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THE USE OF INNOVATIVE TEACHING METHODS IN THE PROCESS OF TRAINING FUTURE SPECIALISTS FOR BUSINESS COMMUNICATION

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Annotation. The article substantiates the effectiveness of the use of innovative teaching methods – digital technologies, "round table" and "brainstorming" methods, as well as game techniques – in the process of preparation of higher education applicants for business communication. The success of the professional activity of the future specialist, who should be able to navigate in different communicative situations, choose adequate means, forms and techniques of communication, reasonably express their own position and effectively establish interaction with colleagues and partners, depends on the level of formation of these skills.

Keywords: business communication, round table method, brainstorming method, play-competition, role-playing game, business game.

One of the important tasks of the modern system of vocational education is the formation of a culture of business communication, which in the future is the basis for cultural self-improvement of personality in the professional field.

Business communication is closely linked to the performance of professional responsibilities and the organization of workflows. It involves the exchange of proposals, requirements, ideas and motivational factors in order to effectively solve

specific professional tasks. Participants in such communication are business partners, whose main purpose is to achieve productive cooperation. Thus, business communication can be defined as a specific type of communication, which is realized in joint professional activity and the content of which is determined by the socially significant subject of discussion, the mutual psychological influence of partners and formal-role principles of their interaction. Its characteristic feature is formality: all participants act in certain professional statuses and focus on achieving specific business arrangements.

The culture of business communication of a specialist involves the ability to properly solve professional tasks, to evaluate and predict situations in the field of professional activity, as well as to have advanced practical skills: to work with business documentation, to negotiate, to conclude contracts, to establish mutually beneficial partnerships, etc.

The analysis of scientific research shows that the issues of communicative culture and culture of business communication of future specialists were considered in their works by L. Baranovskaya [1], I. Komarov [3], S. Korolyuk [4], V. Liventsov [5], O. Marmaz [6], O. Remach [7], V. Cherevko [8] and other scientists.

In this article, the focus is on the use of innovative teaching methods in higher education institutions that contribute to the training of future specialists for effective business communication.

The purpose of the article is to substantiate the expediency of using innovative teaching methods in order to form a culture of business communication in future professionals.

Based on the processing of scientific sources and your own practical experience of using the Internet, it is possible to distinguish the basic means of business communication in the digital environment. Consider the key of them:

E-mail (E-mail) is a classic deferred tool. The addressee receives a message to your computer after a certain period of time and responds at a convenient moment. The e-letter, like traditional, consists of an "envelope" (headings containing official information about the sender, recipient, route of passage, etc.) and the content of the

content.

World Wide Web (www) is the most developed Internet segment focused on direct communication and interaction. This service provides access to hypertext documents created by HTML and placed on different servers. Each education applicant can create their own business document for professional purpose – a website that has a unique address. You can send messages, questions, questionnaires and registration forms.

FTP (File Transfer Protocol) is a file transmission protocol that allows the user to copy data from a remote computer to your device or, conversely, download files to a remote server.

Gopher, Wais are one of the most common information search tools on the Internet. They provide the ability to find data on the keywords and phrases necessary for preparation for business communication. Working with these services emphasizes the meaningful filling of communication, giving the applicant the opportunity to view hierarchical menu and determine the topic of future professional contacts.

Telnet – remote access service. It enables the education applicant to connect to any computer on the Internet and to work with him as if he is his own device: launch programs, access the databases and perform other necessary operations.

Bulletin Board System (BBS). The user connected to the network using a computer and modem can use electronic ads as a tool of business interaction. A large amount of software and materials systematized on a thematic principle is usually collected at the BBS node. In on-line, the education applicant can view the lists of available files, download the necessary materials to prepare for business communication, and participate in thematic correspondence with other users of the system.

Usenet and Teleconference Network news. This service opens real-time interactive communication: the user can not only exchange messages, but also communicate with voices or videos with microphones and webcams. Television conferences are created to discuss specific business issues, within which partners are able to express positions, discuss and exchange views promptly. Thanks to the fast

message transmission mechanism, information is disseminated among all participants in the short term. Much of the Usenet groups contains the FAQ (frequently asked Questions) sections, which collects the most important topics for business communication (such as negotiations or presentations). This enables the education applicants to view the lists of available topics and choose the most relevant for professional training.

Each television conference topic has its own rules and regulations governing the work within the discussion. This is primarily about business messages. For example, UA.com national hierarchy groups are recommended to use Ukrainian, while in the Global Hierarchy groups. It is advisable to use English. If the goal is commercial activity, then advertising messages can be posted in specially designated groups, such as com.commerce, designed for business communications. The difference between file teleconferences and traditional is that the means of exchange here are not separate messages, but text files.

