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**PROCEEDINGS OF III INTERNATIONAL
SCIENTIFIC AND PRACTICAL CONFERENCE
OCTOBER 10-12, 2024**

**LONDON
2024**

SCIENTIFIC ACHIEVEMENTS OF CONTEMPORARY SOCIETY

Proceedings of III International Scientific and Practical Conference

London, United Kingdom

10-12 October 2024

London, United Kingdom

2024

UDC 001.1

The 3rd International scientific and practical conference “Scientific achievements of contemporary society” (October 10-12, 2024) Cognum Publishing House, London, United Kingdom. 2024. 683 p.

ISBN 978-92-9472-192-1

The recommended citation for this publication is:

Ivanov I. Analysis of the phaunistic composition of Ukraine // Scientific achievements of contemporary society. Proceedings of the 3rd International scientific and practical conference. Cognum Publishing House. London, United Kingdom. 2024. Pp. 21-27. URL: <https://sci-conf.com.ua/iii-mizhnarodna-naukovo-praktichna-konferentsiya-scientific-achievements-of-contemporary-society-10-12-10-2024-london-velikobritaniya-arhiv/>.

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Collection of scientific articles published is the scientific and practical publication, which contains scientific articles of students, graduate students, Candidates and Doctors of Sciences, research workers and practitioners from Europe, Ukraine and from neighbouring countries and beyond. The articles contain the study, reflecting the processes and changes in the structure of modern science. The collection of scientific articles is for students, postgraduate students, doctoral candidates, teachers, researchers, practitioners and people interested in the trends of modern science development.

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PEDAGOGICAL SCIENCES

УДК 378.147: 371

MASTERY OF COMMUNICATIVE TYPES OF ACTIVITIES AT UKRAINIAN LANGUAGE CLASSES IN AN INSTITUTION OF HIGHER EDUCATION

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The ability to effectively communicate and achieve mutual understanding during the performance of professional duties is critical for high productivity of specialists in various fields. The success of professional activity depends on the specialist's ability to navigate in various communication situations, choose appropriate methods and forms of communication, express one's own opinions, establish productive relationships with colleagues and partners, and creatively solve problems and conflicts. It also contributes to the creation of a positive socio-psychological microclimate and the harmonization of interpersonal relations in the team.

The main communicative activity of a specialist is realized through such forms of business communication as business conversations, negotiations, meetings, public speeches, press conferences, debates, presentations, discussions, etc.

The purpose of the article: to analyze the main forms of business

communication, to prove the feasibility of using certain teaching methods during seminars or practical classes with the aim of mastering communicative activities.

The activation of creative communication is facilitated by the use of the methods of «round table», «brainstorming», story role-playing and business games.

The use of these methods makes it possible to develop important qualities of business communication in students for future activities.

Keywords: business communication, business conversation, business negotiations, press conference, presentation, role-playing game, business game, «round table» method, «brainstorming» method.

The activation of international relations, the expansion of the sphere of business partnership creates a need for highly qualified specialists who are able to communicate effectively. The ability to communicate, to achieve mutual understanding in the process of performing professional functions is the most important basis for the high efficiency of the work of specialists of various fields, especially in situations of business communication. The success of professional activity depends on the ability to communicate, since a specialist must be able to navigate well in various communication situations, choose adequate means, forms, methods of communication, express his own views, establish productive relationships with colleagues and partners, creatively and productively solve various problems and conflicts, contribute formation of a positive social and psychological microclimate and harmonization of interpersonal relationships in the team.

The relevance of the raised problem is indicated by a large number of works in which the components of communicative training of students are substantiated in detail. O. Bodalyov, Yu. Yemelyanov, G. Kovalev, O. Leontiev, etc. considered the issue of the development of the communicative potential of the individual; V. Kan-Kalik, A. Kidron, A. Mudryk, T. Shepelenko, etc. – issues of communication skills development; N. Berkel-Rosfus, M. Biram, A. Davis, M. Canale, J. McCroskey, A. Palmer, S. Savignon, A. Fitzpatrick, etc. – issues of communicative competence; T. Argentova, N. Gorbunova, V. Horyanina, L. Kapustina, T. Chmut,

etc. – the issue of professional communication style; O. Zaretska, S. Melnikova, H. Sagach, etc.– a matter of rhetorical skill.

