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COMMUNICATIVE PARADIGM OF MASTERING A FOREIGN LANGUAGE IN THE SYSTEM OF HIGHER EDUCATION OF UKRAINE

The purpose of the article is to provide theoretical substantiation and development of a model for teaching students of Ukrainian higher education institutions in other language communicative negotiation skills. **The methodology** involves the comprehensive use of general-scientific philosophical and cultural approaches to the realization of the purpose of scientific intelligence and a set of methods of linguistics, pedagogy and cultural studies. This research is performed in the framework of the integration approach to the communication process, from which the success of communication is largely determined by the awareness of the linguistic, cultural and communicative-communicative features of communicants that are manifested in strategies (methods) for achieving practical goals. **The scientific novelty** of the obtained results consists in considering the formation of professional communication skills in a foreign language as a conglomerate of professional communication, the identification and description of linguistic, stylistic, sociocultural, communicative and behavioral characteristics of the negotiations, as well as the further development of a phased model for students of non-philological specialties, to carry out an effective process of intercultural communication. **Conclusions.** Mastering intercultural, professionally meaningful communication involves the learning of professional concepts, socio-cultural values and communicative norms of the foreign cultural community as intercultural interaction, and, first of all, in international negotiations, the role of awareness of their own culture and cultural specificity of the partner, as well as the degree of readiness adequately, from the standpoint of ethnic-liberalism, perceive the professional culture of another community. The main components of the content of learning the skills of constructing a communicative process in a foreign language are: structural organization of communication; meta-communication tools, secured at each stage of communication; strategies and tactics of the communication process at each stage of its implementation; communicative acts, most typical for the negotiation process; style of communication, taking into account non-cultural specifics for the preparation and successful implementation of a communicative act.

Key words: communication, intercultural communication, communicative process, foreign language, communicative competence.

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Комунікативна парадигма оволодіння іноземною мовою в системі вищої освіти України

Мета дослідження полягає в теоретичному обґрунтуванні та розробці моделі навчання студентів вищих навчальних закладів України іншомовним комунікативним переговорним вмінням. **Методологія** дослідження передбачає комплексне використання загальнонаукових філософсько-культурологічних підходів до реалізації мети наукової розвідки та сукупність методів лінгвістики, педагогіки і культурології. Дане дослідження виконане в рамках інтеграційного підходу до процесу комунікації, з позицій якого успішність спілкування багато в чому визначається усвідомленням сторонами лінгвокультурних, соціокультурних та комунікативно-поведінкових особливостей комунікантів, які проявляються в стратегіях (способах) досягнення практичних цілей.

Наукова новизна одержаних результатів полягає в розгляді формування навичок професійного спілкування іноземною мовою як конгломерату професійної комунікації, виявлення і опису лінгвокультурних, стилістичних, соціокультурних, комунікативно-поведінкових характеристик переговорів а також подальшої розробки поетапної моделі навчання студентів нефілологічних спеціальностей умінь здійснювати результативний процес міжкультурної комунікації. **Висновки.** Оволодіння міжкультурною, професійно значущою комунікацією передбачає засвоєння студіями професійних концептів, соціокультурних цінностей і комунікативних норм інокультурної спільноти, оскільки в міжкультурній взаємодії, і, в першу чергу, в міжнародних перемовинах, зростає роль усвідомлення власної культури та культурної специфіки партнера, а також ступінь готовності адекватно, з позицій етнорелятивізму, сприймати професійну культуру іншого співтовариства. Основні компоненти змісту навчання умінь побудови комунікативного процесу на іноземній мові є: структурна організація спілкування; метакомунікаційні засоби, закріплені за кожним етапом комунікації; стратегії і тактики процесу спілкування на кожному етапі його реалізації; комунікативні акти, що найбільш типові для перемовного процесу; стиль спілкування, врахування іншокультурної специфіки для підготовки та успішного здійснення комунікативного акту.

Ключові слова: комунікація, міжкультурна комунікація, комунікативний процес, іноземна мова, комунікативна компетенція.

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Коммуникативная парадигма овладения иностранным языком в системе высшего образования Украины

