adhering to certain moral and ethical norms, taking into account the

psychological characteristics of the interlocutor. In many economically developed countries, such skills are considered the primary condition for employment and career growth in business, the service market, industry, management, and education. From this point of view, the professional communication culture should be considered part of the professional culture of specialists in the economic sphere.

### 1. Analysis of current research

From the genetic point of view, communication is considered the primary basis of communication culture, as an important form of human existence, a condition of human life, and a way of uniting people. The sum of knowledge, skills, and communication abilities acquired by a person, created, accepted, and implemented in a particular society at a certain stage of its development is expressed in the communication culture. That is, communication is connected with the way of existence of man and culture and is considered "the way of being of the human essence," "the way of being of culture," "the historical way of being of culture and man in a culture of a certain type."

The fact that the formation of a culture of communication is decisive for the development of professionalism is proved by the works of <sup>1,2,3,4,5</sup> and others.

Considering the culture of communication as an integral part of the culture of the individual in general and the actual embodiment of the culture of the society, V. Safyanov<sup>6</sup> offers the following definition: the culture of communication is a complex, historically changing system, which has an integrative nature and expresses a holistic approach to the communication process. It includes the values that guide the communication process, the level of development and characteristics of the subjects of communication, their ability to understand each other, and the degree of mastery of the ways, means, techniques, and communication rules. Interrelated indicators of communication culture are:

- Orientation to high ethical values.
- Mastery of high psychological and ethical culture.
- Mastery of the "technique" of communication.

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<sup>1</sup> Балл Г. О. *Орієнтири сучасного гуманізму (в суспільній, освітній, психологічній сферах)*. Житомир : ІПП «Рута», Видавництво «Волинь», 2008. 362 с.

<sup>2</sup> Корнєв М. Н., Коваленко А. Б. *Соціальна психологія*. Київ : АТ "Київська книжкова фабрика", 1995. 304 с.

<sup>3</sup> Орбан-Лембрик Л. Е. *Соціальна психологія : підручник : у 2 кн. Кн. 1 : Соціальна психологія особистості і спілкування*. Київ : Либідь, 2004. 576 с.

<sup>4</sup> Чайка В. М. *Підготовка майбутнього вчителя до саморегуляції педагогічної діяльності* : монографія / за ред. Г. В. Терещука. Тернопіль: ТНПУ, 2006. 275 с.

<sup>5</sup> Чмут Т. К., Чайка Г. Л. *Етика ділового спілкування*. Київ : Знання, 2007. 230 с.

<sup>6</sup> Сапожников С.В. Теоретичні та прикладні аспекти формування культури професійної комунікації майбутніх фахівців з економіки. *Педагогіка та психологія*, 2019. № 12. С. 203-214.

In addition, the absence of at least one of these links indicates that communication is not cultural.

According to the analysis of scientific sources, the culture of communication is often identified with the culture of language. The culture of language is manifested in the ability to use the optimal linguistic means for a given situation. It includes the knowledge of the psychology and ethics of communication, as well as the ability of people to apply communicative attitudes in practice. It reflects the degree of mastery of the norms of oral and written literary language (rules of pronunciation, intonation, word usage, grammar, stylistics), an individual's psychological characteristics, and various communication situations according to the purpose and content of the speech. The leading indicators of language culture are the correctness and communicative usefulness of linguistic means<sup>7</sup>.

Additional and clarifying characteristics are accuracy, consistency of expressions, clarity and accessibility, purity of speech and its expressiveness, aesthetics, etc. The main criterion of language culture in language activity (oral and written) is the observance of language norms. Language culture is not an innate characteristic of a person and is formed by the environment – in the family, among friends, at school, and at work. At the same time, its formation is influenced by an individual's psychological characteristics, interests, inclinations, level of mental and aesthetic development, etc. Language culture provides a high level of linguistic communication, ennobles relations between people, and improves the general culture of the individual and society as a whole<sup>8</sup>.

In a broad sense, the culture of communication is understood by specialists in this field as a holistic system consisting of interrelated moral, linguistic, and psychological components, each of which influences the characteristics of the whole. It should be noted that culture depends not only on the communicative potential of the individual but also on the acquired knowledge, skills, and abilities to establish contact, as well as on the communicative attitude of the individual to communicate with others. Attitude in this context is interpreted as a state of readiness to respond in a certain way to external objects or influences.

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<sup>7</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

<sup>8</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

E. Ilyin<sup>9</sup> defines communication as a particular type of culture. In his theory, communication is the interaction (connection) of two systems, during which signal-carrying information is transmitted from one system to another. Thus, communication is inherent in technical systems, human interaction with machines and devices, and other humans and animals. However, according to E. Ilyin, only the latter type of communication, specific to highly organized living beings, belongs to communication. In the interaction of people, there is psychic contact, which means that in the communication process, there is not only acquisition or exchange of information but also emotional interaction. From this point of view, human communication connects people. It stimulates the emergence of two-field psychic contact, manifested in the transfer of information (verbal and non-verbal) to the communication partner, and aims to establish mutual understanding and experience.

According to modern ideas<sup>10</sup>, the culture of communication reflects not only the level of communicative training of an individual, the correspondence of their speech with literary norms, the value of communicative attitudes, the totality of moral qualities of a person manifested in the observance of the ethics of communication, etc., but also the degree of communicative competence as the lowest manifestation of the communicative culture.

Communicative competence refers to establishing and maintaining necessary contacts with people<sup>11</sup>. It includes a particular set of knowledge and skills that contribute to effectively implementing the communicative process. In other words, mutual understanding in a professional and communicative situation is ensured by the internal resources of the specialist's personality, with the help of which they communicate constructively during interpersonal interaction in the professional sphere.

The content of communicative competence proposed by S. Cormier<sup>12</sup> is interesting. It includes cognitive, emotional-evaluative, and behavioral components. The first, in addition to the knowledge of the language, consists of the understanding of the theory and psychology of communication, the rules of business etiquette, the means of influencing the audience and forming an image, the techniques of establishing, maintaining, and closing the linguistic contact to achieve a specific goal. At the same time, this component characterizes the adequate orientation of the specialist to himself, partners, situations of professional communication, specific communicative and

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<sup>9</sup> Інноваційні педагогічні технології. *Короткий термінологічний словник з інноваційних педагогічних технологій*. URL : [http://ualib.com.ua/br\\_6601.html](http://ualib.com.ua/br_6601.html).

<sup>10</sup> Орбан-Лембрик Л. Е. Соціальна психологія : підручник : у 2 кн. Кн. 1 : *Соціальна психологія особистості і спілкування*. Київ : Либідь, 2004. 576 с.

<sup>11</sup> Підручна З. Ф. *Формування професійної комунікативної компетентності майбутніх перекладачів у процесі фахової підготовки* : дис... канд. наук: 13.00.04. 2009. 260 с.

<sup>12</sup> Cormier S. La communication et la gestion. *Université de Québec*, 2006. 247 p.

professional goals, and his knowledge of the normative-project and politically oriented communicative culture. The emotional-evaluative component testifies to the communicative attitudes of the specialist, his motives for choosing the profession, his interest in it, and his perception of himself and others. The behavioral component reveals the ability to use communication techniques to encode and decode messages through verbal and non-verbal communication channels. Also, it determines the level of situational adaptability in professionally significant situations. It also shows the ability to impress and influence the interlocutor.

Such a thorough approach by S. Cormier<sup>13</sup> to the content of the components of the communicative competence of specialists allows us to consider them from the perspective of the culture of professional communication. Specific details of the latter, revealed by the individual in different contexts and environments of communication, characterize the particular configurations of communicative competence and its dynamics in the context of assimilation of the innovative style of professional culture with the establishment of new standards, rules, and norms of activity.

It should be noted that the formation of the concept of the culture of professional communication took place based on a specific transformation and rethinking of the idea of a "culture of communication" as a unique system of the typical manifestation of emotional, sensual, rational, and deliberate behavioral reactions of a person to specific socially significant conditions of his life<sup>14</sup>.

The philosophical content of the concept of the culture of professional communication lies in a specific manifestation: the culture of professional communication in the conditions of the information civilization becomes the goal (culture of dialogue), the basis (mutual understanding), the means of regulation (culture of business and everyday communication) of communicative processes. In addition, the culture of professional communication reflects the individual's position about the need to interact with others, the realization of creative potential in maintaining communicative interaction, etc.

**The study aims** to characterize the culture of professional communication and determine if there is a relationship between emotional intelligence and the culture of professional communication.

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<sup>13</sup> Cormier S. La communication et la gestion. *Université de Québec*, 2006. 247 p.

<sup>14</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

## 2. Results

The scientific content of the term "culture of professional communication" is determined by the content of the concept of "communication" – it is the process of establishing and maintaining mutual understanding between partners through communication by verbal and non-verbal means. At the same time, it should be noted that communication, unlike communicative culture, belongs to social communication and is determined by the prevailing norms and methods of fixing, preserving, and disseminating cultural meanings in society. The culture of communication reflects the degree of social activity of an individual, the social significance of the norms of his behavior, and the use of appropriate means of communicative activity.

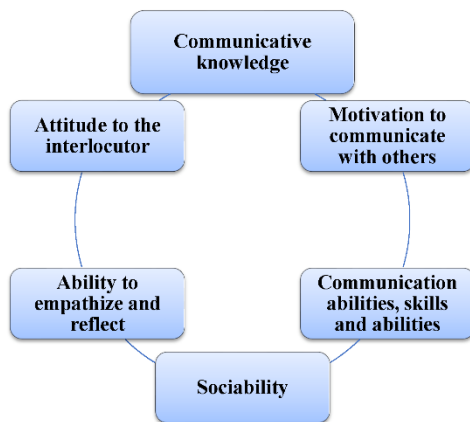
The culture of professional communication is based on the general personal culture, expressed in the system of needs, social qualities, style of activity, and a person's behavior in his profession. As a means of personality formation, communicative culture is based on the knowledge of its adaptive abilities, which help a person act according to the cultural standards of the environment that are significant for him. From the preceding, the culture of professional communication fully includes the essential personal characteristics (skills, knowledge, abilities, skills, value orientations, attitudes, and character traits). It is a prerequisite for successfully implementing the individual in the professional sphere.

The culture of professional communication of specialists is considered an important quality associated with their communicative activities. Domestic and foreign researchers address the problem of communicative activity, the definition of the essence of this phenomenon, and its characteristics. Special attention is paid to the position of N. Kuzmina<sup>15</sup>, who interprets communicative activity as one of the main components of a teacher's activity – the building of interpersonal interaction (perception and understanding of people from each other) and relations in pedagogical communication.

To reveal the essential content of communicative activity, we consider it reasonable to determine its most important structural elements. (Fig. 1).

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<sup>15</sup> Красікова Т. І. *Організація навального процесу у коледжі економічного профілю* : автореф. на здоб. ....канд. пед. наук : 13.00.04 – теорія і методика професійної освіти. Харків, 2002. 22 с.



**Fig. 1. Structure of communicative activity**

N. Volkova<sup>16</sup> understands communicative knowledge as the generalized experience of humanity in communicative activity, reflecting communicative situations in people's minds in their causal relations and interrelations. In this context, the scientist's opinion that "communicative knowledge should become the basis of any communication, self-realization, enrichment of personal communicative experience, formation of competence and communication" is correct. Only the necessary knowledge makes it possible to independently apply communication technologies in practice, model communicative actions, and enrich the communicative experience. Thus, future specialists' mastery of relevant communicative knowledge is the basis for forming communicative competence.

An essential component of communicative activity is the need for communication (affiliation), which, according to <sup>17</sup>, is a system of partial social needs (needs for contacts with other people), the ratio of which varies depending on the conditions of life and education, as well as the characteristics of human activity. In a study<sup>18</sup>, the need for communication is a complex structural formation with two components: emotional contact and solitude.

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<sup>16</sup> Волкова Н. П. *Теоретичні та методичні засади підготовки майбутніх учителів до професійно-педагогічної комунікації* : дис. ... доктора пед. наук : 13.00.04. Дніпропетровськ, 2006. 430 с.

<sup>17</sup> Цимбалюк І. М. *Психологія спілкування*. Київ : ВД «Професіонал», 2007. 464 с.

