

holistic vision of prospects of development of art education of Ukraine and China is presented. The position of the author is substantiated that for formation of independence of creative individuality of future teachers of music it is necessary for them to master estimating algorithms of training which promote performance of control functions for productive transformation of art reality. The article analyzes the latest research and publications on the scientific problem, provides sound conclusions. The purpose of the article is formulated, which is to highlight the features of the diagnostic stage of research and experimental work to determine and provide characteristics of the levels of formation of artistically-evaluating skills of future music teachers. The article notes that the presence of artistically-evaluating skills is identified with the competency model of a specialist in the art and pedagogical field, which is provided by a set of professional knowledge, skills and abilities. The author proves that the formation of the evaluative position of future music teachers to vocal and choral work in the process of professional training contributes to a thorough basis of integrated knowledge of the relevant disciplines, as well as a set of conducting and choral skills and abilities. The criterion apparatus of research according to the components which outline and define the basic parameters of diagnostics of levels of formation of artistically-evaluating skills in future music teachers is presented. The research methods that were used to process the obtained data are given. The results of the obtained data are published, the levels of formation of artistically-evaluating skills in students are described. Further perspective directions of researches on the given scientific problems are resulted.

**Keywords:** future music teachers, vocal and choral training, artistically-evaluating skills, diagnostics, levels of formation.

DOI: <https://doi.org/10.31392/NZ-npu-147.2020.26>

УДК 378.4.096.09.016:[81'243'276.6-027.568:33-057.875]

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### **CUSTOM TRAINING COURSE APPLIED TO TEACH BUSINESS COMMUNICATION TO STUDENTS MASTERING ECONOMIC DISCIPLINES**

*The essence of key notions pertaining to the subject research has been analysed and established. We have generalised knowledge derived from both Ukrainian and foreign academic sources and analysed approaches selected to interpret the essence of the notion of 'communication'. It has been revealed that communication is a peculiar process whereby information is exchanged between systems, in both animate and inanimate nature, and also in society as well as a process whereby an individual is perfecting and enriching oneself by accumulating and processing information. It has been proven that, in order to teach business communication in an efficient manner, one should resort to a custom training course which is a training pattern elaborated and implemented specifically for the curricula of students mastering economic disciplines. Efficacy of the elaborated course has been verified through a variety of experiments: examining pedagogical experience and subsequently generalising it; observing the learning activities pursued by students; conducting tests; accomplishing assignments of communicative nature; distributing questionnaires; applying methods of mathematical statistics and computer data processing, and through pedagogical experiments. We have emphasised the importance to apply interactive patterns, methods and IT to teach English within the framework of the aforementioned custom training course and we have delivered the results of an empirical study. A discrepancy in values at the final stage of the experimental study has also been detected.*

**Keywords:** *business communication, professional foreign language training, custom training course, students mastering economic disciplines, interactive training patterns.*

*(стаття подана мовою оригіналу)*

### 1. Introduction

Current social and economic transformations as well as processes of social integration and IT penetration taking place in the Ukrainian society as the country is en route to Pan-European education domain have made it crucially important to establish international contacts, both in professional dimension and on personal levels. It is precisely for this reason that, in the current social climate, command of a foreign language is increasingly becoming a tool of paramount importance for business communication between professionals working in a wide variety of industries. Whether these professionals will or will not be successfully trained in the mastery of foreign languages in a quality manner depends upon whether the process of foreign language courses are or are not properly equipped with methodological tools. Given the above, in order to succeed in providing students with best possible training options to develop business communication skills, it is crucially important to elaborate a methodology package for training that is, a custom-designed academic training course which would foresee and comprise what the future specialists would need to know and be trained in.

### 2. Literature review

One should note that academic researches into matters pertaining to training of future specialists have been undertaken for many decades already, with particular focus on such aspects as theoretical grounds for processes of formation of the culture of communication and communicative proficiency [1, 2]; communicative processes in training [3, 4] et al; role played by foreign languages in professional training of the future specialists, particularly international operations managers [5, 6]; and aspects pertaining to future banking industry specialists [7] et al. The question of how students should be prepared to get themselves engaged in a communicative interaction in a foreign language on matters pertaining to their profession, i.e. business communication and academic performance, has become the object of studies undertaken by such academic researchers as [8, 9]. The communicative theory, as applied in various professions, has also been researched by foreign scientists [10, 11].