Modern dissertation studies analyze specific issues of the professional communicative culture of future specialists: teachers (V. Kashnytskyi, O. Kiselyova, I. Komarova, G. Kudryavtseva, O. Pozdniakova, V. Poltoratska, O. Prozorova, S. Ryabushko, I. Timchenko), managers (N. Dolgopolova, S. Koroliuk, V. Liventsova, O. Marmaza, V. Cherevko), farmers (L. Baranovska), doctors (O. Uvarkina), engineers (S. Drokina, V. Ivanova), journalists (L. Anpilogova), military personnel (M. Ivayenko, S. Kapitanets, M. Koval), employees of the tourism business (V. Monzhievska), international analysts (O. Rembach).

Successful mastering of communicative activities, achieving a high level of culture in communication require specialists to be familiar with the basics of communication, the ability to determine goals, tasks, forms, means of communication, organize communication and manage it, analyze the subject of communication, ask questions and specifically answer them, the ability reach mutual understanding with partners and colleagues, establish contacts, conduct negotiations, participate in discussions, dialogues, debates, round tables; conduct business meetings, speak to a wide audience, etc. They must be able to analyze and resolve conflicts; be able to prove and justify, argue and convince, criticize and refute, reach consensus, evaluate and make suggestions; to master speech techniques, rhetorical clichés and techniques, to be able to correctly construct public speeches, informational messages, etc.

The purpose of the article: to analyze the main forms of business communication, to prove the feasibility of using certain teaching methods during seminars or practical classes with the aim of mastering communicative activities.

The main communicative activity of a specialist takes place in the process of such forms of business communication as business conversations, business negotiations, business meetings, public speeches, press conferences, debates, presentations, discussions, etc.

With all the variety of forms of business communication, business conversation

is the most common and most often used. The concept of «business conversation» is very broad and rather vague: it is both a simple business conversation between interested parties and oral contact between partners connected by business relations. Its peculiarity is that it is a dialogic form of communication, in which interpersonal communication of business partners is limited by formal-role and space-time boundaries. A business conversation is the most favorable, often the only opportunity to convince the interlocutor of the validity of your position, so that the interlocutor agrees and supports it. Thus, one of the main tasks of a business conversation is to convince a partner to accept specific proposals.

A business conversation performs a number of important functions. These include: mutual communication of employees from the same business area; joint search, nomination and prompt development of working ideas and plans; control and coordination of already started business activities; support of business contacts; stimulation of business activity.

The generally accepted structure of a business conversation includes five stages: the beginning of the conversation; transfer of information; argument; summing up; decision-making.

In modern business practice, a business meeting is used as an important form of business communication. It is a way of open collective discussion of certain issues. The forms of such a discussion are very diverse. These are congresses, conferences, symposia, meetings, meetings, seminars. They are classified depending on the content and importance, as well as the place, time, duration of the work and the issues brought up for discussion. The essence of a business meeting is to ensure a free discussion and propose a common solution based on a broad exchange of opinions, including those that do not correspond to the decisions of the administration.

Compared to a business conversation, the number of subjects of communication in a business meeting, as a rule, increases. The focus of communication and their frequency is changing. The decisive psychological influence in a business meeting comes from the communication leader, who can be an official manager or a leading employee. Most often, business meetings are held

when it is necessary to make a collective decision based on the equal right of everyone to express and justify their opinion, if the decision of the issue affects the interests of several structural units of the organization at the same time, if the opinions of different groups of employees must be used to resolve the issue.