<sup>18</sup> Набока О. Г. *Професійно-орієнтовані технології навчання у фаховій підготовці майбутніх економістів: теорія і методика застосування* : монографія. Слов'янськ : Підприємство Маторін Б. І., 2012. 303 с.

Emotional contact is a person's need for bilateral and multilateral relationships in which he feels himself the object of interest and sympathy of other people, solidarity with others, and experiencing positive and negative emotions with them. Accordingly, the need for solitude is not always a conscious need of a person to conduct an internal dialogue with himself or an imaginary person, usually alone, but sometimes in the presence of other people.

No less critical in the structure of communicative activity are communicative skills, which V. Chornii<sup>19</sup> understands as possessing various types of communicative activity at different levels of perfection, differentiated by their characteristics: expressive, perceptual, organizational, and suggestive. From this point of view, communicative abilities are a component of communicative skills and represent automated aspects of language (grammatical, lexical, etc.) operations with linguistic material.

Based on such ideas in the analysis of communicative skills, K. Kirey<sup>20</sup> includes the following:

- the need to communicate in public, to organize and manage communication purposefully
- Quickly, efficiently, and correctly navigate the conditions of communication;
- to properly plan and implement the communication system;
- quickly and accurately finding communicative means appropriate to the content of the act of communication;
- The ability to constantly sense and maintain feedback in communication.

The level of formation of communicative skills and abilities is evidenced by the pronounced sociability of the individual, which is defined as the ability to communicate with other people, sociability. Sociability is not innate; it is formed in the process of life and activity of a person in a social group. Sociability forms a person and then becomes a means that ensures an individual's success in all spheres of his life, according to A. Mudryk, sociability is a well-developed, stable desire of an individual for contact with others, which correlates with the speed of their establishment<sup>21</sup>. It is the ability to understand a person correctly and to put oneself in his place, flexibility and sensitivity, tact in communication, ability to listen, ability to support others

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<sup>19</sup> Чорній В. Я. *Формування готовності до професійного спілкування майбутніх фахівців фінансово-економічної сфери*: дис. канд. пед. наук: 13.00.04 / Тернопільський нац.-пед. ун-т ім. Володимира Гнатюка. Тернопіль, 2011. 324 с.

<sup>20</sup> Кірей К. О. *Формування професійних знань майбутніх фахівців економічного профілю засобами мультимедіа*: дис. ... канд. пед. наук: 13.00.04. Вінниця, 2008. 283 с.

<sup>21</sup> Назаренко Н. С. *Формування комунікативної компетентності майбутніх документознавців у процесі вивчення гуманітарних дисциплін*: дис. ... канд. пед. наук: 13.00.04. Київ : Київський національний лінгвістичний університет, 2008. 259 с.



and stimulate them to develop personal strength, ability to create a trusting attitude towards oneself, and organizational skills. Thus, communicativeness is the psychological readiness of a person for an activity.

In the structure of communicative activity, along with knowledge, skills, and abilities, an important place is occupied by communicative abilities, which are the most crucial factor of self-realization of an individual. In this connection, according to the approach of N. Volkova<sup>22</sup>, communicative abilities are individual psychological characteristics of a person, which are a condition for effective communication, transfer of information, establishment of contacts, understanding of the communicative situation, providing interaction with other people, and are not reduced only to communicative skills and abilities. However, they can facilitate their formation and use. Based on the relationship between communicative skills and human abilities, it is established that knowledge, skills, and abilities are a condition for forming abilities and vice versa; the existence of communicative abilities is a condition for mastering communicative skills and abilities.

An integral part of communicative activity is the ability to empathize and reflect. The concept of "empathy" is one of the main elements of communication and denotes an acquired quality, a measure of an individual's emotional development. It is a unique mechanism of perception of another person, in which the emotional reflection of his existing internal state dominates, the most typical forms of which are empathy and sympathy.

The effectiveness of interaction between communication partners largely depends on the perception of each other and the ability to reflect. Thanks to this, I. Tsybalyuk<sup>23</sup> includes an individual's understanding of how communication partners perceive them, and the content of such an understanding is the reproduction of another person's inner world, according to O. Naboka<sup>24</sup>, the formation of reflection in a person is a necessary condition for socialization, and reflection is considered a prerequisite for the ability of self-regulation, a component of the communicative culture of a person.

Thus, the communicative activity of a specialist is manifested in the ability not only to establish contacts with any partner but also to effectively express opinions and listen to others, to ask constructive questions and competently answer them, to give feedback, to conduct a discussion, to master all genres of business communication, its types, styles, means, to develop compelling

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<sup>22</sup> Волкова Н. П. *Теоретичні та методичні засади підготовки майбутніх учителів до професійно-педагогічної комунікації* : дис. ... доктора пед. наук : 13.00.04. Дніпропетровськ, 2006. 430 с.

<sup>23</sup> Цимбалюк І. М. *Психологія спілкування*. Київ : ВД «Професіонал», 2007. 464 с.

<sup>24</sup> Набока О. Г. *Професійно-орієнтовані технології навчання у фаховій підготовці майбутніх економістів: теорія і методика застосування* : монографія. Слов'янськ : Підприємство Маторін Б. І., 2012. 303 с.

verbal scenarios for different levels of students, to design constructive, communicative behavior, which creates a pleasant and creative atmosphere for interactive activities.

Therefore, the communicative activity of the future specialists is understood as a system of activity acts, which are the basis of the process of communication of the interaction subjects and is characterized by the apt and appropriate use of specific terms in the process of performing official duties, skills, and abilities to form sentences and their dialogue grammatically correctly, using professional terminology. In the process of communication, which has an active character, interpersonal relations are realized, which contribute to the formation of unanimous moods and views, mutual understanding and coordination of actions, cohesion, and solidarity, without which no collective activity is possible and which constitute the cultural and communicative basis of social life.

It should be noted that scientists from various fields of science, including linguists, psychologists, and linguodidacts, have studied the problem of speech activity. There are two different phenomena in scientific circulation: "speech activity" and "language activity"<sup>25</sup>. Thus, F. de Saussure devoted many works to studying the essence of the phenomenon of "speech activity," in which the linguist identified its two parts. According to the author's theory, the subject of the first part is social language, independent of the individual, that is, exclusively psychic science; the subject of the second part, secondary, is the individual aspect of speech activity, that is, speech, including phonation (psychophysical science). The scientist focuses on the interconnection and interdependence of speech and language, the priority of speech over language; on the other hand, he emphasizes the importance of listening to others (multiple acts of experience) for learning one's mother tongue. As a result, according to the researcher, thanks to speech, language undergoes a development: our language skills change according to the impressions we receive while listening to others. That is, language is formed from speech. Despite the interdependence between language and speech, according to the author, language is both a tool and a product of speech; language and speech are completely different. The scientist characterizes language as a collective acquisition. Language exists in a collective "as a set of imprints in everyone's brain, like a dictionary, completely identical copies of which would be used by many people." According to the linguist, language is a purely individual phenomenon in which the mental and purposeful activity of an individual is realized, namely:

- 1) subjective use of linguistic patterns by an individual;

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<sup>25</sup> Власюк І. В. *Формування професійно-термінологічної компетентності бакалаврів економіки у вивченні фахових дисциплін*. Вінниця : ТОВ фірма «Планер», 2015. 143 с.

2) psychophysical mechanism of realization of individual phonomodulations.

Thus, the author divided speech activity into language and speech<sup>26</sup>. Regarding content, "speech activity" is complex, multifaceted, and ambiguous. Scholars date the origins of the theory of speech activity to ancient times. The structural and semantic meaning of the term has been the focus of research by philosophers, theologians (Aristotle, Blessed Augustine Aurelius, Dionysius of Halicarnassus, John of Damascus, Nemesius of Ephesus), and linguists (Bhartrihari), in the nineteenth century. The psycholinguistic aspects of speech attracted the attention of scientists (O. Potebnya, W. von Humboldt, G. Steintal). In the twentieth and twenty-first centuries, the problem of speech activity was studied from different directions: by linguists, psychologists, linguodidactics, psycholinguists, and others<sup>27</sup>.

W. von Humboldt emphasized the importance of the activity aspect of language, its creative nature and tendency to changeability, understanding "language" as a system of signs characterized by a reflective function. The scientist separated the concept of "language" from "speech activity." According to V. Humboldt, language is based on a person's "linguistic ability," which is formed in childhood, at the first stages of the child's mastery of language. The author studied the sociolinguistic and neurolinguistic aspects of speech activity: the possibilities of bilingualism, the features of improvement of the language system in the consciousness of its speaker, and the reflection of individual and social factors in human speech activity. Scientists believe that speech activity, even in its most superficial manifestations, combines individual perception with a person's general nature. One of the founders of the so-called sociolinguistic approach to the study of language activity was I. Baudouin de Courtenay noted the psyche and sociality of human speech and correlated these characteristics with individual and social ones in the language of its speaker.

L. Shcherba proposed a trichotomy of linguistic phenomena: "speech activity – linguistic material – linguistic system". The linguist analyzed I's approach in detail – Baudouin de Courtenay to the psychological interpretation of language and the corresponding methods of its research. As a result, the scientist proposed the difference and interconnection of speech activity, language system, and language material. The author gave priority to the speech activity, i.e., the processes of speaking and understanding, the

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<sup>26</sup> Морська Л. І. *Теоретико-методичні аспекти підготовки майбутніх учителів іноземних мов до використання інформаційних технологій у професійній діяльності* : автореф. дис... д-ра наук: 13.00.04; 13.00.02 / Тернопільський національний педагогічний університет імені Володимира Гнатюка, Тернопіль, 2008. 40 с.

<sup>27</sup> Власюк І. В. *Формування професійно-термінологічної компетентності бакалаврів економіки у вивчені фахових дисциплін*. Вінниця : ТОВ фірма «Планер», 2015. 143 с.

realization of which is possible due to the presence of the second aspect – the language system (vocabulary and grammar, which are neither provided in psychological nor physiological experience, they can be derived only from the linguistic material), i.e., the totality of everything that is said and understood in certain specific circumstances in a certain period of life of a particular social group. According to the researcher, the psychophysiological speech organization of an individual is a manifestation of the language system; together with the speech activity conditioned by it, it (the organization) is a social product<sup>28</sup>.

The linguistic system and the linguistic material are different aspects of the linguistic activity presented in the experience since the linguistic material outside the process of understanding is dead, but understanding outside any organized linguistic material (the linguistic system) is impossible. Therefore, the mastery of the language system allows the speaker to create and understand texts, taking into account the rules of composing meanings for the adequate implementation of the semantic side of texts. The author paid considerable attention to text creation's structural and semantic aspects.

The multifaceted nature of the phenomenon of "speech activity" (its structural and psychological content) has attracted considerable attention from psychologists to the study of the conditions, means, forms, and nature of the realization of speech activity, its motive, objectivity (materialized or ideal) and result, and the accompanying mental processes. L. Vygotsky<sup>29</sup>, based on the approaches of V. Humboldt and O. Potebnya to the understanding of language, made a significant contribution to the formation of psycho- and neurolinguistics as a science and, in particular, to the creation of the theory of speech activity. The scientist defined the varieties of speech: oral, written, and inner. According to the scientist's concept, oral speech is motivated by the situation and becomes its component. Such speech requires the presence of a listener. The mutual understanding is carried out by linguistic (intonation of the text, predication of statements) and extralinguistic (gestures, facial expressions) means. Information is clarified through the listener's ability to ask the speaker again. On the other hand, writing requires constant care to make the message understandable to the reader; omissions that are possible in oral speech are not allowed in written speech<sup>30</sup>.

The absence of a general situation and direct contact with the interlocutor leads the addressee to think about the text of the written message in advance,

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<sup>28</sup> Попова О. В. *Підготовка майбутніх перекладачів китайської мови у вищій школі*. Одеса : ПНПУ імені К. Д. Ушинського, 2015. 270 с.

<sup>29</sup> Виготський Л. С. *Педагогічна психологія* / за ред. В. В. Давидова. Педагогіка, 1991. 479 с.