Although researches into matters pertaining to teaching foreign languages have been plentiful [12, 13], they have not delivered an in-depth disclosure of and justification for the contents, patterns, methods, tools, and technologies applied to teach business communication to students that are expected to provide foreign language training to future specialists in economics. Hence, the reason we selected this topic for our research was due to the discrepancy between foreign language communication as applied within the framework of teaching and learning activities, on the one hand, and the same communication as applied in the field (i.e., 'in real life'), on the other hand as well as by the need to find a way to resolve the abovementioned inconsistencies.

### 3. The Aim and objectives of the Research

The aim of the work is to elaborate a custom training course entitled *Business Communication* and to implement it in the curriculum of students that are to become specialists in economics areas.

To achieve this goal, the following tasks were solved:

- to ascertain the content of the key notions pertaining to the study;
- to compose a syllabus for *the Business Communication custom training course* for the 3rd year students mastering economic disciplines;
- to verify its efficacy experimentally.

#### **4. Theoretical framework of investigation:** Researchers' Views on the Nature of Communication

Results of investigations into academic publications point to the fact that plenty of studies follow a broad interpretation of the notion of **communication** which is defined by dictionaries and encyclopaedias as *the interaction* of two and more people which consists of exchange information between them [14, 15]; *a transmission of information* with the help of language and other signal vehicles [16]; *the notional aspect* of social interaction [17]; *the notional essence of social interaction* which characterises the structure of connections between people on personal and business levels, the peculiarities pertaining to information exchange in human communication [18]; *the act or the process of interaction* between two or more social subjects via direct communication between them, with corresponding tools applied thereby [19]. In their research works into the essence of *communication*, Ukrainian academicians tend to interpret this notion as: *a connection* between two and more individuals, one person *relaying information* to another person; the act of conversation [4]; *the intersubjective process* ( $S \leftrightarrow S$ ), *the subject-to-subject interactions* involving active exchange of information whereby the parties jointly accomplish the subject matter discussed [6]; *the cognitive and individual conceptual aspect* of social interaction [8]; *the transfer and exchange* of opinions, messages, information [3].

In the context of the present study, we have analysed academic sources in foreign languages and thus were able to examine approaches applied by various academicians [11, 14] to interpret the essence of the key notion of our academic enquiry. As we undertook to establish approaches to the interpretation of the essence of the notion of **communication** in foreign academic sources, we also used the concepts suggested by Dance [14] as instruments to differentiate between various definitions of this notion on the basis of certain properties, either present or absent therein. In accordance with the first concept which takes *fundamentality of the research* as an indicator of interpretation of the notion under analysis, the author emphasises the fact that one group of foreign researchers provides broad and generalised definitions whereas another team of thought demonstrates restricted and narrow definitions. Thus, it is the opinion held by the author that a definition of **communication** as a "process merging discreet particles of the living speech together" is a generalised one [14]. A narrow definition is one whereby communication is defined as a tool to relay a certain message be it by phone, telegraph, courier, or otherwise [14]; as a tool used by people to establish interaction and personal experience the manner in which they plan, oversee, persuade, convince and comprehend each other etc [11]. It has also been

considered the second concept offered by the researcher whereby *intentionality* (i.e., absence or presence of intent and purposefulness in relaying of a message etc.) of **communication** is interpreted as: *a transmission and/or receipt of signals* via certain channels that are comprehensible to humans and that are based on a probable system impacted by (vulnerable to) context [5]; *a process* of exchange of information between individuals within a certain system of symbols, signs, and behaviour [13]; *situations* wherein the source is transmitting the message to the recipient with a clear intent to impact the recipient's behaviour; *situations* that are taking place when people react to commonplace signs, symbols [14]. The third concept takes *normativity of statements* as an indicator to define the notion that is being analysed. Dance notes that this group of definitions contains such statements as success, efficiency, and/or accuracy in the interpretation of the essence of the notion of communication (for instance, how to become successful as a result of exchange of opinions or thoughts) and definitions with no such concealed judgements [14]. By operating this concept, we have concluded that researchers understand the notion of **communication** as a transfer of information from one person or group of persons to another person [12, 14]; as a verbal exchange of thoughts or opinions. Such definitions, as the researcher rightly notes, emphasise the fact that the information has been relayed but has not necessarily been received or comprehended [14].