Цель исследования состоит в теоретическом обосновании и разработке модели обучения студентов высших учебных заведений Украины иноязычным коммуникативным переговорным умениям. **Методология** исследования предполагает комплексное использование общенаучных философско-культурологических подходов к реализации цели научной разведки и совокупность методов лингвистики, педагогики и культурологии. Данное исследование выполнено в рамках интегративного подхода к процессу коммуникации, с позиций которого успешность переговоров во многом определяется осознанием сторонами лингвокультурных, социокультурных и коммуникативно-поведенческих особенностей коммуникантов, которые проявляются в стратегиях (способах) достижения практических целей. **Научная новизна** исследования заключается в рассмотрении формирования навыков профессионального общения на иностранном языке как конгломерата профессиональной коммуникации, выявления и описания лингвоструктурных, стилистических, социокультурных, коммуникативно-поведенческих характеристик переговоров а также последующей разработке поэтапной модели обучения студентов нефилологических специальностей умениям осуществлять результативный процесс межкультурной коммуникации. **Выводы.** Овладение межкультурной профессионально значимой коммуникацией предполагает усвоение обучаемыми профессиональных концептов, социокультурных ценностей и коммуникативных норм инокультурного сообщества, поскольку в межкультурном взаимодействии, и, в первую очередь, в международных переговорах, возрастает роль осознания культуры и культурной специфики партнера, а также степень готовности адекватно, с позиций этнорелятивизма, воспринимать профессиональную культуру иного сообщества. Основными компонентами содержания обучения умениям построения коммуникативного процесса на иностранном языке являются: структурная организация общения; метакоммуникационные средства, закрепленные за каждым этапом коммуникации; стратегии и тактики процесса общения на каждом этапе его реализации; коммуникативные акты, наиболее типичные для переговорного процесса; стиль общения, учитывание инокультурной специфики для подготовки и успешного осуществления коммуникативного акта.

Ключевые слова: коммуникация, межкультурная коммуникация, коммуникативный процесс, иностранный язык, коммуникативная компетенция.

The relevance of the research topic. Intensification of professional activities in close contact with foreign experts, the development of new technologies, the expansion of international contacts due to Ukraine's entry into the European economic and educational space, the internationalization of all spheres of life have sharply increased the need of society for professionals who speak foreign languages and, as a result, have motivated students their study. Therefore, a higher school in the field of foreign language teaching is faced with the task of developing professionally oriented skills in students: transferring and exchanging information, consistent and logical presentation of their projects, discussing professional problems, negotiating, concluding contracts, using a foreign language as a means of involvement in the European and global space. Under these conditions, which radically changed the status of a foreign language in society, the most important task for university graduates is not only the practical acquisition of a foreign language, but also the acquisition of those socio-cultural and communicative behavioral skills that will further help them effectively use a foreign language in the intercultural negotiation process.

The purpose of the work consists of theoretical substantiation and development of the model of teaching students of higher educational institutions of Ukraine to foreign language communicative negotiation skills.

Methodology of research. This study was carried out within the framework of an integrative approach to the communication process, from the standpoint of which the success of negotiations is largely determined by the parties' awareness of the communicative, behavioral features of communicators that manifest themselves in strategies (ways) to achieve practical goals. The theoretical and methodological basis of this study was the fundamental research of scientists in the field of the theory of intercultural communication, communicative linguistics, linguistic didactics, pedagogy, psychology.

The scientific novelty of the study is to consider the formation of professional communication skills in a foreign language as a conglomerate of professional communication, identifying and describing linguistic structural, stylistic, sociocultural, communicative behavioral characteristics of negotiations and the subsequent development of a phased model of teaching students of non-philological specialties to implement an effective process of intercultural communication.

The state of the scientific development of the problem. Research activities of negotiation communication began abroad in the late 60s of the twentieth century, being carried out in line with such scientific paradigms as conflict and theoretical simulation of games [3; 4; 6], communicative regulation of production relations [12], which contributed to the formation of a communicative-interactive approach to the study of the negotiation process as a special type of professional interaction, differing in goals, strategies, structure and sociocultural norms from other types of communication [5; 10; 11], as "activities aimed at reducing disagreement or strengthening the agreement while mutually preserving differences of opinion" [1, p. 10]. After the socio-economic reforms in Ukraine at the end of the twentieth century, negotiation practices increasingly penetrate the professional activities of the society and influence its communication space, as a result of which the relevant issues are actively developed in the cultural, psychological, social and linguistic paradigms. The presentation of the main material. Analysis of theoretical studies on the stated problem allowed us to identify several areas that explore the negotiation process [13], one of them is integrative, considering structural (stages of the negotiation process), strategic (typology of strategies implemented by participants, consistency of strategies and tactics), interactive (cooperative / conflict mode, cooperation / rivalry), commu-

nicative (horizontal / descending / ascending communication), verbal (factual and language accuracy, behavioral and intercultural aspects of the negotiations [3; 9; 10]). This study was carried out precisely within the framework of an integrative approach to the negotiation process, from the standpoint of which the success of negotiations is largely determined by the parties' awareness of the communicative, behavioral features of communicators that manifest themselves in strategies (ways) to achieve practical goals. Two principles of communication are traditionally considered as the basis for successful communication - the cooperative principle of H.P. Grice [7] and the principle of the pragmatics of G. Leech [8].