<sup>30</sup> Попова О. В. *Підготовка майбутніх перекладачів китайської мови у вищій школі*. Одеса : ПНПУ імені К. Д. Ушинського, 2015. 270 с.

that is, to create a "mental draft." Such a mental draft is internal speech (speech without sonorous words), which is characterized by the following features:

- The presence of the subject of internal judgment in the thoughts of the addressee.
- Disclosure of the semantic load of the action or state of the object through the actualization of figurative and verbal associative connections.
- There is no need to pronounce all words fully.

The author noted that inner speech precedes both oral and written speech. The scientist characterized speech activity as materializing thoughts and their transformation into words. Speech actions (acts), which perform the function of preparation and realization of utterances, constitute speech activity.

Other scientists developed the idea of L. Vygotsky<sup>31</sup>. It was A. Leontiev<sup>32</sup> who initiated the study of inner speech within the framework of psycholinguistics. The scientist contrasted three concepts: "internal language," "internal speech," and "internal programming." According to scientists, internal programming means the planning of speech actions, "the unconscious construction of a certain scheme," which is the basis for the further generation of a speech statement. A. Leontiev considers a speech utterance as a speech action within an integral act of activity, the characteristic properties of which are: motivation, purposefulness, trinomial structure (creation of a plan, its implementation, comparison) and hierarchy of the organization. In other words, each speech act consists of programming, program implementation, and comparison of these elements, i.e., the content and operational parts of the structure of the speech act have been distinguished. The stage of internal programming plays a vital role in the author's theory of speech formation, which determines the directions of further research of domestic and foreign scientists in the field of the semantic-grammatical nature of the profound organization of utterances based on understanding the essence of internal speech, proposed by L. Vygotsky<sup>33</sup>.

The definition of the essence of the concept of "speech activity" proposed by psycholinguist I. Zimna<sup>34</sup>. Scientist believes that the origin of speech activity in all its forms is the communicative and cognitive need – the "need," the "need" to express thoughts and receive linguistic information. That is the need to fill the information vacuum, i.e., the human need for verbal understanding of the surrounding reality. According to the researcher, this

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<sup>31</sup> Виготський Л. С. *Педагогічна психологія* / за ред. В. В. Давидова. Педагогіка, 1991. 479 с.

<sup>32</sup> Леонтьев А. А. Спілкування як об'єкт психологічного дослідження. *Методологічні проблеми соціальної психології*, 1975. 123 с.

<sup>33</sup> Виготський Л. С. *Педагогічна психологія* / за ред. В. В. Давидова. Педагогіка, 1991. 479 с.

<sup>34</sup> Зязюн І. А. Наука і мистецтво педагогічної дії. Професійна освіта : педагогіка і психологія. *Польсько-український, україно-польський журнал* / за ред. Т. Левовицького, І. Зязюна, І. Вільш, Н. Ничкало. Ченстохова ; Київ, 2001. № 5. С. 357–380.

need "found" in speech activity – thought – becomes this activity's corresponding communicative and cognitive motive. Speech activity, as a set of actions, can be a component of another, broader activity of people, for example, socio-productive or cognitive, or it can be an independent type of activity. It is an active, purposeful, mediated language system conditioned by the situation of communication, the process of transmitting or perceiving a message, and the process of production and reception.

Linguodidactics studies the implementation of language activity in the educational sphere: forms, conditions of its course and functioning, factors of formation and development of student's language skills and abilities, criteria and indicators of their formation, etc.

A significant contribution to Ukrainian pedagogical science in the study of the phenomena of "speech activity" and "educational and speech activity," taking into account the age of the speaker's personality, was made by A. Bogush<sup>35</sup>. The scientist introduced the concept of "educational and speech activity" into the scientific circulation of domestic preschool linguistics, the structure of which includes various types of speaking (questions, answers, reproducing or creative narration, retelling, description, conversation) and listening (listening to the speech of a friend, teacher; listening to a fairy tale, a story, a story, a gramophone record, etc.).

G. Ball<sup>36</sup> requires both the organizers and the performers of teaching and speech activities to see in them the purpose, motives, content, methods of action, regulation, and control over their results. In teaching and speaking activities, students develop new formations – knowledge, skills, abilities, ability to use the language in certain situations (i.e., productivity), motives, and guidelines for learning it (indirectness).

According to V. Bondar<sup>37</sup>, any educational activity includes general educational, professional, and intellectual skills and abilities. In the process of educational activity, they are formed, existing mental processes (memory, thinking, imagination) are developed, knowledge is formed, life experience is acquired, new interests and needs, emotional and volitional, mental and moral qualities of people arise, their general and specific abilities develop. In other words, any language activity within the educational activity is subordinated to a didactic goal, and the result of such learning is "language production" in written, oral, or written-oral form.

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<sup>35</sup> Богущ А. М. *Методика навчання української мови в дошкільному закладі*. Київ : Вища школа, 1993. 327 с.

<sup>36</sup> Балл Г. О., Медінцев В. О. Особистість як індивідуальний модус культури і як інтегративна якість особи. *Горизонти освіти*, 2011. № 3. С. 7– 14.

<sup>37</sup> Бондар В. І. *Дидактика*. Київ : Либідь, 2005.

The analysis of scientific developments of well-known scientists on the identification of structural and functional features of the phenomenon of "speech activity" allows us to define speech activity as an intrinsically motivated, communicatively situation-stimulated, active-reactionary, subjective-value process of presenting, receiving, and processing information using speech in the course of communication; a process that is subordinated to a specific goal and has a hierarchical three-component structure: speech action (act), thinking, speaking<sup>38</sup>.

In language teaching, there are traditionally four types of language activity: listening, speaking, reading, and writing<sup>39,40,41,42,43</sup>.

A. Bogush<sup>44</sup> introduced the concept of "demonological speech" into linguodidactics as a complex type of speech activity combining dialogical and monologic speech characteristics. Scientists divide these types of speech activity into receptive (perceptual) – listening and reading (through the channel of reception of information) and productive – according to the method and form of creation (reproduction) of information (speaking and writing). Therefore, the planning and organization of educational and speech activities for students are carried out, considering the structural and functional features of a particular type of speech activity.

K. Young<sup>45</sup> emphasizes the main mechanisms of receptive and productive types of speech activity – the mechanisms of reception and publication of speech content, which are two-stage and complementary. The psycholinguist describes other parallel mechanisms which are implemented within the framework of speech communication:

1) the mechanism of comprehension and processing of received information in the unity of two complementary links – analysis and synthesis;

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<sup>38</sup> Попова О. В. *Підготовка майбутніх перекладачів китайської мови у вищій школі*. Одеса : ПНПУ імені К. Д. Ушинського, 2015. 270 с.

<sup>39</sup> Бігич О. Б. *Формування методичної компетенції майбутнього вчителя іноземної мови початкової школи* : автореф. дис... д. пед. наук: 13.00.02 – теорія та методика навчання: германські мови. Київ, 2005. 27 с.

<sup>40</sup> Гевко І., Невмержицька О. Роль ІКТ в сучасній концепції дистанційного навчання. *Молодь і ринок*. Дрогобич, 2019. № 2 (169). С. 41-45.

<sup>41</sup> Кочан І. М., Захлопана Н. М. *Словник-довідник із методики викладання української мови*. Друге вид., випр. і доп. Львів : Видавничий центр ЛНУ ім. Івана Франка, 2005. 306 с.

<sup>42</sup> Мартинова Р. Ю. *Цілісна загальнодидактична модель змісту навчання іноземних мов*. Київ : Вища школа, 2004. 454 с.

<sup>43</sup> Морська Л. І. *Теоретико-методичні аспекти підготовки майбутніх учителів іноземних мов до використання інформаційних технологій у професійній діяльності* : автореф. дис... д-ра наук: 13.00.04; 13.00.02 / Тернопільський національний педагогічний університет імені Володимира Гнатюка, Тернопіль, 2008. 40 с.

<sup>44</sup> Богуш А. М. *Методика навчання української мови в дошкільному закладі*. Київ : Вища школа, 1993. 327 с.

<sup>45</sup> Young K. *Introduction to Sociology*. N.Y., 1994. 592 p.

2) memory mechanisms realized in the unity of two links – long-term (stable), "short," short-term (operational) memory;

3) the mechanism of anticipatory reflection, manifested in the reception of the process of probabilistic forecasting and the production of anticipatory synthesis.

These mechanisms are common to all types of language activity.

Scientists<sup>46</sup> determine the features of all types of speech activity as the basis of the process of speech communication in native and foreign languages in terms of mechanisms of information encoding/decoding. The authors emphasize that the mechanisms of information encoding operate during speaking and writing, while the mechanisms of decoding operate during listening and reading. In speaking and listening, the speaker works with acoustic signals, writing, and reading – with graphic signs. According to the authors, speaking is the sending of acoustic speech signals that carry information; listening is the perception and understanding of acoustic speech signals; writing is encoding speech signals using graphic symbols; reading is decoding graphic symbols and understanding their meaning.

The psychological bases of the process of language activity were considered by the psychologists B. Ananyev, L. Apatova, B. Baev, L. Vygotsky, L. Zasiakina, I. Zymnya, M. Zhinkin, O. Leontiev, O. Novikov, S. Rubinstein, I. Sinita, N. Chomsky and others. The very processes of generation and perception of oral utterances were studied by such psycholinguists, psychophysicologists, and psychologists as L. Vygotsky, M. Zhinkin, O. Leontiev, Y. Passov, T. Ryabova, I. Zymnya and others. According to scientists, the moment of speech formation begins with the emergence of the motive of utterance – the speaker's communicative intention, which determines the role of the speaker as a participant in communication and the specific purpose of his utterance. Next, the lexical and grammatical construction of the text in the inner speech is carried out. The authors add that at the moment of the emergence of thought in external speech, the appearance of speech-motor impulses precedes word pronunciation. Next, the vocal apparatus is activated, and the formed statement is embodied in external (voiced) speech with the help of articulation and intonation.

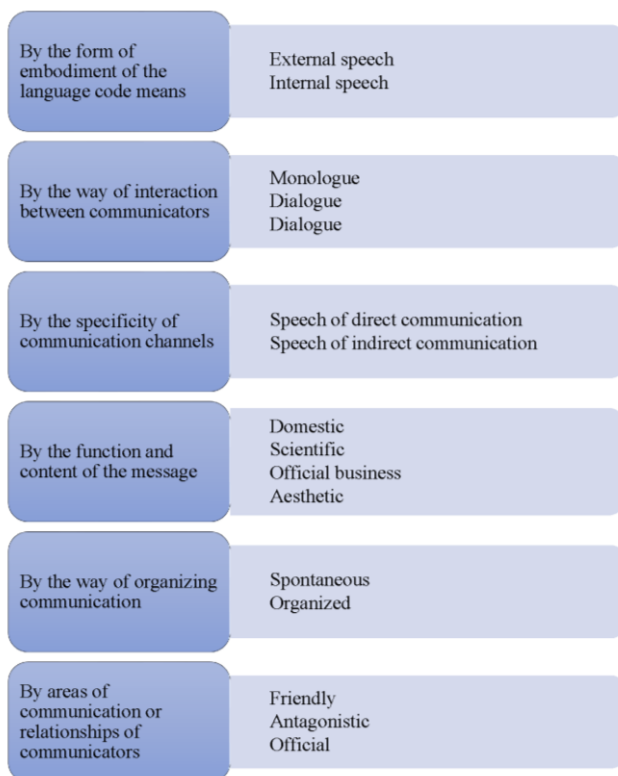
F. Bacevich<sup>47</sup> defines speaking as a type of speech activity with the use of a vocal communication channel, which consists of creating messages (speech acts) directed to the addressee and identifies the criteria by which the forms of speech communication are classified, within which the professional speech activity of translators is implemented (Fig. 2).

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<sup>46</sup> Голуб Н. Б. Комунікативно-діяльнісний підхід до вивчення лексикології в школі. *Освіта Донбасу*, 2003. № 1(96). С. 18–21.

<sup>47</sup> Бацевич Ф. С. *Основи комунікативної лінгвістики*. Київ : Академія, 2004. 344 с.





**Fig. 2. Criteria of speech communication according to F. Bacevich<sup>48</sup>**

It should be noted that according to the proposed criteria, each form of language communication does not exist in isolation, i.e., almost all components of identification interact during communication (verbal and non-verbal means, functional-style markers, planned and spontaneous, etc.).