In our opinion, **communication** is a specific process or mutual exchange of information between systems in both animate and inanimate nature and society ('human-to-human', 'human-to-computer', 'human-to-computer-to-human' systems'), as a process whereby an individual is perfecting and enriching oneself by consuming information. In the 'human-to-human' system, its goal is to establish contacts between subjects in accordance with the needs they have in various activities (learning, professional, organisational, communicative) pursued jointly. The term **business communication** is construed as a certain process of information exchange in the realm of business relations between partners which is taking place as a result of the needs they have in connection with their activities, based on collaboration, in order to facilitate the resolution of problems. On the basis of analysis of academic literary sources, one may conclude that the phenomenon under research is one of complex, ambiguous, and multifaceted nature.

#### 4.1. Research methodology

##### General Background of Research

In order to establish the efficiency of the elaborated custom training course, it has been conducted a pedagogical experiment engaging the 3rd year students of economic departments (208 persons in total): divided into five experimental groups (EGs) (106 respondents) and five control groups (CGs) (102 respondents), all of the participants being the students Ivan Franko National University of Lviv. The following has not been varied in the abovementioned experiment: the relatively equal number of students in groups; the equal number of academic hours per week allocated for learning a foreign language from a business standpoint (4 hours per week). Variable values included contents, form, methods, and tools of the training course. In the control groups, participants were prepared to get themselves engaged in business communication in a traditional way (resorting to textbooks

such as *English for Economists and Businessmen*, *Business Vocabulary in Use* etc) whereas the experimental groups implemented *Business Communication*, the custom training course that had been elaborated in the course of the study and the corresponding training package featuring the following parts: lecture and seminar course including analysis of professional situations, communicative and game technologies, IT, individual and group-based projects for students' unsupervised work. Extramural work involved the active implementation of online chat-based training whereby students, under their professor's supervision, conducted dialogues, showing how successfully they have learnt the topics.

#### 4.2. Instrument and Procedures

In order to efficiently prepare students in seminar classes, we have figured out the importance of professional competence development of both lecturers and students taking into consideration individual professional needs of the latter what will result in the ability to independently substantiate and, at the same time, produce a feasible positive professional result as a new quality. It is vitally important the teachers have a positive attitude to ESP content, knowledge of fundamental principles of particular speciality and accurate understanding of the scope of knowledge in the speciality it will help them to acquire necessary skills by participating in conferences, symposiums, seminars, business courses and self-education. After all, both a lecturer of foreign language and students constantly explore different aspects of future professional activity of the latter during practical classes, accumulating considerable knowledge and take into account different approaches to teaching, tailored to the needs of students.

As noted by the scientists Paltridge & Starfield [20], "key issues in the teaching of English for specific purposes are how to identify learners' needs, the nature of the genres the learners need to be able to produce as well as participate in. A key feature of ESP course is that the content and the aim of the course are oriented to the specific needs of the learners". Therefore, teaching material for classroom and self-study should be carefully systematized for each speciality [20].

In the course of the experiment, the following methods of research ("Diagnostics Sheet: Reflexive Assessment Skills"; "Diagnostics Sheet: Status of Operation and Activity Component of Students' Readiness to Engage in Business Communication") have been applied testing communication assignments; testing to gauge the maturity level of the cognitive component (designed pursuant to Bychok's guidelines [1]; written questionnaire (*Determining the level of professional communicative skills in students* [7]; questionnaire survey: *Gauging the maturity level of knowledge about business communication*; *Ascertainment of students' motivation to study language for business communication* developed by the authors; mathematical statistics and electronic data processing methods.