The practice of business communication shows that business meetings are more effective than simple administrative solutions to some problems by a narrow circle of managers. The location of business partners should facilitate their best possible verbal and non-verbal communication, and the time frame should preferably be limited to two hours. It is necessary to notify the participants of the meeting in advance about its holding and familiarize them with the agenda, with all the necessary materials, so that the speeches of those who wish to be present are thought out in advance.

The most important form of business communication is business negotiations. Unlike other forms of business communication, business negotiations have stricter formal role and status frameworks. Any business negotiation strategy should meet three criteria: 1) lead to a reasonable agreement, if it is possible at all; 2) be effective; 3) improve or at least not spoil the relationship between the parties.

Business negotiations can be positional and principled. During the standard (positional) strategy of conducting business negotiations, each of the parties, as a rule, defends its own position and barely makes concessions to reach a compromise. Principled negotiation can be used in almost any situation. It should be remembered that people are not computers: they have emotions, they often have radically different perceptions, which greatly hinders the process of business communication. If not directly, then indirectly, the participants in business negotiations must come to understand that they need to work side by side and solve the problem, and not argue with each other. Adherence to business protocol is mandatory here, the powers of participants in business negotiations are defined more clearly, most often by a specific special instruction.

A special form of business communication is a press conference. It is appropriate when it is necessary to acquaint the public with the view of an

organization, enterprise, firm (or state structures) on any socially significant problem or in order to create a positive corporate image. In this case, it becomes one of the important areas of activity of PR-public relations to create an external social and psychological environment favorable for the success of the organization.

In modern business practice, presentation is used as a specialized form of business communication. Its feature is that it is the first official presentation of an enterprise, organization, firm and its product (services, goods) on the domestic or international market. The presentation generally contributes to strengthening the positive image of the enterprise, organization, or firm.

In order to master communicative activities by students of higher education, it is advisable to use different teaching methods during seminars or practical classes. This will allow students to get new information, activate thinking processes.

Activation of creative communication is facilitated by the «round table» method. «Round table» is an active form of classes aimed at improving communication skills among seminar participants. The goal is to ensure a free, unregulated discussion of the issues. Attributes: furniture is arranged in such a way that participants can see each other; the pool of questions to which participants must answer is constantly updated.

A topic is formulated that has an ambiguous interpretation. Students prepare reports, essays and speeches in advance. The teacher recommends them to use technical means, materials from the periodical press, diagrams, visual examples, etc.

Conducting format:

Option «A»: introductory speech of the presenter; listening to short messages of round table participants; asking questions from the audience before the participants; development of the discussion; formation of agreed positions on the subject of discussion.

Option «B»: blitz survey of those present in the audience in order to agree on the topic and order of work; clarifying the order and nature of work; answers to the questions asked; listening to the views of those who speak in the audience; search for truth in the process of discussion.

The teacher's task: to direct the discussion in the necessary direction, skillfully combining different views on the subject of discussion, paying special attention to the essential aspects of the problem; provide meaningful and comprehensive analysis of the problem, trying to avoid superficial discussion; generalize the collective opinion and determine the main directions of further independent work of the participants on the object of study.

The round table method can be used to conduct seminars for the purpose of discussing complex theoretical problems and sharing experience. It is useful to invite competent persons - specialists in the fields of knowledge that are being discussed - to this class.

During classes, it is advisable to use the brainstorming method. The essence of the method consists in group discussion of creative tasks in a situation of free exchange of views. The method is based on the group formation of the idea of solving a certain task.

The purpose of the method is to free the participants from the inhibiting influence of critical comments, to abstract from the usual flow of thoughts in the process of gathering as many ideas as possible to solve a specific task. This process is characterized by the creation of situations of free communication, stimulation of students' communicative activity.