Dialogue (Greek *diálogos* – "conversation") is a form of communication between two interlocutors directly connected, with an inherent change of speech acts. According to the definition, the attributive characteristics of a dialog are

- The presence of two speakers;
- rapid exchange of utterances of spontaneous content;
- conciseness;
- situational dependence of replicas;

<sup>48</sup> Бацивнич Ф. С. *Основи комунікативної лінгвістики*. Київ : Академія, 2004. 344 с.

- template replicas;
- visual-auditory perception of dialog participants (often with the use of paralinguistic means);
- the importance of the semantic load of speech intonation, timbre, tonality, etc.

Scientists (M. Bakhtin, L. Vygotsky, L. Shcherba, L. Yakubinsky, etc.) believe that dialogical speech is primary about other forms of communication, having its origin in the oral-colloquial sphere with the dominant principle of saving the means of speech code.

The informational completeness is ensured by the commonality of the apperceptive base (which is in the field of perception). Therefore, dialogic speech is a structural and functional communication process between two speakers in a given speech situation.

Therefore, dialogic speech is:

1) a purposeful (pedagogical) or naturally occurring (non-pedagogical) speech activity;

2) a complex structural and functional process of direct (visual-auditory) communication – an effective exchange of information between two communicators within a given communicative situation.

By "writing," we mean "written thinking" and "written speaking" (written language in action). Linguistic pedagogy (N. Kichyk<sup>49</sup>) considers writing a graphic fixation of the text of speech. Writing is the process of such fixation; the written text is its result, i.e., writing is considered a system of writing tools and rules of their use. The mechanism of writing, according to scientists, includes two stages:

1) composition of words with the help of letters,

2) formation of written messages from words and sentences.

This mechanism is the basis of teaching written language – work on mastering the writing technique (graphic, spelling, punctuation) and writing expression skills using the studied language (product of written language). Therefore, this type of written language is a productive type of educational and linguistic activity, an independent form of communication, and is characterized as a complex use of graphic, orthographic, lexical, grammatical, and stylistic means for the expression of thoughts and communication.

Written language is a way of forming and formulating thoughts. It's based on linguistic signs fixed in the nerve connections of the cerebral cortex in the form of visual and motor images, acting in conjunction with auditory and speech-motor images. It is known that literate people, besides sounds, have

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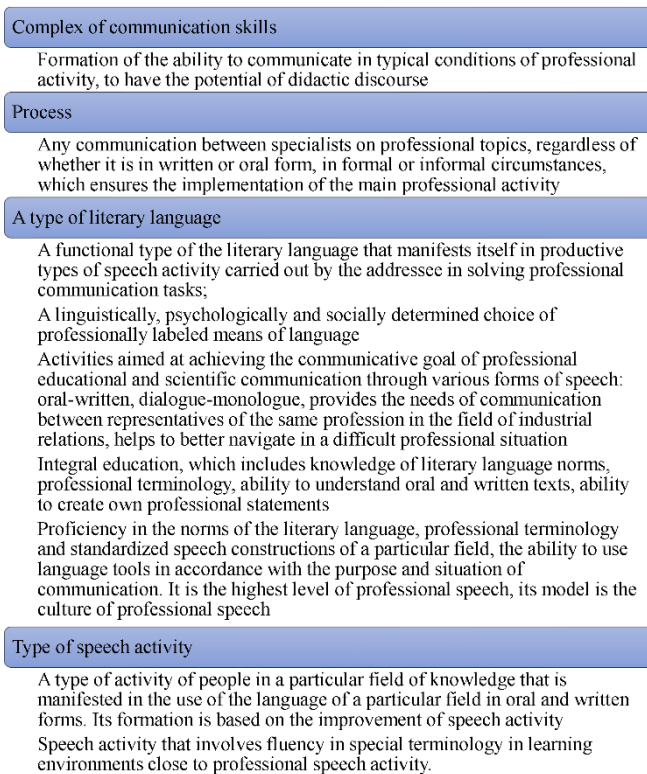
<sup>49</sup> Кічук Н. В. *Освіта у сучасному світі (порівняльний контекст)*. Ізмаїл : Ізмаїльський держ. педагогічний ін-т., 2001. 88 с.

superimposed graphic images of words. Visual-graphic images are actualized and controlled by the motor mechanism of the writing hand.

Achieving success in any field is possible if you involve a specialist who is not only oriented in the professional field but also able to communicate effectively within it. Communication skills facilitate the adaptation of a person to society. In the system of higher education in Ukraine and abroad, the leading place is given to professional and language training specialists.

Explanatory dictionaries usually give the following definition: professional (professional) language (language for professional purposes) – communication of people with each other using language within a particular professional sphere; language activity within a specific professional field.

Scientists, on the other hand, consider professional language in a broader sense (Figure 3).



**Fig. 3. Projections of professional speech**

Suppose we try to summarize the content of the above interpretations of the term "professional language" / "language for professional purposes." In that case, we can derive a universal definition for all professions without exception, interpreting it as a type of linguistic activity in the process of implementation of which a complex of professionally oriented communicative skills of a specialist is actualized (knowledge of the norms of literary language, professional terminology; the ability to understand oral and written texts; the ability to make one's statements of a professional nature in written/oral form, in an official/informal setting), which are psychologically and socially conditioned; the mastery of professional speech contributes to the performance of the leading professional activity.

Because of the above, an individual's professional communication culture testifies to the creative nature of mastering the accepted norms of communicative activity within the profession. It is determined by the development and self-development of the individual, ensuring the degree of his social and professional activity, the social significance of his behavior, and the use of appropriate means of communicative activity in the professional sphere.

Thus, the culture of professional communication is a component of the professional culture of a specialist, which is necessary for the effective implementation of communicative activities and is manifested in a positive personal attitude to communicative interaction, perfect possession of a complex of general and special knowledge, norms of speech and speech and the skills of their correct application in the process of transmitting thoughts in all types of professional communication.

The analysis of the professional communication culture phenomenon shows its structure's non-trivial nature. A review of research on structural analysis of the phenomenon of "culture" in communication confirms this thesis. In particular, it is confirmed by the research results of various scientists (O. Zapara, L. Ivanchenko, V. Liventsova, A. Mudryk, L. Rudenko, M. Shovkun, etc.).

Since the culture of professional communication is based on professional knowledge and communicative abilities, professional communication skills, and social and personal experience and is determined by the individual qualities of the person necessary for the successful performance of professional activities, its structure should contain several components.

By these characteristics, the culture of professional communication includes both cognitive and operational, as well as personal and professionally significant components, reflecting an individual's ability to navigate the sociocultural information environment and build communication based on direct experience and indirect attitude.

Generalization of scientists' visions of this phenomenon shows that today, the structure of the culture of professional communication of specialists is a highly complex integral dynamic formation, which includes

- Worldview aspect (humanistic, general cultural, aesthetic, and ethical)
- Personal aspect (cognitive, motivational, reflective, emotional, and volitional);
- Psychological aspect (individual characteristics, peculiarities of thinking, perception, communicative attitude);
- the technical aspect (communicative knowledge, skills, abilities);
- The actual professional aspect (professional communicative competence).

Studying the positions of scientists on the structural components of culture, we note the variability of their approaches.

Thus, L. Savenkova<sup>50</sup> distinguishes invariant, technological, and variable components in the structure of communicative culture. The first reflects the axiological direction of communicative processes and the fundamental values of the culture of professional communication. The second reflects the operational side of communication. It is based on the general theoretical knowledge of the basics of interpersonal communication, the psychology of communication, theories of personality formation, and its psychological characteristics. The third variable component characterizes the communicatively significant qualities of the individual: a reflection of communicative activity, flexibility, emotional and psychological self-regulation, and personal attractiveness.

As we can see, the interaction of the three components proposed by O. Selivanova<sup>51</sup> forms an integral dynamic structure of communicative culture, which is also relevant to our study. Understanding as a bearer of the values of the culture of communication, a competent participant in interpersonal interaction, capable of communicative creativity and emotional and psychological self-regulation in the structure of communicative culture, the following three components are assigned – axiological, technological, and creative (L. Rudenko<sup>52</sup>). The axiological component reflects the fundamental values of the individual that determine the nature of his communicative culture. The technological component reflects the operational direction of professional communication. The creative component allows us to trace the

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<sup>50</sup> Савенкова Л. О. *Мовленнєва діяльність викладача*. Київ, 2006. 191 с.

<sup>51</sup> Селіванова О. О. *Актуальні напрями сучасної лінгвістики*. Київ : Фітосоціоцентр, 1999. 148 с.

<sup>52</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

dynamics of development and self-development of the individual in communicative activity.

From the point of view of the activity approach, M. Shovkun<sup>53</sup> considers the communicative culture of a specialist as an attribute of activity and its results in the interaction between subjects. Therefore, its structure is formed by the following professionally important components: worldview, motivational, communicative proper, emotional and volitional, and constructive.

Such a structure of the communicative culture of the future specialist is entirely holistic, taking into account the importance of the personal component and motivational, emotional, and motivational-volitional factors necessary for the individual's self-development in professional, communicative activities.

Culture of communication can be considered as a set of culture-creating elements, which are emotional culture, or culture of feelings, as an adequate response to the environment; culture of thinking, which manifests itself in the form of specific forms of cognitive activity aimed at perceiving and creating texts that correspond to the idea and reliably reflect reality; language culture. Accordingly, the author includes three components in the structure of communicative culture: cognitive-motivational, activity-based, and rhetorical. The first is understanding the essence of psychological interaction, the peculiarities of communication, an attentive and friendly attitude toward its participants, and the desire for identification, empathy, and reflection in the communicative process. The second is flexibility in communication, the ability to communicate during joint activities and find an appropriate communication style. The characteristics of the third rhetorical component are the analysis of communicative situations, the desire to develop communicative qualities of speech, its emotionality, expressiveness, etc. (L. Rudenko<sup>54</sup>).

L. Ivanchenko<sup>55</sup> considers structuring the communicative culture of future specialists of polytechnic profiles, which includes motivational and value, general cultural, mental and linguistic, and professional components. Its formation consists of the communicative development of the individual in professional training. For example, the motivational element of value is implemented through the principle of professional orientation of the content

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<sup>53</sup> Шовкун М. П. *Складові комунікативної культури студентів. Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту*, 2003. № 8. С. 45–50.

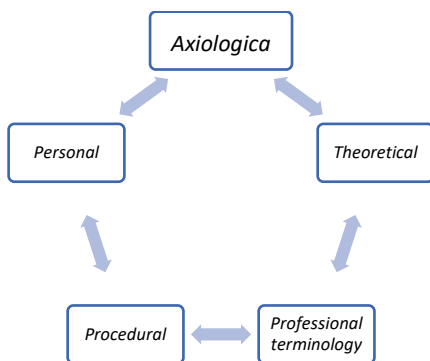
<sup>54</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

<sup>55</sup> Іванченко Л. М. *Формування комунікативної культури сучасного інженера у студентів національного технічного університету «КПІ»*. URL : <http://kamts1.kpi.ua/node/558>.

of educational subjects, which stimulates the future engineer to improve the professional communicative culture and regulates communicative behavior. The general cultural component reflects the general culture of the individual, including the communicative one, and is based on the general educational training carried out following the state educational standard. The mental-linguistic component is manifested in the unification of the formation of the general characteristics of thinking and speaking. This component requires the introduction of specialized textbooks for each profession into the educational process. The professional component is as close as possible to the sphere of professional activity of future specialists and includes, first of all, the mastery of professional terminology.

L. Rudenko suggests considering the culture of professional communication of a manager to the specifics of the activity and its components as necessary for full-fledged business communication. These skills are divided into orienting, information-analytical, prognostic, polemical, visual-representative, creative, and reflective. Based on the results of the structural and logical analysis of the category of "culture," which were proposed by various researchers, we substantiate our view on the structure of the culture of professional communication of specialists in economics (Fig. 4):

- axiological (value attitudes and motives of professional communication, internalization of general cultural, national, linguistic, and professional values of society into personal ones);
- theoretical (understanding of the language system and knowledge of the rules of language and speech);
- professional terminology (ability to use economic terminology and economic language for professional purposes and to understand the speech of others);
- procedural (ability to use language as a means of communication in various professional situations);
- personal (ability to reflect on professional communication).