While preparing the pedagogical experiment, it has been presumed that readiness of students to engage in business communication will improve significantly if we supplement the curriculum with our custom-designed training course entitled *Business Communication*, with its 68-hour strong syllabus of in-class work within the framework of "*English as Applied to Your Future Profession*" academic course. The syllabus of the custom training course is developed on the basis of *communicative, context, culturological, and personality-oriented*

*approaches* to teaching foreign languages and is taking into consideration the requirements of interdisciplinary co-ordination in teaching foreign language and specialised curriculum disciplines. The lexical and grammatical material which was submitted for the custom training course examines basic notions of the corresponding specialties taught at the department of economics, that is: "Management", "Finance, Banking, and Insurance", "Accountancy and Taxation", "Marketing", "Economics (economic cybernetics, economic statistics, and business statistics)", "Entrepreneurship, Commerce, and Stock Exchange Activities".

In order to consolidate the material they had just learnt, students were offered to execute a project using information gathered online. Depending on which method or which activity they had selected as primary for their individual project, the students were then presenting projects falling into one of the following categories: *research projects* that were structurally akin to a scientific research and thus required that stages of execution be in strict sequence; *role-playing and game projects* that were less rigid in structure and hence allowed the students to execute certain roles in accordance with what the content of their project demanded; *familiarisation and awareness (informative) projects* which were aimed at search and processing of information on a certain phenomenon or object (wherein we structurally highlighted the goal, the subject being analysed/examined, and the sources of information); *the practice-oriented (applied) projects* aimed at attaining a clearly defined result with students' best social interests in mind; *creative projects* which the students furnished in the form of a video film (movie) or a video report etc. We held ourselves in compliance with the following sequence of work on the project: Planning, Preparation and Execution, Evaluation of the Project.

The students' work on the project was related to the topic that was being studied and implemented at the end of the course. The informative project entitled *Types of Business Organisations* comprised of three main stages. Within the Planning stage, students were supposed: to analyse the problem that was to be resolved; to determine the topic, the objective, and the purpose of the project; to discuss the structure of the project; to compose a working schedule. They were also to determine assignments for unsupervised (online) extracurricular work on the project, worded as follows. Students had to select an area of IT that they were interested in and find information about courses offered by colleges and universities on the Web (using several search engines, such as Google, Yahoo etc). They were also expected to find other areas with jobs in IT and report back to the class on what they need to start the course or to get a good job. Moreover, students had to write a paragraph describing the advantages and disadvantages of email or telephones or the postal service (200 words max.) and provide answers to a number of questions. The second stage was Preparation and Execution of the Project whereby: the students used the web to search for the information they needed and compiled a knowledge database of their own; the students analysed, systematised, and classified the information gathered in the course of unsupervised work on the project. At the *Evaluation* stage, students were presenting the attained results within a public presentation (defence) of their project with a panel discussion, individual and joint assessment and self-evaluation.

Besides, we also applied information technologies in order to initiate dialogue

and discuss certain problems online. These included: email correspondence, online chat-based and forum-based discussions, conference call meetings attended by native speakers, creating themed web pages and web quests. The objective of the custom-designed training course consisted in expanding and enriching students' knowledge in terms of social and cultural peculiarities of business management, specifics of business communication, communication behaviour practices applicable in different cultures etc. Considering the objective and the purpose of the custom-designed training course, we have applied innovative training as the most efficient methods of training (these included *business and role-playing games, the portfolio method, the case method, the semantic maps method, the briefing, the debriefing and self-analysis method, the simulation method* etc). In order to prepare the future economists to business communication, we have highlighted the following as crucially important: collaborative training methods (*round tables, discussions, The Talk Show, The Aquarium, The Spectrum of Ideas, The Synthesis of Opinions, The Dialogue* etc); collaborative/ group training methods (*Sentence Fragments; Brainstorming, Microphone*); group training methods (*role-playing, business-based, simulative, imitative, drama games*); execution of creative assignments (*essays, written pieces, research papers, reports, projects* etc); summaries for diploma theses.

The methodological conception of lecture and seminar course was taking into consideration the specifics arising out of the logic intrinsic to interdisciplinary training. The custom training course included lectures providing a chance to efficiently implement the principle of professional focus in the training process: *a problem-oriented lecture, a lecture involving an examination of specific situations, an interactive lecture, a discussion lecture, a lecture with game playing elements ('a press conference')*. As we were delivering the custom-designed course training, we applied various kinds of seminar classes ensuring a wide variety of possibilities for coherent teaching foreign language as applied to economic disciplines, such as: *a discussion seminar, a research seminar, an interdisciplinary seminar, a systemic seminar with role-playing games (The Field of Miracles; The Round Table)*.

