

THE PROBLEM OF FUTURE SPECIALISTS PREPARATION FOR PROFESSIONAL COMMUNICATION

ПРОБЛЕМА ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ ДО ПРОФЕСІЙНОГО СПІЛКУВАННЯ

The article examines the problem of training future specialists for professional communication. The essence and structure of professional communication of future specialists is specified, the peculiarities of training future specialists for professional communication are characterized. It was found out that the scientists studied the issue of formation of training for communication in the professional activity of specialists of various fields - future lawyers, translators, civil servants, economists, journalists, education workers, social pedagogues, pilots, specialists in social work.

It was revealed that the scientific foundations of the system of training professional communication of future specialists in certain fields are not sufficiently developed. It was found that a reasonable system of training professional communication of future specialists has not yet been developed, although this type of professional activity has its own rules and peculiarities.

The study considered the essence of professional communication, its role in the formation of the professional and general culture of future specialists, the impact of pedagogical and professional communication on the student audience during the learning process. Research has established that the professional communication of future specialists consists in the formation of professional communication abilities and skills, written language literacy, which is important in business correspondence, in the exchange of information between a teacher and a student in the educational process, in the content of the information itself, which is the main factor in obtaining and formation of students' knowledge and skills.

Research has established that the process of professional communication of future specialists consists, firstly, in the formation of professional communication abilities and skills, written language literacy, which is important in business correspondence, and secondly, in the exchange of information between a teacher and a student in the educational process, - thirdly, in the content of the information itself, which is the main factor in the acquisition and formation of students' knowledge and skills. Professional communication should include a certain amount of relevant information that is useful, reliable, complete, timely and understandable.

Key words: professional communication, business communication, future specialist, ability, concept, interaction.

У статті розглядається проблема підготовки майбутніх фахівців до професійного спілкування. Уточнено сутність і структуру професійного спілкування майбутніх фахівців, охарактеризовано особливості підготовки майбутніх фахівців до професійного спілкування. З'ясовано, що науковці вивчали питання формування підготовки до спілкування в професійній діяльності фахівців різних сфер – майбутніх юристів, перекладачів, державних службовців, економістів, журналістів, працівників освіти, соціальних педагогів, пілотів, фахівців соціальної роботи.

Виявлено, що наукові основи системи навчання професійного спілкування майбутніх фахівців окремих галузей розроблені недостатньо. З'ясовано, що це не розроблялась обґрунтована система навчання професійного спілкування майбутніх фахівців, хоч цей вид професійної діяльності має свої правила і особливості.

У дослідженні було розглянуто питання сутності професійного спілкування, його роль у формуванні професійної та загальної культури майбутніх фахівців, вплив педагогічно-професійного спілкування на студентську аудиторію у процесі навчання. Дослідженням встановлено, що професійне спілкування майбутніх фахівців полягає у формуванні умінь та навичок професійного спілкування, грамотності письмової мови, яка є важливою у діловому листуванні, в обміні інформацією між викладачем та студентом у навчальному процесі, у змісті самої інформації, яка є головним чинником отримання і формування знань та умінь студентів.

Дослідженням встановлено, що процес професійного спілкування майбутніх фахівців полягає, по-перше, у формуванні умінь та навичок професійного спілкування, грамотності письмової мови, яка є важливою у діловому листуванні, по-друге, в обміні інформацією між викладачем та студентом у освітньому процесі, по-третє, у змісті самої інформації, яка є головним чинником отримання і формування знань та умінь студентів. Професійне спілкування має включати певний обсяг відповідної інформації, яка є корисною, достовірною, повною, своєчасною та зрозумілою.

Ключові слова: професійне спілкування, ділове спілкування, майбутній фахівець, уміння, поняття, взаємодія.

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The problem statement in general. The role of the economy of Ukraine is constantly growing in view of ensuring the country's food security and overcoming the economic crisis. The situation worsened in connection with aggressive war against Ukraine, which additionally led to the emergence of a number of problems. Some of them are related to the staffing of the industry, both in the conditions of the current state and with the perspective of the post-war reconstruction of the country. Therefore, the requirements

for the training of future specialists in higher education institutions are increasing, because they have to adapt to new realities and conditions of professional activity.