**Fig. 4. Structure of professional communication culture**

The axiological component of the culture of professional communication of future specialists is based on the structure of the individual as a subject of interpersonal relations, is manifested in the general culture, humanistic and communicative orientation of the individual, is characterized by his ability to coordinate and correlate his actions with others, accept the other, understand and respect his thoughts, readiness for tactful communicative interaction and reflection in communicative activity. Scientists offer various classifications of value systems to understand the essence of values and discover the peculiarities of their manifestation in multiple spheres of human life and society. Values are divided into material (or valuable) and spiritual. Material values include objective values necessary to satisfy a person's needs. Supreme values include truth, goodness, beauty, freedom, wisdom, and all moral and aesthetic ideals and principles. Spiritual values express the deepest essence of a person, constitute the core of his being, the foundation of an individual worldview, and determine the entire motivation of his behavior. Socio-cultural space is a universal factor that continuously determines each individual's value system. Modern researchers<sup>56</sup> communications substantiate its importance in the life of a person, social groups, and society so:

- In the course of anthropogenesis, communicative activity was a decisive condition and fertile ground for the formation of human consciousness and language;

- Communication is a way of forming human personality because only in the process of interaction with other people does the socialization of an individual and the development of his abilities take place;

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<sup>56</sup> Кузнецова Т. *Аксіологія соціальних комунікацій*. Суми : Вид-во Сумського державного університету, 2012. 300 с.



- The need for communication is an organic (absolute) spiritual need of man;
- Isolation from society leads to incurable psychological trauma;
- Communication is a factor and condition for the existence of any human community, from small social groups to nations and states;
- Communicative activity is a source, a means of maintaining and using the social memory that accumulates the cultural and historical experience of social subjects.

The study of communication processes is particularly relevant in the era of the information society when the communicative nature of social reality and the role of communication in a globalized world are being rethought.

The modern information space of specialists needs to be more balanced regarding its saturation with valuable information. Today, we can speak of an information-axiological asymmetry in the ratio of positive and negative information. Most mass media products are oriented towards harmful standards and norms of behavior. Such a value imbalance is primarily due to the specifics of the socio-cultural context. Political, economic, cultural, and value crises, globalization processes, and the postmodern era of the desire for freedom, which has turned into permissiveness, lead to the creation of a new information and communication space, which is characterized by excessive aggressiveness, anger, absolutizing of hedonistic values and transformation of habitual stereotypes.

Of course, due to the global economic crisis, the spread of terrorism, and a large number of natural and artificial disasters, it is difficult for economic professionals to avoid negative information. However, in this situation, everything should be done to ensure that the general culture, including the culture of professional communication, becomes the main component of his value system.

*The theoretical component of the culture of professional communication* of future specialists in economics is associated with the development of cognitive abilities of the individual, their ability to effectively perceive and comprehend information, adequate assessment of the communicative situation, and affects the transformation of professional knowledge into a system of their judgments, views, and behavior. A young specialist should know that establishing business relations will depend on his ability to communicate competently with business partners. A young specialist should:

Master the oral and written forms of the Ukrainian language.

Get acquainted with the laws of language and their correct application, with the concepts of language and its connection with interdisciplinary sciences.

Master the functions of language in the life of society and each individual, the culture of speech.

Recognize the signs of language culture, speech etiquette, and the practical importance of stylistics, which involves raising the professional culture of speech of specialists with higher education.

Students should master the possibilities of the Ukrainian language in various structural and functional styles at the lexical, phraseological, and syntactic levels, knowledge of the scientific style and its substyles, and the most typical scientific texts: synopsis, lecture, abstract, summary, report, etc., knowledge of the preparation of speeches, messages, reports, as well as methods of processing scientific literature. Particular attention should be paid to the understanding of drafting and editing documents, the culture of business communication, the knowledge of established phrases, spelling, and declension of surnames, patronymics, declension of numbers, etc., since in this direction, the Ukrainian language is closely related to the professional training of students for work in the chosen specialty.

*The professional and terminological component of the culture of professional communication* of future specialists in economics is manifested in the peculiarities of joining the team. It is an indicator of the adequate performance of professional and communicative functions, the degree of satisfaction of his needs and expectations related to professional activity and the conditions of its implementation, as well as his compliance with the requirements of the enterprise.

The analysis of scientific sources allows us to consider the following as the main components of the professional terminology of future economists: general scientific terms, economic terms, terms of related sciences, and professional terminology. A future economist must master the literary Ukrainian language and apply its functionality, terminological vocabulary and the art of its use in the process of professional communication, the norms of linguistic communication and its forms in the way of interaction between communicators, standardized norms of linguistic behavior in the process of negotiation or establishing contact with interlocutors and maintaining communication in a confident tone, linguistic etiquette, the ability to understand and react to what the interlocutor says in professional communication situations, the ability to predict the development of the dialogue and the interlocutor's reaction, the ability to direct the dialogue taking into account the goals of professional activity, the ability to create and maintain a friendly atmosphere of communication.

The professional and terminological component is characterized by psychological and communicative skills, linguistic skills, and verbal and professional improvisation skills

- Psychological and communicative skills of future business specialists include;
  - Ability to overcome difficulties in professional interaction;
  - Ability to actively participate in professionally significant communication situations;
  - Ability to adequately perceive information;
  - ability to adequately perceive oneself and one's behavior and the participants of the communication process at the moment of communication.
- The language skills of future economists include
  - Ability to communicate professional information in different ways, understanding and using professional terminology;
  - Ability to conduct constructive professional dialog following socio-cultural conditions and communicative situations;
  - Ability to choose effective strategies for solving communicative problems in the process of economic activity;
  - Ability to adapt communication strategies to changes in the external economic environment.
- Verbal and professional improvisation skills of future specialists in economics include
  - Ability to regulate one's communicative actions to harmonize economic interests;
  - Ability to predict the outcome of professional dialog, development of communicative interaction of participants of the economic process;
  - Ability to establish contacts with people;
  - Ability to manage and control oneself in the process of communication;
  - Ability to organize interaction with other people optimally.

*The procedural component culture of professional communication* of future specialists in economics is associated with a set of communicative skills and abilities that ensure the practical course of communicative processes in professional activities and are a system of internal means of regulating communicative actions. Determines the ability to perform professional activities based on practical application of a set of communicative skills, skills of interpersonal communicative interaction, and selection of professionally significant information, including information and communication technologies. In the work of N. Morse<sup>57</sup>, it is emphasized that the formation of computer literacy among specialists, which includes knowledge, skills, and abilities to solve problems with the help of a computer, is the purpose of educational activities in modern conditions allows a modern specialist to adapt

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<sup>57</sup> Морзе Н. В. *Методика навчання інформатики* : У 3 ч . / 3 ред. акад. М. І. Жалдака. Київ : Навчальна книга, 2004. Ч.1 : Загальна методика навчання інформатики. 256 с.

to the domestic and international labor markets, provides personal orientation of the educational process, determines the importance of education in ensuring sustainable human development. Therefore, developing skills in using computer tools to implement communicative processes in professional activities is essential.

Accordingly, future specialists in economic specialties should have the following skills.

- Enter a communicative situation;
- Recognizing and assessing the nature of the communicative situation (favorable, unfavorable, etc.);
- Understand the communicative situation;
- Selecting another entity as a partner for possible interaction;
- updating the communicative task according to the specifics of the communicative situation;
- Finding an approach to the object of interaction;
- attuning to the interaction partner unit;
- Attracting the attention of the partner entity by the initiating entity;
- Assessing the emotional and psychological state of the subject partner and identifying the degree of his readiness to enter into interaction;
- Adjustment of the initiating subject to the emotional and psychological state of the subject partner;
- Adjustment of emotional and psychological states of the subjects of communication, formation of the general emotional background of communication;
- communicative influence of the subject-initiator on the subject-partner;
- Evaluation by the subject-initiator of the subject partner's reaction to the influence;
- Stimulation of the "appropriate move" of the partner-subject.

*The personal component of the culture of professional communication of future specialists* in economics combines the influence on the development of future specialists' motivation to improve their own culture of professional communication, self-education, and self-improvement and the formation of their stable desire for contacts in the area of professional interaction based on consistency and mutual perception.

This component includes self-analysis and self-evaluation of the future economist's communicative, professional activity and its results, allowing him to realize and evaluate the degree of realization of the planned goals of this activity. This means the development of one's perspective on relevant events and includes the development of self-determination and goal-setting abilities. The personal component determines the individual's readiness and ability for

self-improvement and self-development in the professional sphere (readiness and ability to learn independently, readiness to solve problem situations, and ability to control and evaluate one's behavior in the process of analytical activity).

The personal component also includes the ability to self-educate and self-improve, the formation of such qualities as creativity, initiative, willingness to cooperate, ability to foresee and critically predict the results of activities, and communication. This component regulates personal achievements, self-government, an impetus for self-knowledge, professional growth, development of reflective abilities, and formation of an individual work style. This component determines the level of development of self-esteem, understanding of one's importance for other people, responsibility for the results of one's activities, self-knowledge, and realization in the process of professional activity.

Reflection is a principle of philosophical thinking: a concept denoting reflection, a form of theoretical activity of a person. From the point of view of the system approach, reflection is considered a complex synthetic formation, which simultaneously acts as a mental process, quality, and state of the subject. In pedagogy, there are three types of reflection: elementary, scientific, and philosophical. The ability to reflect is manifested in the ability to evaluate and control one's actions and to notice the contradictions that cause the movement of thinking.

Effective formation of the personal component is possible only with the internal activity of future specialists, aimed at self-control, self-knowledge, self-development, self-improvement, and self-improvement of the individual. The active nature of communication at the present stage of the information society should be supplemented by the study of the subjective characteristics of a person in society and in the space of his self with the understanding of the content of the communicative situation and the awareness of the value and semantic characteristics of another subject of communication.

The personal component characterizes the general tendency of the essence of communicative activity.

Thus, we consider an economist's professional communication culture as a phenomenon with a complex structure, which includes axiological, theoretical, procedural, professional-terminological, and personal components. Taking into account the complexity of the phenomenon of a "culture of professional communication," the formation of a culture of professional communication among future specialists in economics is considered a specially organized, professionally oriented educational process, the result of which is the formation of value attitudes and motives for carrying out communicative activities, acquiring general and special (professional,

linguistic, speech) knowledge, skills to use professional terminology for professional purposes, acquiring the ability to use language as a means of communication in various professional situations, as well as the ability to reflect in professional communication.

Formation of a culture of professional communication for future specialists in economics is one of the priority tasks of their professional training.

Now, let's move on to the characteristics of emotional intelligence.

Emotional intelligence (EI) is identified with a person's ability to recognize and manage their own emotions and the emotional states of others, to perceive their needs, to empathize, and to regulate their thoughts and behavior. Psychologists began talking about its existence in the early 20th century, but the system research of EI was updated later. Today, EI is considered at the meta-emotional level<sup>58</sup> as a combination of emotional abilities and emotional beliefs, self-evaluations of emotional skills and beliefs about emotions, self-concepts of emotional abilities, and self-evaluations of performance. Most research on EI is related to the study of its components and the impact of EI on various areas of human life. Let's mention just a few of them.

Research of EI components. The structure of EI is quite fully described in<sup>59</sup>, where EI is presented as an integration of intellectual personal characteristics with intellectual competence and instrumental-reflective intelligence (intellectual personal characteristics; intellectual competence; instrumental-reflective intelligence). Based on this structure, the authors propose a definition of EI: EI (in the narrow sense) is understood as a set of intellectual abilities of a person to understand their own emotions and the ability to manage them; EI (in the broad sense) is an integral cognitive personality formation characterized by the most pronounced cognitive component with the mental ability to be aware of and manage emotions, the ability to process, transform, and adapt to emotional information. D. Goleman<sup>60</sup> builds the EI model as an integrative model as the unity of the five components: self-awareness, self-regulation, motivation, empathy, and social skills. M. Zhuravleva demonstrates that EI relates to empathy,

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<sup>58</sup> D'Amico A., Geraci A. Beyond emotional intelligence: The new construct of meta-emotional intelligence. *Frontiers in psychology*, 2023. Vol. 14, No. 1096663. <https://doi.org/10.3389/fpsyg.2023.1096663>.