Mailing lists. The principle of their work is to use a single e-mail address that is common to all subscribers – subscribers of a certain list. Each message is automatically received by all participants. Such a system provides the speed of information dissemination because the message comes directly, without additional transmission through Usenet intermediate servers. In the business sphere, mailing lists are widely used to inform partners, clients and users about new goods or services, discuss their characteristics, send commercial offers or current news of the company.

Electronic databases. They make up a unique source of systematic information grouped on a thematic principle. In the field of science and education, databases in natural and humanities are widespread, as well as collections of periodicals (abstract and full-text). Such resources greatly expand the ability to prepare for business communication, providing quick access to reliable and proven materials.

Electronic exchange. It is one of the most promising forms of use of computer networks and modem communication for the purpose of organizing business communication. This format provides a reliable and prompt search for potential

business partners, suppliers of raw materials, buyers of products or customers. The main task of the electronic exchange is to attract the maximum number of users and create a convenient software, which will help to effectively conduct negotiations. It is important to note that the practice of spreading printed materials through computer networks has recently emerged. In addition, the Internet offers a number of interactive services, including chats that allow you to send business messages in real time and instantly receive answers from the interlocutors.

Chat. It is a virtual communication space that is implemented using IRC technology (Internet Relay Chat). To begin with a business dialogue, you need to determine the topic in advance and choose the interlocutor (or several). The chat mechanism is simple: a special field type is typed in a special field, and then pressing Enter, it appears in the common window next to the replicas of other participants. Most chats offer additional opportunities, such as changing the color of the text for better visibility. Although, at first glance, communication can be chaotic because of a large number of participants, in fact, each user focuses on the topic you want, building individual or group dialogues within the selected direction.

Participants join a certain channel – a thematic group, where communication occurs in writing through text messages. An important advantage of online (synchronous) ways of communication on the Internet is the ability to get information immediately. This form of real-time communication allows IRC users on one channel to get data directly from the scene, which sometimes provides them with faster information than traditional television or radio.

The use of computer technologies for business communication contributes to the formation of professional communication culture specialists. Among the characteristic features of this type of interaction are the constancy and high intensity of communication, the convergence of participants' interests, mutual information performance, interlocutors' activity, high awareness of specific issues, as well as the intersection of intentions in the process of business interaction.

The Internet opens wide prospects for organizing business communication between communication participants. This necessitates the formation of a sustained

interest in the use of Internet resources as one of the important indicators of a culture of professional interaction. The possibilities of Internet communication in this context are significant, but they should be implemented in combination with other forms of communication, which ensures the complex development of a culture of business communication.

Among the effective methods of activating creative interaction is a special place of the "round table" method. It is an interactive form of organization of classes focused on improving the communicative skills of participants in the educational process. Its main purpose is to create a space for a free, unregulated discussion of problematic issues. An important attribute is the organization of space so that all participants can see each other and the list of issues for discussion is regularly updated.

The topic of the round table usually has an ambiguous interpretation that stimulates discussion. Educators prepare reports, abstracts, performances in advance, using different sources: technical means, periodicals, schemes, illustrative examples, etc. This approach contributes to the development of critical thinking, communicative culture and professional competence of future specialists.

The format can have several modifications.

The variant "A" provides: the introductory word of the moderator; presenting brief reports by participants; issuing questions received from the audience; further discussion; developing common approaches and concerted positions on the problem.

The variant "B" contains: conducting blitz on the topic and order of work; concretization of the nature of participants' activity; answers to the questions; listening to the speeches and opinions of participants; Collective search for truth in the process of discussion.

The task of the teacher during the round table is to: direct the discussion in the desired channel, harmoniously combining different points of view and focusing on the key aspects of the problem; provide meaningful, deep and multilateral analysis by avoiding surface judgments; To sum up the collective opinion and to determine the subsequent directions of independent work of the applicants for education on the

topic.

It is advisable to use the round table during seminars to discuss complex theoretical issues and to establish experience. The effectiveness of such measures is facilitated by the invitation of competent professionals who can provide qualified comments and share practical experiences in the relevant field.

It is advisable in the process of organizing educational and cognitive activity is the use of the method of "brainstorming". Using this technology, education applicants act as "ideas", without limiting themselves to the need for their immediate justification and criticism. In such circumstances, there are no traditional roles of "leaders" and "subordinates", but experts from among the group members, who record the proposals made, carry out their evaluation and selection of the most productive. We share the position of L. Bondarchuk and E. Fedorchuk, who believe that the use of the "brain attack" method in solving pedagogical tasks is an effective tool for forming students the ability to interact effectively in the team [2, p. 52].