Analysis of recent investigations and scientific publications. The problem of teaching communication attracted the attention of scientists back in the 70s of the 20th century. The origins of her research are usually associated with the work of A. Simon, E. Stones, N. Flanders and others. Various aspects of this process became the subject of further research. In particular,

V. Babenko, M. Vasylieva, N. Volkova, Yu. Vtornikova, K. Kasyarum, L. Savenkova, O. Semenoh, L. Serhienko, S. Skvortsova (future specialists in the field of education), N. Kondratenko (future journalists), N. Kostrytsia, S. Khotskin (future economists), T. Butenko (future engineers), V. Baraniuk, O. Kanyuk (future specialists in social work), I. Ratomskyi (future lawyers), O. Pavlenko (future customs service specialists), Z. Pidruchna (future translators), I. Holopych (future policemen), T. Spirina (future social pedagogues), O. Pidlubna (future pilots), G. Ulunova (future civil servants), T. Yeshchenko (future specialists in technical specialties), T. Lavrukhnina (future aviation dispatchers), O. Hridzhuk (future specialists in forestry specialties) studied the issue of training for communication in the professional activity of specialists in various fields.

Highlighting previously unresolved parts of the overall problem. Analysis of the state of research into the problem of professional communication showed that a certain scientific base has already been formed, and a circle of ideas, provisions and approaches to the problem of teaching professional communication has been formulated. At the same time, the scientific foundations of the system of training professional communication for future specialists in certain fields are not sufficiently developed. In particular, a well-founded system of training professional communication of future veterinarians has not been developed yet, although this type of professional activity has its own rules and peculiarities.

The purpose of the article is to study the problem of future specialists' preparation for the professional communication.

Presentation of the main research material. According to M. Vasylieva, "communication during the performance of professional functions by representatives of certain professional groups acquires special significance, increasing the requirements for those subjects who use it as the main means of professional activity. A feature of professions belonging to the "person-to-person" type is constant communication between specialists and other subjects of their professional activity. This leads to the search for ways to ensure the efficiency of professional activity through improving the ability of its specialists to effectively use the communicative function" [1, p. 133]. The researcher singles out aspects of communication: axiological, which is based on human values; moral, since communication is carried out in the sphere of moral relations and mutual understanding; normative, which is manifested in the orientation to the norms of society (from the use of sign systems – language, gestures, facial expressions to moral and political forms of relationships); informative, which is based on the content of socially significant information, which promotes mutual understanding and interaction of people in the process of communication; historical,

since the forms and methods of communication were formalized in the process of historical development of society and man [1, p. 135].

The author singles out the components of communicative competence, namely: "the ability to control and manage the communication process (willpower, observation, flexibility); the ability to understand and predict the interlocutor's reaction (perceptual skills); image abilities (ability to present oneself in communication, create positive impressions, act as an authority); the ability to use verbal and non-verbal means of communication professionally; the ability to self-improve in professional and pedagogical communication" [1, p. 136].

There are many definitions of communication. The majority of scientists are inclined to the opinion that communication is a type of activity that is associated with a multifaceted process of establishing and developing contacts between people, involves the exchange of information, certain tactics and strategies of interaction, perception and understanding by subjects of each other [9, p.86].

Communicative, interactive and perceptive sides are distinguished in the structure of communication. The communicative side is the exchange of information between people, the interactive side is the interaction of people in the process of activity and the perceptive side is the perception and knowledge of a person by a person, establishing mutual understanding.

According to the direction of communication, it is divided into household, business, professional, political, informational and communicative. Today, there is no clear definition of the concept of professional communication. As mentioned above, most researchers of the problem of preparing future specialists for professional communication considered its type as pedagogical communication. We agree with the thesis that it is the pedagogical and professional communication that has the greatest impact on the student. This happens when the teacher establishes contact with the student and contributes not only to his acquisition of professional knowledge, but also to the formation of skills and communication skills. Experienced teachers adjust students to the level of professional and speech culture that they themselves possess. A teacher who teaches professional disciplines of narrow specialization has a special influence on the preparation of applicants for professional communication, because during their study, one has to learn a large number of words that belong to the professional vocabulary.

L. Viktorova considers professional speech as "a holistic education, the components of which are knowledge of the norms of literary language, professional terminology, the ability to understand oral and written texts, the ability to create one's own statements of a professional nature" [2, p. 65].