In the course of custom-designed course training, we also applied the following methods to evaluate the students' learning performance: *current evaluation and testing; final testing* in order to verify knowledge on each content unit (module); *evaluating* the level of accomplishment of *an individual assignment*. The cumulative grade (zero to 100 points) for the custom designed training course was calculated as a weighted mean value derived in proportion to the volume of each academic credit.

##### 5. Research results

Experimental groups included students with poorer language proficiency: there was a 6,6% gap in the Lower proficiency category: (32,1% of EG versus 25,5% in RG); a 0,5 % gap in the Medium proficiency category (37,7% of EG versus 38,2% in RG); a 1,6 % gap in the Sufficient proficiency category (18% of EG versus 19,6% in RG); and a 4,5% gap in the Advanced proficiency category (12,2% of EG versus 16,7% in RG); As one may see by referring to indicators provided in the aforementioned drawing, we most EG students engaged in custom training course were of Average (37,7%) and Low (32,1%) language proficiency – and so it was in

the RG, too: 38,2% Average and 25,5% Low (Fig. 1).

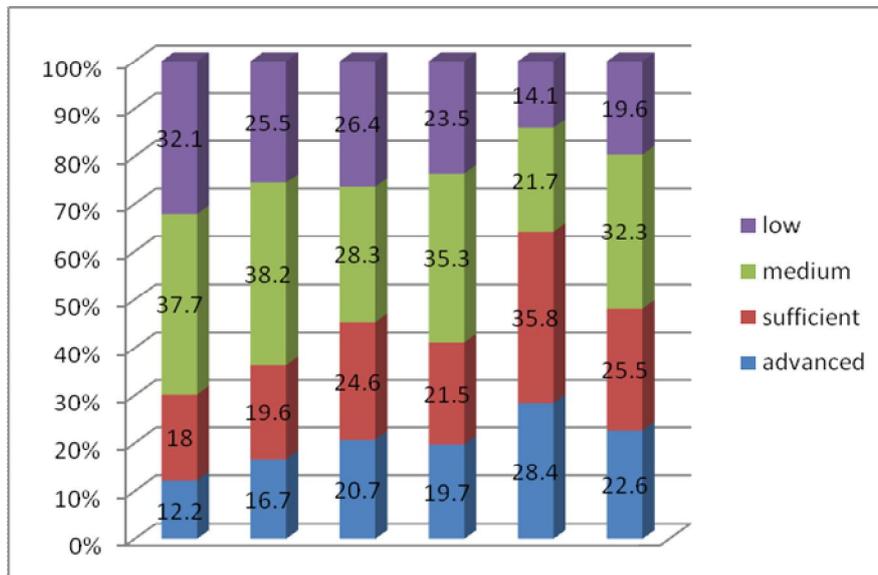


Fig. 1. A chart comparing the dynamics of change of levels of the 3rd year students' readiness to engage in business communication

Analysis of data obtained in the course of the statement ascertainment experiment showed that a significant bulk of students are insufficiently prepared to engage in business communication and thus that it is feasible to implement the training package and the custom designed training course. Generalised quantitative data on readiness to engage in business communication among students of economics departments are provided in Table 1.

Table 1

Generalised quantitative data on readiness to engage in business communication among 3rd year students of Economics departments

| Level      | EG (Experimental Group)            |      |         |      |                              |      | CG (Control Group)                 |      |         |      |                              |      |
|------------|------------------------------------|------|---------|------|------------------------------|------|------------------------------------|------|---------|------|------------------------------|------|
|            | At the beginning of the experiment |      | Interim |      | At the end of the experiment |      | At the beginning of the experiment |      | Interim |      | At the end of the experiment |      |
|            | Rs                                 | %    | Rs      | %    | Rs                           | %    | Rs                                 | %    | Rs      | %    | Rs                           | %    |
| Low        | 34                                 | 32,1 | 28      | 26,4 | 15                           | 14,1 | 26                                 | 25,5 | 24      | 23,5 | 20                           | 19,6 |
| Medium     | 40                                 | 37,7 | 30      | 28,3 | 23                           | 21,7 | 39                                 | 38,2 | 36      | 35,3 | 33                           | 32,3 |
| Sufficient | 19                                 | 18   | 26      | 24,6 | 38                           | 35,8 | 20                                 | 19,6 | 22      | 21,5 | 26                           | 25,5 |
| Advanced   | 13                                 | 12,2 | 22      | 20,7 | 30                           | 28,4 | 17                                 | 16,7 | 20      | 19,7 | 23                           | 22,6 |