Stages of brainstorming: the problem to be solved is formulated; the main tasks to be solved are substantiated; several working groups of 3-5 students are formed; the conditions of group work are determined: the basic rules for finding a solution and behavior during brainstorming are established; tasks are defined for each participant; the production of ideas begins simultaneously in all working groups and continues until they are completely exhausted. Each working group has its own experts (there can also be observers, if the size of the study group allows it), who clearly record all the ideas that arise in the group; evaluation and selection of the best ideas by experts; brain attack results are reported; the results of group work are discussed; the best ideas are evaluated; the optimal solution to the problem is publicly defended and recommendations are given for the implementation of the best idea in practice.

Brainstorming participants work in small groups. During a «brainstorming session» the teacher must ensure that all the rules of conducting a «brainstorming session» are followed, be able to ask questions, correctly prompt or make clarifications, ensure the continuity of the conversation, but without orders, criticism, or remarks. He should direct the generation of ideas in a rational way, sometimes put forward fantastic ideas himself, without deviating from the main direction.

Brainstorming should last from 15 minutes to 1 hour. If there is not enough time, then repeat it, but at the same time change the aspect. The secretary records ideas on the board, in minutes or on a tape recorder. After generating and fixing ideas, they are transferred to a group of experts who determine the proposed proposals and choose the most valuable and promising ones for use.

A significant role in mastering communicative activities is played by the use of story role-playing and business games, the characteristic feature of which is the improvisational acting out by the participants of the process of a given problematic situation of professional interaction, during which they play the roles of different characters. The subject of further discussion is not the situations themselves, but the game interaction of the participants: their forms and means of communication, ways of solving problematic situations and conflicts, their effectiveness, positions, social and interpersonal roles, etc. The use of game methods in the process of communicative training is extremely productive. In artificially created conditions, the student loses various life and production situations, which is a necessary moment for his development, change of social positions, roles in society, for the formation of professional interests, needs, skills and, ultimately, for the formation of his personality.

The game can also be used as a way of objectifying the shortcomings and problems of business communication; its task is practical testing, working out and consolidating new, more effective forms and means of communication, gaining new experience of emotional experiences; a way to overcome stiffness and tension; as a diagnostic and self-diagnostic tool that allows you to identify communication difficulties and serious psychological problems; a way of consolidating new

behavioral skills, acquiring new ways of optimal interaction with other people; a method of training and consolidating verbal and non-verbal communication skills; as a means of creating conditions for self-esteem; as a means of forming positive attitudes towards acquiring knowledge and practical skills. In addition, in the game there is a mental adaptation of the participants to each other, which contributes to the improvement of the psychological climate of the team, the formation of an atmosphere of competition and mutual assistance at the same time.

A business game is considered one of the best ways to organize communicative training. It allows you to significantly activate the educational, cognitive and communicative activities of students, as it has such features as: 1) reproduction of the structure and functional links of future professional activity in a game educational model; 2) actualization of students' need for communicative knowledge and skills, which ensures the meaningfulness of learning, the transition from cognitive motivation to professional motivation; 3) comprehensive provision of educational and educational effects; 4) promotion of a gradual transition from the organization and regulation of educational activity by the teacher to its self-organization and self-regulation by students.

Business games make it possible to maximally activate the professional interest of students of higher education, to satisfy their needs in quickly mastering business communication.

The story-role and business game method provides an opportunity to develop in students important qualities of business communication for future activities: participate in negotiations, conduct advertising campaigns, establish professional contacts, deliver various speeches, informational messages, reviews, provide consulting services, analyze based on psychological knowledge of the situation of professional and business interaction, etc. Role modeling creates a situation of a certain personal detachment of the participants in relation to their own activity and thus contributes to the removal of psychological protection mechanisms, the liberation and increase of the spontaneity of business communication of the participants. Students go beyond their usual, patterned behavior and try out new ways

and techniques of communication, taking on a certain role. At the same time, the field of awareness of possible ways of communication in various situations of professional interaction expands, verbal and non-verbal communication skills are developed, the ability to listen, argue, prove one's point of view, actively defend one's position, etc. is formed.

Therefore, in order to master communicative activities in classes, it is advisable to use the round table method, the brainstorming method, as well as the story role-playing method.

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