I. Radomskiy considers professional communication to be a type of business communication, which is carried out in the conditions of a specific professional activity and takes into account its specific features. In his opinion, any profession requires special knowledge, abilities, skills, therefore, "in addition to general patterns, it is necessary to take into account specific patterns of business communication that apply to a certain profession. Thus, we can define professional communication as the process of establishing and maintaining direct or mediated by one or other means of contact, conditioned by professionally significant goals, which assume responsibility for their implementation" [6, p. 137].

Based on the works of his predecessors, the researcher singled out the characteristic features of business communication, which can also be considered from the point of view of professional communication:

- the subject of business communication is a common cause and the attitude of the participants to it;
- the need for business communication is determined by the industrial need for solving problems and conducting negotiations;
- the motives of business communication are the interests of the case;
- language actions are regulated by the established rules of behaviour and have a formal and role, not personal character;
- the purpose of business communication is to solve professional and social tasks [6, p. 137].

O. Pidlubna proposes to consider professional communication as "a process of interaction between persons united by belonging to the same work activity, where professionally significant information, professional experience and ideas are exchanged, organizing joint activities aimed at realizing a set professional goal" [5, p. 281]. According to the author, professional communication is a special type of communication, as it contains elements of other types of communication, in particular, business and managerial. She considers a characteristic feature of professional communication to be its situational character with clear time and space limitations.

Studying the professional communication of law enforcement officers, L. Dunets and A. Pavlichenko define it as a type of specially organized interaction between people (managers and subordinates; employees with equal positions; employees and citizens; employees and offenders), the content of which is knowledge, exchange information and the influence of participants in the communicative process on each other in order to solve law enforcement tasks. The researchers specified the structure of professional communication of law enforcement officers, distinguishing four main stages:

1) psychological "reading" of the characteristics of behaviour, appearance, use of available information

about a specific person and compilation of a primary psychological portrait of an interacting person;

2) search for psychological prerequisites for the effectiveness of communication and creation of favourable conditions for interpersonal contact;

3) interaction and influence in the process of professional communication on other persons by the employee of law enforcement agencies in order to solve professional tasks;

4) evaluation of the results of a specific act of communication, planning the content and process of further contacts with certain persons [3, p. 5].

In order to improve professional and psychological training, the authors propose to introduce into the educational process modern training technologies and various types of educational activities based on the comprehensive development of individual and psychological characteristics, knowledge and skills of the employee, psychological diagnosis and prediction of his behaviour, development of motivation for professional activity [3, p. 5].

H. Ulunova considers the concept of "professional communication" as narrower than the concept of "business communication" [8, p. 58]. The researcher considers professional communication to be a type of business communication, aimed at "achieving the goals of the specialist's professional activity through the implementation of a set of relevant communicative functions for getting to know other subjects of communication, exchanging information with them, organizing officially regulated interaction in the conditions of clear dynamic characteristics of the beginning, development and end of the process" [8, p. 428].

It should be noted that in some cases the concepts of "professional communication" and "business communication" can be practically equated. We consider this approach justified in the case when the characteristics of these types of communication in professional activity coincide. This may be inherent to specialists of certain professions, due to the specifics of their professional tasks. For example, this applies to international analysts, for whom O. Rembach offers such a definition of business communication, which reflects their professional activity and is a complex process of "establishing and developing professional contacts, determined by the needs of the performance of production functions and typical tasks of professional activity. It involves the exchange of information, development of a single strategy of interaction, perception and understanding of another person" [7, p. 66].

M. Diachenko emphasizes that professional communication is not only "fluency in the terms of the professional language, but also knowledge of ethical principles and psychological foundations of business communication (as a general basis for the formation of spiritual qualities of future specialists) and mastering the language of a separate field (as a necessary

aspect of training) [4, p. 3]. Having considered the views of scientists on the role of communicative culture in professional activity in all fields, and especially in those whose representatives are the bearers of “person-to-person” professions, the researcher comes to the conclusion that professional speech is a holistic formation.

Based on the above, the researcher considers the culture of professional speech to be an integral component of the future specialist's readiness for professional activity, the level of which is formed to a large extent depends on the efficiency, effectiveness, success of his work and professional self-realization.

Conclusions and prospects for further research. The interaction of those who communicate plays an important role in establishing communication, in particular professional communication. Communication improves significantly if the interlocutors perceive each other, which can be observed on the examples of professional and pedagogical communication. The training of future specialists in a higher education institution involves such an organization of their cognitive activity that coordinates the general scientific and professional sphere through specialized communication. Therefore, an important component of the educational process is communication, because it ensures the realization of the functions of learning, education and personality development.

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