The essence of this technique (synonyms — brainstorming, "brainstorming", "brain cleaning", method of assessing, method of generating non-standard ideas, free exchange of thoughts, etc.) lies in the collective discussion of creative tasks in the format of casual exchange of views. The basis of the method is the joint formation of ideas to solve a certain problem. The main goal is to eliminate the influence of criticism that can restrain the participants and move away from traditional stereotypes of thinking, focusing on collecting as wide range of proposals as possible to find the best solution. For this purpose, free communication conditions are created and the activity of participants in the educational process is stimulated.

Stages of brain attack: determining the problem to be solved; formulation of the main tasks to be solved; creation of working groups of 3-5 people; Determination of group work conditions: establishing rules for finding decisions and behavior during a brain attack, distribution of responsibilities between participants; Simultaneous generation of ideas in all groups to exhaust possible options. Each group has experts (if necessary – observers) who record all proposals; evaluation and selection of the most productive ideas by experts; Presentation of brain attack results:

discussing the work of groups, evaluating the best ideas, public protection of the optimal solution and providing recommendations on its implementation in practice.

The following principles should be followed during brainstorming: the categorical lack of criticism of any proposals for participants, including jokes, remarks or non-verbal reactions; stimulating fantasy, creative ideas, jokes, puns, accepting all the ideas expressed, even if they look impractical or absurd; the priority of the number of ideas over their quality during the session; The evaluation and selection of ideas is carried out only after the session is completed by a group of experts who do not directly participate in brainstorming; formulation of creative task using conventional concepts and terms; providing free, friendly and equal debate relations between participants; Encouraging the combination of ideas and their new application that arise in the discussion process. Brain attack participants work in small groups. The task of the teacher during the brainstorming is to ensure that all the rules of the technique, the skillful questioning, the correct prompting and clarification, as well as in maintaining the continuity of discussion without the use of orders, criticism or comments. The teacher directs the process of generating ideas into a rational channel and, if necessary, proposes non-standard or fantastic ideas, without deviating from the main area of discussion. The optimal duration of brain attack is from 15 minutes to 1 hour. In case of insufficient time, the session can be repeated by changing the aspect of the problem. The fixation of ideas is carried out by the secretary on the board, in the protocol or with the help of audio recording. Upon completion of the session, ideas are transferred to a group of experts who evaluate proposals and select the most valuable and promising for further implementation.

The use of game methods, including story-role-playing and business games, plays an important role in the formation of a culture of business communication. Their characteristic feature is improvisational modeling by participants of a given problematic professional situation, during which they perform the roles of different characters. The object of further analysis and discussion is not the situation itself, but the game interaction: forms and means of communication, ways of solving

problematic situations and conflicts, effectiveness of actions, occupied positions, social and interpersonal roles of participants. The use of game methods in the process of communicative training is extremely effective. In artificially created conditions, the education applicant gets the opportunity to work out various life and professional situations, which promotes the development, correction of social roles and positions in society, the formation of professional interests, needs and skills, and ultimately – complex development of personality. The game can be used as a means of identifying shortcomings and problems in business communication. It is aimed at practical testing, working out and consolidation of new, more effective forms and methods of communication, gaining experience of emotional experiences, overcoming stiffness and tension. The game also performs the function of diagnosis and self-diagnosis, revealing difficulties in communication and serious psychological problems. It helps to consolidate new behavioral skills, master the optimal ways of interacting with others, training and improvement of verbal and non-verbal communicative skills, creating conditions for self-esteem and forming positive attitudes for mastering knowledge and practical application. In addition, the game promotes mental adaptation of participants to each other, which improves the psychological climate in the team and at the same time forms an atmosphere of competition and mutual assistance.

To improve the culture of business communication, it is advisable to use competitions, role-playing and business games. The didactic value of games lies in the possibility of repeated use of language units during the interaction of participants to achieve various problematic game goals. Their communicative orientation is ensured by the orientation of participants to solve both linguistic and extralinguistic tasks. In addition to playing games, in the formation of business communication ability in the educational process to use role-playing and business games. The business game is considered one of the most effective forms of communicative learning organization. It is a common and multivariate form of active learning, a means of preparation and adaptation of applicants to professional activity and social contacts, as well as a tool for forming a professional personality. It is

especially advisable to use educational business games that simulate real processes and mechanisms of future professional activity. Thus, the integration of various innovative teaching methods-in particular the methods of Internet learning, "round table", "brainstorming" and game technologies-contributes to the effective formation of a culture of business communication among higher education applicants.

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