Upon completion of training pursuant to the custom-designed course, 19.6% of RG students but only 14.1% of EG students showed the Low level of foreign language proficiency. Sufficient language proficiency was detected in 25.5% of RG students and 35.8% EG students; the Medium level was detected in 21.7% of EG students and 32.3% of RG students. Advanced proficiency results of the Exposure group were 5.8% higher (28.4% EG versus 22.6% RG) which is a significant

achievement since, at the beginning of the experiment, the baseline proficiency had been +4.5% in favour of the RG. Upon completion of the experiment, EG students' readiness for business communication was mostly within the sufficient and advanced levels and RG students' readiness was mostly within medium and sufficient levels. Let us note here that the dynamics of increase in the readiness of the future economists to engage in business communication is the result of custom-designed and organised work of the professors and of the implementation of a training package – as is confirmed by statistical data.

It should be also noted, incidentally, that students' feedback on the issue of importance and/or relevance of implementation of such custom training course has shown that most students of economics (89.3%) were in favour of implementation of the custom training course as an element of their specialised training. To sum up the above, let us state that the custom training course implemented thereby allowed the students to improve their foreign language proficiency and enhance their level of communicative skills in a foreign language.

Table 1 and Figure 1 present the dynamics of the levels of the 3<sup>rd</sup>-year students' readiness to engage in business communication and the results of an educational experiment conducted in Lviv National University in 2017/2018 and 2018/2019 whereby we implemented the custom-designed training course, *Business Communication*. It was attended by 3<sup>rd</sup> year students falling into five experimental groups (106 respondents in total). Students from reference groups (102 respondents) were studying the discipline entitled Foreign Language taught in accordance with conventional methodology. Students' readiness to engage in business communication was gauged in accordance with questionnaire surveys, observation, and integrated tests.

Specialist's readiness to engage in business communication was evaluated by referring to the following criteria and indicators: *the values and motivation criterion* (indicators: positive motivation towards business communication training; *information and communicative criterion* (profoundness, systemic nature, accuracy, volume of knowledge required in order for the business communication to be a success); *interactive and communicative criterion* (reliability, level of mastering the system of skills and abilities); *the regulative and communicative* (adequate self-assessment, ability to assess the communicative behaviour of interlocutors). In order to monitor the students' readiness, we have elaborated a grading system with four levels of assessment of a professional's readiness: *high, sufficient, medium* and *advanced* proficiency levels. It should be noted that EG (Exposure Groups) and RG (Reference Groups) were slightly differing in baseline language proficiency.

#### 6. Discussion. *Implications.*

The aim of the present research was to develop a custom training course entitled Business Communication and implement it in the process of education and professional training of students mastering economic disciplines. The research results corroborate those from the preceding researches of similar nature [9, 21]; the present paper, however, provides further insights into the issue of communication of future economics specialists. Business communication defined as 'a process of information exchange taking place in the realm of business relations between peer partners according to the needs of their activities, facilitating resolution of issues on

the basis of equal cooperation' is a notion of a complex, ambiguous, and multifaceted nature.

The results of the research show that most students have an insufficient level of readiness to engage in professional foreign language communication. The research also demonstrates that approaches to teaching foreign languages at higher education institutions call for improvements to be implemented. In light of the findings, we want to help future specialists to achieve a high level of business communication, the lecturers should be developing educational and methodical training packages that would be taking into account the needs of the students. Thus, it is of utmost importance to introduce new custom training business courses in higher education institutions that would take into consideration the importance of teaching foreign language for business communication.