<sup>59</sup> Andreeva I. N. Emotional intelligence: from metaphor to integrative phenomenon. *Voprosy psikhologii*, 2020. Vol. 5. Pp. 34-44.

<sup>60</sup> Goleman D. *Working with Emotional Intelligence*. Bantam Books, 1998. p. 464.

vulnerability, emotionality, and stability<sup>61</sup>. The paper's authors <sup>62</sup> provide an overview of various EI concepts and summarize recommendations for selecting and using multiple EI indicators from the perspective of their factor structure. Researchers have developed several methods for measuring EI <sup>63</sup>. One of the most common is the Hall method of measuring EI <sup>64</sup>, which is based on assessing the development of five components: emotional awareness, managing one's emotions, self-motivation, empathy, and recognizing the feelings of others.)

Work in progress <sup>65</sup> substantiates the link between EI and social success, which the author associates with corporate culture. A similar result was obtained in <sup>66</sup> and <sup>67</sup>, confirming the connection between emotional intelligence's direct and indirect influence on work productivity. In the article <sup>68</sup>, the authors prove that EI directly affects flexibility in industrial training, as well as the initiation of the process of self-motivation, self-awareness, intuition, etc.). Scientific research has proven that the development of EI is positively influenced by Focused learning <sup>69</sup>; Transformative learning as an adult learning theory <sup>70</sup>, where learning encourages people to evaluate their past values and beliefs through critical reflection and constructive dialogue and to change world views and attitudes to be more functional; Social-

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<sup>61</sup> Журавльова М. О. Вивчення емоційного інтелекту практичних психологів. *Методологія досліджень та сучасні соціальні, економічні і психологічні проблеми розвитку суспільства*: збірник наукових праць. Донецьк, 2011. С. 168-174.

<sup>62</sup> O'Connor P. J., Hill A., Kaya M., Martin B. The Measurement of Emotional Intelligence: A Critical Review of the Literature and Recommendations for Researchers and Practitioners. *Frontiers in psychology*, 2019. Vol. 10. No. 1116. <https://doi.org/10.3389/fpsyg.2019.01116>.

<sup>63</sup> Emotional Intelligence Measures. *Consortium for Research on Emotional Intelligence in Organizations*. URL: <https://www.eiconsortium.org/measures/measures.html>.

<sup>64</sup> Fetiskin N.P., Kozlov V.V., Manuilov G.M. Diagnostics of "emotional intelligence" (N. Hall). *Socio-psychological diagnostics of personality development and small groups*. Publishing House of the Institute of Psychotherapy, 2002. Pp. 57-59.

<sup>65</sup> Gerasimova V. Emotional Intelligence. *Modern journal of language teaching methods*, 2018. Vol. 8(11). Pp. 600-608.

<sup>66</sup> Xuanfang H., Xiaoyun Sh. Mechanism Research of Emotional Intelligence. *Proceedings of the 2016 4th International Education, Economics, Social Science, Arts, Sports and Management Engineering Conference (IEESASM 2016)*, 2016. Vol. 22. Pp. 178-181. <https://doi.org/10.2991/ieesasm-16.2016.40>.

<sup>67</sup> Sah V. Impact of Emotional Intelligence on Job Performance and Techniques to Improve Emotional Intelligence. *Pacific business review international*, 2021. Vol. 13(9). Pp. 24-29.

<sup>68</sup> Bansal K. A relative study of emotional intelligence on self-directed learning. *Materials Today*: Proceedings, 2020. Vol. 37. Pp. 2934-2937. <https://doi.org/10.1016/j.matpr.2020.08.701>.

<sup>69</sup> Luy-Montejo C. El Aprendizaje Basado en Problemas (ABP) en el desarrollo de la inteligencia emocional de estudiantes universitarios *Propósitos y Representaciones*, 2019. Vol. 7(2). <http://dx.doi.org/10.20511/pyr2019.v7n2.288>.

<sup>70</sup> Luy-Montejo C. Problem Based Learning (PBL) in the Development of Emotional Intelligence of University Students. *Propósitos y Representaciones*, 019. Vol. 7(2). Pp. 353-383. <http://dx.doi.org/10.20511/pyr2019.v7n2.288>.

emotional learning <sup>71</sup>; productive learning <sup>72</sup>; Inclusive education <sup>73</sup>, where access is essential for everyone, by everyone, everywhere and anytime.

Generalizing the results of these and other studies, EI as a particular, unique personal resource has recently attracted the attention of scholars and practitioners. These studies highlight the importance of EI in analyzing work performance, organizational and civic deviance, ethical behavior, leadership, and career success. Therefore, EI is an essential factor in the formation and successful realization of the individual in society and can be formed in the conditions of an educational institution. This conclusion is consistent with the research <sup>74</sup> and <sup>75</sup>, which establish a link between EI and foreign language learning: emotional intelligence correlates with language learning strategies and learning styles ("emotional intelligence was significantly correlated with language learning strategies and learning styles"). Therefore, scientists recommend focusing on various language activities and forming intellectual skills (analysis, comparison, analogy, evaluation, etc.) when forming EI.

Various methods are used to determine EI, among which is the technique of N. Hall<sup>76</sup>. The test assesses a person's ability to perceive, identify, understand, and manage emotions. The test allows you to determine the development of EI by five indicators (Fig. 5).

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<sup>71</sup> Arslan S., İşeri İ. Social emotional learning and emotional intelligence: the predicting role of emotional intelligence. *International Journal of Happiness and Development*, 2018. Vol. 4(2). Pp. 113-122. <http://dx.doi.org/10.1504/IJHD.2018.10013184>.

<sup>72</sup> Li DF, Liu, Zhang XL, Wang M.Y., Wang D., Shi JN. Fluid intelligence, emotional intelligence, and the Iowa Gambling Task in children. *Intelligence*, 2017. Vol. 62. Pp. 167-174.

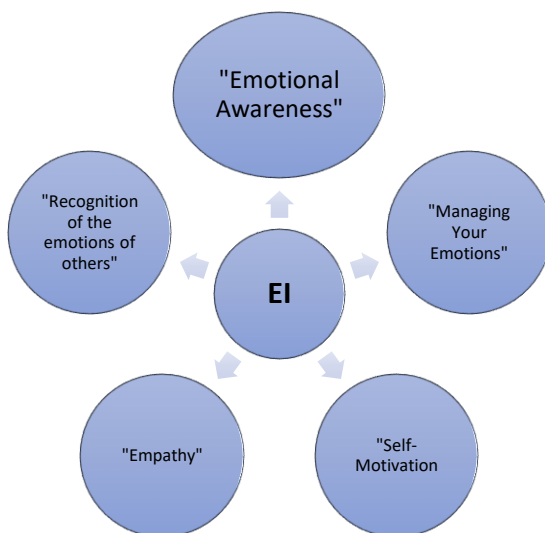
<sup>73</sup> Drigas A., Papanastasiou G., Skianis C. The School of the Future: The Role of Digital Technologies, Metacognition and Emotional Intelligence. *International Journal of Emerging Technologies in Learning (iJET)*, 2023. Vol. 18(09). Pp. 65–85. <https://doi.org/10.3991/ijet.v18i09.38133>.

<sup>74</sup> Garbenis S., Palujanskienė P. Development of emotional intelligence in the aspect of personality development in the context of a learning organization. society. *Integration. education. Proceedings of the International Scientific Conference*, 2021. Vol. 4. Pp. 90-101. <https://doi.org/10.17770/sie2021vol4.6477>.

<sup>75</sup> Taheri H., Sadighi F., Bagheri M.S., Bavali M. EFL learners' L2 achievement and its relationship with cognitive intelligence, emotional intelligence, learning styles, and language learning strategies. *Cogent Education*, 2019. Vol. 6. No. 1655882. <https://doi.org/10.1080/2331186X.2019.1655882>.

<sup>76</sup> Fetiskin N.P., Kozlov V.V., Manuilov G.M. Diagnostics of "emotional intelligence" (N. Hall). *Socio-psychological diagnostics of personality development and small groups*. Publishing House of the Institute of Psychotherapy, 2002. Pp. 57-59.





**Fig. 5. EI-indicators according to the Hall test**

The Emotional Awareness scale characterizes a person's ability to recognize and understand their emotions and analyze their internal state. The "Managing Your Emotions" scale characterizes emotional flexibility, the ability to voluntarily manage emotions. The Self-Motivation scale characterizes the management of one's behavior through the conscious management of emotions. The Empathy scale characterizes the understanding of other people's emotions, the ability to empathize, and the willingness to support and understand the state of another person ("someone else's position"). This ability is often expressed through facial expressions, gestures, and nuances of speech. The "Recognizing the Emotions of Others" scale characterizes the ability to influence the emotional state of those around you. The test consists of 30 statements. Respondents are asked to give a subjective assessment of who they are. The responses are used to determine the level of EI for each scale: 14 and above – high level of EI; 8-13 – average level of EI; 7 or less – low EI. The integrative (sum of all scales) level of emotional intelligence is defined as 70 or more – high; 40–69 – moderate; 39 and less – low.

We conducted a study focused on developing a culture of professional communication of future economists presented in <sup>77</sup> and described by a system

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<sup>77</sup> Kharchenko I.I. *Culture of professional communication of future specialists in economics in the conditions of the information and educational environment of a higher education institution*: monograph. Sumy, 2019. 354 p.

that has proven effective. Based on this system, we conducted a study on future economists' EI development. The experiment involved 104 students of 1–3 courses. The study was conducted in 2021-2023 based on Sumy National Agrarian University.

The methodology of the study was traditional: at the beginning of the academic year (October 2021 and October 2022), we tested students (Hall's test to determine the level of EI). Then, the students studied within the system to develop their professional communication culture. We tested again one year later (November 2022 and November 2023). The obtained data were subjected to statistical analysis. The criteria of Pearson and Student were used. The level of significance is 0.05.

Statistical calculations are shown in the table 1.

Table 1

**Results of statistical analysis**

<b>Period</b>	<b>Stats</b>	<b>Emotional Awareness</b>	<b>Managing Your Emotions</b>	<b>Self-motivation</b>	<b>Empathy</b>	<b>Recognizing Other People's Emotions</b>
At the beginning of the experiment	Average	7,6	7,9	8,4	8,1	7,6
	$\chi^2$	0,09	0,08	0,06	0,05	0,05
	t	0,8	0,9	0,9	0,7	0,8
At the end of the experiment	Average	9,6	10,7	10,4	10,6	7,8
	$\chi^2$	0,08	0,06	0,03	0,05	0,08
	t	2,5	3,0	2,6	2,9	1,7

**3. Discussion**

At the beginning of the experiment, emotional instability prevailed; learning was interrupted by the coronavirus or occurred asynchronously (students studied whenever possible). During the war, the situation became more complicated. Teachers noticed constant changes in students' moods. At the end of the experiment, although the war continued, we recorded a statistically significant increase in the indicators of "emotional awareness," "self-motivation," "empathy," and "managing their emotions." Students recognized that they were in a new environment for an indefinite period. Teachers noted that students learned to analyze their emotions through communication, became more aware of their state, and understood the reasons for the deterioration or improvement of their emotional state. They studied more eagerly and became more aware of their friends' feelings.

In general, numerous studies suggest that people with higher levels of EI are more successful. Results <sup>78</sup> indicate that individuals with high EI can successfully influence society and achieve high productivity by regulating emotions. Therefore, it is necessary to develop EI at the university level. Since society is a complex structure characterized by various types of relationships, and the flow of emotional information affects individual behavior and has cross-level effects, emotional factors influence people's decisions and behavior. The EI of individuals in positions of power can significantly impact the performance of a team or organization as a whole <sup>79</sup>. That is consistent with the findings that students with more advanced EI communicate more effectively.

Group emotions <sup>80</sup> can effectively and flexibly regulate the emotional state of individual members or a team within them, influence the atmosphere of the community, and create inter-level effects. Our research in the university confirms this result because, thanks to the development of a culture of professional communication, the development of empathy and the ability to recognize other people's emotions have been confirmed. These characteristics characterize the EI of the society in the corresponding time and space period. Our research is consistent with the results of <sup>81</sup> regarding the more significant development of empathy (understanding the emotions of other people) and self-motivation (managing one's behavior as a result of managing emotions). The study confirmed that emotional stability correlates with the culture of professional communication, characterized by a personal aspect (the ability to reflect on professional communication).