This research corroborates earlier researches that had highlighted the impact of pedagogical conditions on language teaching and learning process. In numerous studies the following pedagogical prerequisites were outlined: the individual approach to students; problematic and creative nature of tasks in a foreign language; use of modern innovative learning technologies; dialogue in the learning process; modelling future communication in the professional realm. As far as studies pertaining to the impact of IT technologies upon the process of preparing specialists to engage in professional communication [22, 23, 24] etc. are concerned, there are numerous studies investigating the application of business games to prepare students to future communication in a foreign language [25, 26] etc. The challenges of teaching professionally oriented communication and approaches to enhancing the training of specialists in order to facilitate their engagement in professional (business) communication have, however, been a topic of intense discourse [1, 7]. The findings of this research have important implications for the practices applicable in higher education.

## 6. Conclusions

1. In order to establish the main lines of research, we have analysed and ascertained the essence of the key notion communication. Having analysed the opinions of researchers with respect to the notion of communication, we have concluded that the preceding studies have not been profound enough to comprehend the notion of business communication of a future economist. With that in mind, we undertook to generalise knowledge derived from academic sources on the matter of the essence of communication. Upon having analysed the academic sources covering the subject issue, we have managed to ascertain the essence of this notion.

2. We have supplemented the curriculum of 3<sup>rd</sup>-year Economics students with a custom-designed training course entitled *Business Communication* and showed positive dynamics in the levels of their readiness for business communication.

3. In order to conduct a pedagogical experiment, we have gathered and modified methodologies developed by [1, 7] and other specialists. Assignments and questionnaire surveys to gauge the levels of students' readiness for business communication have been elaborated. The formative stage of the experiment has proven that it is relevant to implement the abovementioned custom-designed training course and has allowed to verify its efficiently through an experiment.

Comparative analysis of the results attained on the Statement Ascertainment Stage and on the Final Stage of the Research has shown that the experiment had a favourable effect upon economists' readiness for business communication. We deem the promising lines of research for the future to be the implementation of new IT technologies in the process of teaching a foreign language to foreign specialists mastering natural sciences in educational institutions in other countries.

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**ТИНКАЛЮК О. В., ПАТІЄВИЧ О. В. Спецкурс як форма організації навчання студентів економічних спеціальностей ділової комунікації.**

Стаття має на меті зробити свій внесок в ефективне застосування засобів та технологій навчання іношомовної ділової комунікації, які мають сприяти забезпеченню якісної професійної іношомовної підготовки майбутніх фахівців економічної сфери. У статті здійснено аналіз ключових понять дослідження, розкрито й обґрунтовано зміст, форми, методи, засоби та технології навчання студентів ділової комунікації. Проаналізовано підходи до тлумачення поняття “комунікація”. Розкрито сутність комунікації як специфічного процесу взаємобміну інформацією між системами в живій і неживій природі і суспільстві та самовдосконалення особистості та її збагачення за рахунок інформації. З цією метою узагальнено вітчизняні та зарубіжні наукові джерела. Доведено, що успішному навчанню ділової комунікації в полікультурному середовищі сприяє застосування такої форми організації навчання, як спецкурс, який би враховував потреби майбутніх фахівців, і завдяки якому значно покращиться готовність студентів до ділової комунікації. Окреслено етапність розроблення та впровадження спецкурсу “Ділові комунікації” в навчальний процес студентів економічних спеціальностей класичного університету в рамках курсу “Англійська мова за професійним спрямуванням”. Експериментально перевірено ефективність розробленого спецкурсу шляхом вивчення й узагальнення педагогічного досвіду; спостереження за навчальною діяльністю студентів під час занять; тестування; комунікативних завдань; письмового опитування; методів математичної статистики та комп’ютерної обробки даних; педагогічного експерименту. Особлива увага акцентується на використанні інтерактивних форм, методів та інформаційних технологій навчання англійської мови під час вивчення вищезазначеного спецкурсу. Наведено результати емпіричного дослідження. Виявлено різницю в показниках на кінцевому етапі експериментального дослідження, яка вказує на позитивну динаміку щодо сформованості рівнів готовності студентів-економістів до ділової комунікації.

**Ключові слова:** іношомовна ділова комунікація, професійна іношомовна підготовка, спецкурс, студенти-економісти, інтерактивні форми навчання.

**ТИНКАЛЮК О. В., ПАТІЄВИЧ О. В. Спецкурс как форма организации обучения студентов экономических специальностей деловой коммуникации.**

В статье поставлена цель сделать свой взнос в эффективное применение средств и технологий обучения иноязычной деловой коммуникации, которые должны способствовать обеспечению качественной профессиональной иноязычной подготовки будущих специалистов экономической сферы. В статье осуществлен анализ ключевых понятий исследования, раскрыто и обосновано содержание, формы, методы, средства и технологии обучения студентов деловой коммуникации. Проанализированы подходы к толкованию понятия “коммуникация”. Раскрыта сущность коммуникации как специфического процесса взаимодействия информацией между системами в живой и неживой природе и обществе и самосовершенствование личности и ее обогащение за счет информации. С этой целью обобщены отечественные и зарубежные научные источники. Доказано, что успешному обучению деловой коммуникации в поликультурной среде способствует применение такой формы организации учебы, как спецкурс, который бы учитывал потребности будущих специалистов, и благодаря которому значительно улучшится готовность студентов к деловой коммуникации. Очерчена этапность разработки и внедрения спецкурса “Деловые коммуникации” в учебный процесс студентов экономических специальностей классического университета в рамках курса “Английский язык за профессиональным направлением”. Экспериментально проверена эффективность разработанного спецкурса путем изучения и обобщения педагогического опыта; наблюдение за учебной деятельностью студентов во время занятий; тестирование; коммуникативных заданий; письменного опроса; методов математической статистики и компьютерной обработки данных; педагогического эксперимента. Особенное внимание акцентируется на использовании интерактивных форм, методов и информационных технологий обучения английскому языку во время изучения вышеупомянутого спецкурса. Приведены результаты эмпирического исследования. Выявлена разница в показателях на конечном этапе экспериментального исследования, которая

указывает на позитивную динамику относительно сформированности уровней готовности студентов-экономистов к деловой коммуникации.

**Ключевые слова:** иноязычная деловая коммуникация, профессиональная иноязычная подготовка, спецкурс, студенты-экономисты, интерактивные формы учебы.

DOI: <https://doi.org/10.31392/NZ-npu-147.2020.27>

UDK 378.091:316.48

**Polishchuk G. V.**

## **INVESTIGATING CONFLICT MANAGEMENT STRATEGIES AND TACTICS IN THE SYSTEM OF HIGHER EDUCATIONAL ESTABLISHMENTS**

*The paper deals with conflict management strategies and peculiarities of behavior and actions of conflict participants throughout the conflict situation. Thomas-Kilmann Conflict Model was characterized which identifies and defines five main conflict resolution styles: avoiding (low assertiveness and low cooperation), accommodating (low assertiveness and high cooperation), competing (high assertiveness and low cooperation), compromising (medium assertiveness and medium cooperation), and collaborating (high assertiveness and high cooperation). The author claims that each conflict resolution style has its plus and minus sides and may be effectively used in certain situations with the help of concrete tactics (mild, tough or neutral). It has been substantiated that the same tactics may be used in different strategies (confrontational, distancing, cooperation). Several communicative strategies such as the usage of politeness markers, respect to the partner have been described proving that the attitude to the participants of conflict may be formed due to it. Moreover, they help to differentiate the types of speech behavior of the participants of the conflict. Conflict management strategies are best described in terms of differentiating conflict types of personalities and effective communication strategies for conflict resolution ("Steam roller", "Hidden aggressor", "Angry child", "Plaintiff", "Silent", "Always ready to yield"). Consideration was given to the problem of creating the basis for individual strategies of behavior of each participant of educational process in high educational establishments that must be formed and corrected by the personality himself in the process of real pedagogical activity.*

**Keywords:** conflict management, styles of behavior, communicative strategies, tactics of realization of conflict discourse.

*(стаття подана мовою оригіналу)*

**Introduction.** In contemporary world, no one will doubt the fact that conflict is a daily reality as conflicts of various magnitudes occur frequently. Every workplace experiences conflict and higher educational establishments are not an exception. It may damage professional relationships and weaken organizational results, so all efforts of administration and the teachers must be concentrated on various strategies of successful conflict management and conflict resolution techniques, as education is a complex system that requires effective teamwork and cooperation to function well. Upon completion of the article, the reader will understand the importance of conflict resolution and management; recognize skill sets applicable to