In the article <sup>82</sup>, it is shown that EI is a complex of emotions at the nonverbal level for managing cognitive thinking, understanding the information that emotions convey and actions that generate emotions, and regulating one's own emotions, including emotional self-awareness, self-regulation, social skills, empathy, and motivation. Therefore, EI is related to cognitive abilities and can be measured in terms of performance and

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<sup>78</sup> Kranefeld I., Blicke G. Disentangling the relation between psychopathy and emotion recognition ability: A key to reduced workplace aggression? *Personality and Individual Differences*, 2022. Vol. 184(4). <https://doi.org/10.1016/j.paid.2021.111232>.

<sup>79</sup> Azouzi M. A., Jarboui A. CEO emotional intelligence and firms' financial policies. Bayesian network method. *Contemporary Economics*, 2014. Vol.8. P. 5–24.

<sup>80</sup> Druskat V. U., Wolff S. B. Building the emotional intelligence of groups. *Harv. Bus. Rev.* 2001. Vol. 79. P. 80–91.

<sup>81</sup> Галусян О. А., Захаренко Л. М., Юрченко-Шеховцова Т. І. Особливості емоційного інтелекту спеціалістів із проведення опитування з використанням поліграфа Національної поліції України. *Юридична психологія*, 2019. № 1 (24). С. 74-84.

<sup>82</sup> Resilient Educator. *Daniel Goleman's emotional intelligence theory explained*, 2020. Vol. 11. URL: <https://resilienteducator.com/classroom-resources/daniel-golemans-emotional-intelligence-theory-explained/>.

controlled at the level of one's own emotions and the emotions of others. The information gained from training develops emotional intelligence, which is distinct from but related to practical intelligence. That is confirmed by the research of R. Thorndike, who identified social intelligence among general intelligence as the ability to understand people and behave or act prudently with them<sup>83</sup>. Our results also indicate that educational activities contribute to developing skills in communication, social interaction, effectiveness in joint activities, self-realization, etc. Based on D. Goleman's research, emotional intelligence is a person's ability to interpret personal emotions and the emotions of others to accomplish their tasks<sup>84</sup>. We concluded that a person who understands his own emotions and the emotions of others knows how to act in different situations following a high level of professional communication culture.

Speaking about approaches to the culture of professional communication, it is worth noting the description of the definition of "culture" by L. White<sup>85</sup>, who defines it as a historically recorded model that is reflected in the meanings embodied in symbols, a system of inherited ideas reproduced in the form of symbols through which people communicate with each other and based on which their knowledge of life is recorded and developed. Everything a person has done during their historical development is an integral part of culture.

At the same time, culture is characterized by dynamism (according to H. Hofstede<sup>86</sup>), which indicates its continuous rapid development.

Y. Lotman<sup>87</sup> characterizes culture as a social phenomenon, noting that an individual can be a carrier of culture and actively participate in its development. By its very nature, culture, like language, is a public phenomenon, i.e., social. The researcher defines culture as a multi-component concept that includes many components: religion, history, values, social structure (organization of society), and language. All of these components, on the one hand, allow us to create a holistic view of culture, and on the other hand, they make it possible to distinguish one culture from another, to highlight their standard and distinctive features and characteristics.

Studies on the phenomenon of culture point out that in adapting to the environment, humans create their artificial world, the so-called other nature,

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<sup>83</sup> Thorndike E. L. Intelligence and its use. *Harper's Magazine*, 2018. Vol. 8. P. 227–235.

<sup>84</sup> Goleman D. *Working with Emotional Intelligence*. Bantam Books, 1998. p. 464.

<sup>85</sup> Таланова Ж. В., Луговий В. І. Вища освіта через дослідження: концептуальні засади здійснення й оцінювання. *Вища освіта України: тематичний випуск «Педагогіка вищої школи: методологія, теорія, технології»*. 2012. Т.1. Вип. 3. С. 16-28.

<sup>86</sup> Hofstede G. H. *Culture's consequences : comparing values, behaviours, institutions and organization across countries*. Thousand Oaks : Sage Publications, 2001. 596 p.

<sup>87</sup> Луговий В. І. *Педагогічна освіта в Україні : структура, функціонування, тенденції розвитку : монографія / за заг. ред. О. Г. Мороза*. Київ : МАУП, 1994. 193 с.

which consists of material objects, spiritual values, norms of behavior, symbols, etc. The latter are designed to satisfy human needs in the same environment directly. At the same time, between different linguistic and cultural communities, the main components used by these communities to adapt to their environment are pretty different, significantly complicating mutual understanding between their representatives because their vision of the same things is sometimes quite different<sup>88</sup>.

As I. Saitarli rightly notes<sup>89</sup>, the new nature is produced by man, not only as an environment. By creating material and spiritual objects and phenomena, norms of behavior, and developing skills and abilities, a person thereby creates himself and, accordingly, his own culture, which he transmits in interaction with other people. That gives us the right to state that culture is a complex concept constantly intensively modified depending on the development of a particular society, acquiring new features and characteristics. Moreover, during communication, different cultures interact through communicators, and, consequently, their mutual influence, which can be expressed in "mutual enrichment of one language and culture, as well as mutual repulsion, rejection by speakers of one (or more) languages and cultures of another language and culture."

I. Zyazyun<sup>90</sup> considers the culture of a specialist as an integral indicator of their activity, which is ensured by the unity and interaction of components, such as thesaurus and outlook (characteristic of cognitive ability and intellectual potential), skills and abilities (subjective and practical experience of the individual), range of interests (level of spiritual ideals), worldview (as a social orientation of personal culture), norms and methods of activity (regulator of actions and deeds), culture of feelings (personification of the humanistic orientation of communication, which determines the aesthetic richness of behavior and activity).

Among the main theoretical foundations of forming a professional culture that combines high professionalism, intelligence, social maturity, and creativity, the leading place is occupied by a specialist's cultural upbringing, which is determined by the quality of their work and communication. Strict adherence to the rules of language etiquette by staff members of a particular institution, production, or office leaves a positive impression on customers,

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<sup>88</sup> Сотер М. В. Сутність поняття «міжкультурна комунікація». *Педагогічні науки*. Херсон: ХДУ, 2016. Вип. 69. С.73–78.

<sup>89</sup> Сайдтарлі І. А. Культура міжособистісних стосунків. Київ : Академвидав, 2007. 240 с.

<sup>90</sup> Зязюн І. А. Наука і мистецтво педагогічної дії. Професійна освіта : педагогіка і психологія. *Польсько-український, україно-польський журнал / за ред. Т. Левовицького, І. Зязюна, І. Вільш, Н. Ничкало. Ченстохова ; Київ, 2001. № 5. С. 357–380.*

co-founders, and partners. It maintains a positive reputation for the entire organization<sup>91</sup>.

Communication is considered to be the genetically primary basis of culture as an essential form of human existence, a condition of human life, and a way of uniting them, so it is necessary to take into account the differences between people since successful professional interaction is impossible without a creative approach to each situation and requires the selection of appropriate verbal constructions and non-verbal signals that accompany them<sup>92</sup>. If those who interact are ready to integrate their efforts and perceive the other as valuable, their communication can reach a high level<sup>93</sup>.

The fact that the formation of a culture of communication is crucial for the development of professionalism is evidenced by the work of G. Ball<sup>94</sup>, M. Kornev and A. Kovalenko<sup>95</sup>, L. Orban-Lembric<sup>96</sup>, O. Semenov<sup>97</sup>, G. Chaika and T. Chmut<sup>98</sup>. Even though scientists' opinions regarding the importance of this phenomenon in the development of professionalism of the individual and their professional culture partially coincide, there is no generally accepted definition of the concept of "culture of communication."

The very term "culture of communication" first appeared in scientific works in the 80s of the twentieth century<sup>99</sup> and was interpreted as the forms of nurturing communication as such, its structuring and value-semantic organization, as well as their implementation directly in human relations.

In a broad sense, communication culture is understood by experts in this field as an integral system consisting of interrelated moral, linguistic, and psychological components, each of which affects the characteristics of the whole. It is worth noting that culture depends not only on the communicative potential of the individual but also on the knowledge, skills, and abilities to

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<sup>91</sup> Голуб Н. Б. Комунікативно-діяльнісний підхід до вивчення лексикології в школі. *Освіта Донбасу*, 2003. №1(96). С. 18–21.

<sup>92</sup> Сотер М. В. Сутність поняття «міжкультурна комунікація». *Педагогічні науки*. Херсон: ХДУ, 2016. Вип. 69. С. 73–78.

<sup>93</sup> Чмут Т. К., Чайка Г. Л. *Етика ділового спілкування*. Київ : Знання, 2007. 230 с.

<sup>94</sup> Балл Г. О. *Орієнтири сучасного гуманізму (в суспільній, освітній, психологічній сферах)*. Житомир : ПП «Рута», Видавництво «Волинь», 2008. 362 с.

<sup>95</sup> Корнев М. Н., Коваленко А. Б. *Соціальна психологія*. Київ : АТ "Київська книжкова фабрика", 1995. 304 с.

<sup>96</sup> Орбан-Лембрик Л. Е. *Соціальна психологія : підручник : у 2 кн. Кн. 1 : Соціальна психологія особистості і спілкування*. Київ : Либідь, 2004. 576 с.

<sup>97</sup> Семенов О. М. Система професійної підготовки майбутніх учителів української мови і літератури (в умовах педагогічного університету): дис... д-ра пед. наук: 13.00.04 / Інститут педагогіки і психології професійної освіти Академії педагогічних наук України. Київ, 2005. 476 с.

<sup>98</sup> Чмут Т. К., Чайка Г. Л. *Етика ділового спілкування*. Київ : Знання, 2007. 230 с.

<sup>99</sup> Шевченко Н. Ф. Формування професійно орієнтованого ставлення до навчання студентів економічних спеціальностей вищих навчальних закладів. *Вісник Запорізького національного університету. Серія: Педагогічні науки*. 2009. №1. С. 173–177.

establish contact acquired by them <sup>100</sup>, as well as on the communicative attitudes of the individual to communicate with others.

It is essential to focus the culture of communication on humanistic values, considering the natural and social characteristics of the individuals of communication partners. That will ensure high morality in the choice of means of communication. The communication culture is based on understanding, empathy, and a responsible attitude toward words and actions <sup>101</sup>. Given this, communication culture is interpreted as a system of norms, principles, and rules of communication, as well as technologies for their implementation, developed by human society to optimize and improve the effectiveness of communication interaction.

Language culture or linguistic culture as a phenomenon is also considered in scientific and pedagogical research <sup>102</sup>. As a rule, it contains three components: normative, communicative, and ethical. The normative aspect of language culture (adherence to the norms of the literary language) is considered one of the most important. Communicative qualities of language are, first of all, accuracy of language, clarity, purity, logical presentation, expressiveness, aesthetics, and appropriateness. Clarity of wording, skillful use of terms, foreign words, successful use of symbolic and expressive means of language, proverbs and sayings, catchphrases, and phraseological expressions increase professional communication.

One of the most essential communication components is the rules of linguistic behavior and ethical norms of linguistic culture. The degree of mastery of language etiquette determines the degree of professional suitability of a person. That applies to representatives of all professions. Mastery of language etiquette helps to gain credibility and generates trust and respect. Knowledge of the rules of language etiquette and their observance allows a person to feel confident and at ease, not to feel uncomfortable because of incorrect actions. An essential component of language etiquette is a compliment, gratitude expression, sympathy formulas, invitations, and congratulations. An appeal is becoming a socially significant category. The use of language etiquette is greatly influenced by the age of the participants, social status, the nature of the relationship between people, time and place, nationality, gender, and much more.

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<sup>100</sup> Орбан-Лембрик Л. Е. Соціальна психологія : підручник : у 2 кн. Кн. 1 : *Соціальна психологія особистості і спілкування*. Київ : Либідь, 2004. 576 с.

<sup>101</sup> Миропольська Н. Є. Формування художньої культури учнів загальноосвітньої школи засобами мистецтва слова : автореф. дис. ... докт. пед. наук : спец. 13.00.01 «Загальна педагогіка та історія педагогіки» / [Інститут педагогіки АПН України]. Київ, 2003. 39 с.

<sup>102</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

In the process of personal and professional development of future specialists, it is essential to ensure not just the formation of attitudes to communication but also humanistic communication attitudes, thanks to which a person will not harm another, will take part in the constructive solution of acute problems<sup>103</sup>. In this context, attitude is interpreted as a state of readiness to respond in a certain way to external objects or influences and characterizes the communicative culture of a person.

Modern philosophical research suggests that communication culture is turning from a factor that accompanies the process of social interaction into one of the leading factors in achieving social stability and orderliness due to its stabilizing effect on communication processes. It is the cultural content that makes this phenomenon multifunctional. The philosophical content of the concept of "communicative culture" is a specific manifestation of social culture, characterized by the "human dimension" of social and intersubjective relations and aimed at mutual enrichment of individuals through information exchange, mutual transmission of knowledge, dissemination of positive experience of joint life<sup>104</sup>.

In the context of the information civilization, communicative culture becomes the goal (culture of dialogue), the basis (mutual understanding), and the means of regulation (culture of business and everyday communication) of communication processes. At the same time, it expresses the specifics of the trends of the modern information society. It is considered as "internalized patterns of reporting interactions at the verbal and non-verbal levels of representation of personal needs"<sup>105</sup>. In addition, communicative culture reflects the individual's position about the need to interact with others, the realization of creative potential in maintaining communicative interaction, etc.

Even though the concept of communicative culture has not yet been fully formed, modern scientific and pedagogical research reflects its various aspects:

- methodological (V. Slastenin, E. Bondarevska)
- psychological and pedagogical (B. Ananiev, G. Andreeva, O. Bodalev, I. Zimnya, I. Kotova, N. Kuzmina, B. Lomov, O. Leontiev, A. Markova, L. Mitina, A. Mudryk, B. Parigin, E. Rudensky);
- moral and ethical (V. Grekhnev, I. Sinita, I. Strakhov);
- creative (V. Kan-Kalik, S. Kondratieva, M. Nikandrov).

In the psychological and pedagogical aspect, communicative culture is considered as follows:

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<sup>103</sup> Чайка В. М. *Підготовка майбутнього вчителя до саморегуляції педагогічної діяльності* : монографія / за ред. Г. В. Терещука. Тернопіль: ТНПУ, 2006. 275 с.

<sup>104</sup> Сарновська С. О. *Сучасна соціальна комунікативна культура (філософсько-методологічний аналіз)* : автореф. дис. ... канд. філос. наук : спец. : 09.00.03 «Соціальна філософія та філософія історії (філософські науки)»; [Ін-т філософії ім. Г. С. Сковороди НАН України]. Київ, 2000. 18 с.

<sup>105</sup> Сайтарлі І. А. *Культура міжособистісних стосунків*. Київ : Академвидав, 2007. 240 с.



- part of the personality culture (A. Mudryk, V. Safianov);
- a component of the culture of a specialist (B. Grekhnev, I. Zaretska, V. Slastenin);
- communicative aspect of professional training (N. Kuzmina). The concept of "communicative culture" characterizes the essence of communication as a system of interaction, relationships, contacts, etc., and defines it as a holistic social and spiritual formation, including psychological and moral. Considering the idea of culture as consisting of two components – normative (civilizational) and creative (cultural), the communicative culture of the individual distinguishes communicative competence as a normative component and communicative culture itself. M. Bastun<sup>106</sup> proposes to define the latter as a psychological quality of a personality, which implies their awareness of the values of communication, reflection on their realization in their own life, and the desire for their fullest realization.

The communicative culture of a personality appears as a system of internal resources necessary for effective communication in the process of interpersonal interaction. It includes a set of certain communicative qualities, thanks to which a person prevents the occurrence of difficulties and predicts the effectiveness of interpersonal interaction, including professional<sup>107</sup>.

According to E. Rudensky<sup>108</sup>, the teacher's communicative culture as a system of their personal qualities includes the following components: creative thinking, the culture of speech action, the culture of self-tuning to communication, the culture of gestures and plasticity of movements in a communication situation, the culture of perception of communicative actions of a communication partner, the culture of emotions, the culture of communicative skills.

E. Karpova<sup>109</sup> emphasizes that the communicative culture of a teacher is expressed in their ability to establish humanistic, personality-oriented relationships with students and colleagues and implies the presence of orientation to recognize the positive qualities of another, ability to empathize, understand and take into account the emotional state of another person; ability to give positive feedback to another, motivate students to work and achieve in

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<sup>106</sup> Бастун М. В. Діалогічні методи розвитку культурологічно орієнтованої комунікації. *Діалогічність як форма існування і розвитку особистості* / за заг. ред. Г. О. Балла, М. В. Папучі. Ніжин, 2007. С. 178–194.

<sup>107</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

<sup>108</sup> Рудницька О. П. Педагогіка : загальна та мистецька. Тернопіль : Навчальна книга – Богдан, 2005. 360 с.

<sup>109</sup> Карпова Е. Е. Підготовка викладачів вищої школи до викладацької діяльності як чинник якості вищої освіти. *Наука і освіта. [Спецвипуск. Проект д.пед.н., проф. Е. Е. Карпової «Вища вища освіта в сучасному суспільстві: шляхи оновлення та засоби реформування»]*. 2011. № 6/СІІ. С. 4–6.

it; specific communication skills; respect for oneself, knowledge of one's strengths, ability to use them in one's own

T. Rukas<sup>110</sup> operates with the concept of a "culture of communicative interaction," which characterizes the adequacy of students' reactions to pedagogical actions and actions of the teacher, synchronization of joint activities, emotional and cognitive activity, atmosphere of creative search and cooperation; compliance with ethical norms in business and interpersonal communication between teacher and students. In our opinion, we are talking here about the culture of communication.

L. Rudenko<sup>111</sup> considers the communicative culture of service professionals as an integrated formation of the individual as a subject of professional activity, which contributes to their personal and professional growth and, at the same time, ensures the realization of professional competence in communicative activities in the process of providing services.

Communicative culture reflects the degree of social activity of the individual, the social significance of the norms of their behavior, and the use of appropriate means of communication. The basis of a specialist's communicative culture is the general personal culture expressed in the system of needs, social qualities, style of activity, and behavior. As a means of forming a personality, communication culture is based on the knowledge of its adaptive capabilities, which help a person act by the cultural standards of the environment that are important to them. The above gives grounds for the conclusion that communication culture fully includes essential personal characteristics (abilities, knowledge, skills, attitudes, and character traits) and is a prerequisite for the successful realization of the individual, including in the professional sphere<sup>112</sup>.

Communicative culture is characterized by the ability to coordinate and correlate one's actions with others, acceptance and receptivity of others, selection of arguments, understanding and respect for the opinions of others, which ensures the regulation of relations in achieving a common goal of activity; as well as readiness for tactful communication interaction and reflection in communication activities. At the same time, communicative culture expresses the need for another the ability to take the position of a

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<sup>110</sup> Рукас Т. П. Формування культури ділового мовлення в майбутніх інженерів : автореф. дис... канд. пед. наук: 13.00.02 – теорія і методика навчання / Національний педагогічний університет імені М.П.Драгоманова. Київ, 1999. 19 с.

<sup>111</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

<sup>112</sup> Руденко Л. А. *Формування комунікативної культури майбутніх фахівців сфери обслуговування у професійно-технічних навчальних закладах* : монографія. Львів : Піраміда, 2015. 342 с.

partner, expanding the boundaries of communication activity. It puts forward the substantive principles of mutual understanding of people in society, the measure and standards of their forms of communication and behavior.

The analysis of scientific research on the categories of "communication" and "culture" gives rise to the following conclusions:

- communication is a social institution that ensures the relationship between people in their joint lives, including the functioning of communication systems. In this context, communication creates prerequisites for an in-depth understanding of the driving forces of individual and societal development;

- the concept of "culture" is fundamental and is studied by several humanities (philosophy, history, psychology, sociology, anthropology, country studies, cultural studies, ethnology, archeology, art history, linguistics, semiotics, etc;)

- there are different approaches to the interpretation of the concept of "culture" (sociological, historical, normative, psychological, didactic, anthropological);

- defining communication through the prism of the category of culture allows us to link it with the ability of an individual to purposefully influence the environment to create an artificial world of things, symbols, connections, and human relations;

- professional communication is based on professional knowledge and communication skills, professional communication skills social and personal experience, and is determined by individual qualities of a person necessary for the successful performance of professional activities, in particular, "person-to-person" professions;

- scientists, taking into account the differences in the concepts of "language-speech-communication-communication," distinguish between the categories of "culture," "culture of communication," "culture of speech," "culture of language," "communication culture," "culture of professional interaction," while their interpretation does not take into account two aspects – the aspect of professional activity and the element of the development of information technologies and means, which in their unity form a new quality of professional communication;

- despite the spread of the term communication in the professional environment, there are no approaches to the interpretation of the category "culture of professional communication" in general and "culture of professional communication of economists" in particular in scientific circulation.

## CONCLUSIONS

EI is perceived as an essential personal characteristic of every member of society. Depending on how developed the EI of a particular person is, we can talk about his ability to interact and the success of self-realization in modern society. The educational sector should consider the needs of the younger generation not only in terms of intellectual growth but also in terms of emotional development. Therefore, it seems natural to develop the EI of young people within the framework of professional training in forming a culture of professional communication. Based on the results of the experiment, we established a relationship between the development of the culture of professional communication and the EI of students (the development of the culture, the level of emotional intelligence of students increases in terms of "emotional awareness," "self-motivation," "empathy," "management of their emotions.")

The following conclusions are drawn Based on the study of the nature and structure of the culture of professional communication of future economists.

The culture of professional communication of a future economist is a component of the general professional culture, which embodies a complex of general and special (professional, linguistic, linguistic) knowledge and skills necessary for an economist to carry out communicative activities effectively and is manifested in a positive personal attitude to communicative interaction, perfect mastery of the norms of language and speech and the ability to use correct (correct, accurate, expressive, communicatively practical) in the process of transmitting thoughts in professionally written, including electronic, and oral communication.

The culture of professional communication of future economists consists of value attitudes and motives of professional communication, internalization of general cultural, national, linguistic, and professional values of society into personal ones (axiological component), vital ideas of future economists about the language system, and knowledge of the rules of language and speech (theoretical component), the ability to use Ukrainian economic terminology for professional purposes and to understand the speech of others (professional and terminological component), the ability to use language and modern communication tools and technologies for communication in various professional situations (procedural component), the ability to reflect on professional communication (personal component).

The formation of a professional communication culture of future specialists in economics is considered a specially organized, professionally oriented educational process, the result of which is the formation of value attitudes and motives for carrying out communicative activities, acquisition of general and special (professional, linguistic, linguodidactic) knowledge,

ability to use professional terminology for professional purposes, acquisition of the ability to use language as a means of communication in various professional situations, as well as the ability to reflect in professional communication.

### **SUMMARY**

The authors examine the processes of forming a specialist's professional communication culture and developing emotional intelligence under the influence of such formation. The culture of professional communication is considered from philosophy, linguistics, linguodidactics, and peculiarities of professional training. The structure of the "culture of professional communication" is described. The elements of the culture of professional communication are Axiological, Theoretical, Professional terminology, Procedural, and Personal components. The authors show the connection between the elements of the culture of professional communication and young people's emotional intelligence. Emotional intelligence is a person's ability to recognize and manage their emotions and emotional states, perceive their needs, empathize, and regulate their thoughts and behavior. Based on a pedagogical experiment, the authors prove that in the process of successful formation of a culture of professional communication, emotional intelligence develops in terms of "emotional awareness," "self-motivation," "empathy," and "management of emotions."

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**Information about the authors:**

**Kharchenko Inna Ivanivna,**

Doctor of Pedagogical Sciences,  
Professor of the Department of State Legal Disciplines  
and Ukrainian Studies  
Sumy National Agrarian University  
160 Gerasima Kondratieva str., Sumy, 40000, Ukraine

**Semenikhina Olena Volodymyrivna,**

Doctor of Pedagogical Sciences,  
Professor of the Department of Computer Sciences  
Sumy State Pedagogical University named after A.S. Makarenko  
87 Romenska str., Sumy, 40002, Ukraine