Thus, the whole complex of controlled verbal messages, behavioral norms, non-verbal signals, symbols, meanings, subtext, largely dependent on the negotiation situation and participants' ability to decode, is integrated into the negotiation process [13]. Consequently, training in negotiations as a situation of professional interaction can only be carried out in an interdisciplinary paradigm with a parallel development of the linguistic, socio-cultural and interactive components of foreign professional competence that integrate the diverse characteristics of the communicative process.

The main components of the content of learning foreign language skills of the negotiation process are: the structural organization of communication; meta-communication tools assigned to each stage of communication; strategies and tactics of the contractual process at each stage of its implementation; communication acts most typical of the negotiation process; register and communication style, cultural specifics of preparing and conducting negotiations; subject of negotiations, relevant training methods.

Meta-communication tools allow students to identify the communicative intentions of participants in the negotiation process and its main stages: socialization (socializing), the purpose of which is to establish interpersonal relations; information sharing (fact-finding); proposals of the parties (proposing) and bidding; conclusion of the transaction and discussion of its conditions (bargaining); completion of negotiations and agreement development (concluding). The most complex and diverse are combinations of speech actions in communicative acts at the stage of information exchange, bargaining dispute, negotiating agreement terms.

Training in the stylistic features of the negotiation discourse (neutral, hard, soft tonality of utterance), the register of communication (official / unofficial) and decoding of hidden information associated with ethnic-specific presuppositions of different levels (semantic, pragmatic, frame, vertical context) is carried out after mastering the structural and meta-communication aspects negotiation process.

The parameters that determine the communicative-behavioral specificity of representatives of foreign society, including those in the negotiation process, are mainly related to the attitude to the environment (subordination / dominance / harmony); time (polychronic / monochronic / reactive cultures, orientation to the present / past / future); interpersonal manifestations (individualism / collectivism, feminine / masculine cultures); communicative styles (high context / low context cultures, strategic / communicative discourse); power distances (vertical / horizontal cultures); space (personal / social); thinking (existential / action cultures); basic and national-specific values of culture - which together form the lingvo-semiotic conceptual sphere of another culture. The formation of the etiorelative attitude of students towards the representative of the foreign society is especially important for an adequate interpretation of his communicative behavior, which is realized through specially selected authentic text-products of the spiritual activities of members of the foreign society. Negotiations constitute a conglomerate discourse in which prepared and unprepared speeches co-exist in dialogical and monologue format, in oral and written form, therefore, teaching to participate in negotiations in a foreign language implies a consolidated development of skills and abilities of both prepared and unprepared speech, in monologue and dialogical format, orally and in writing, on the basis of active perception and comprehension by students of the information received.

The success of the negotiation process is largely determined by the parties' awareness of the sociological behavior and psychological characteristics of communicants, which are manifested in the ways (strategies) of achieving practical goals. With the implementation of the information side of communication associated organizational strategies that govern the form of its organization and flow (indicating the beginning, continuation or completion; regulation of speech actions of communicants). For the elimination of arising communicative barriers, misunderstanding of different levels (phonetic, semantic, stylistic, logical), exit from communicative failures, communicators use compensatory strategies. The true meaning of professional communication - the implementation of impact - is realized through rhetorical strategies (lingvo-cognitive actions to assess the situation and choose the most effective method of influence).

As a basis for successful professional communication, we consider the mode of cooperation and the students' assimilation of the principles of cooperativity and pragmatics (G. Leech) [8], as well as an awareness of the psychological type of partner. The success of the negotiation process also depends on the subordination of communicative behavior to the rules and restrictions, which are determined by the degree of formality and norms of social behavior in a professional foreign culture society.

The interpenetration of interpersonal (development of relationships) and professionally significant (problem solving) interaction, their relationship and priority are variable for each participant of intercultural communication depending on his target orientation, chosen mode of interaction, adherence to communicative behavioral ritual and socio-cultural conventions that have a decisive impact on the effectiveness of communication .

Learning to communicate in a foreign language environment as a situation of professional interaction can only be carried out in an interdisciplinary paradigm with a parallel development of the structural, linguistic, behavioral, and sociocultural aspects of the negotiation process. The interdisciplinary knowledge necessary for the development of foreign language negotiation skills can be fully realized by the trainees thanks to the frame approach, which allows to structure the different content components of knowledge at different levels of the frame structure that integrates linguistic-cognitive, communicatively behavioral, sociopsychological and cultural background, as well as skills and ability to adequately the use of a professional thesaurus and multi-level means of a foreign language code for the verbalization of communicative interactive at different stages of the negotiation process.

The main components of the content of teaching foreign language skills of the negotiation process are: structural organization of the negotiations; meta-communication tools assigned to each stage of the negotiations; communication strategies and tactics; communication acts most typical of the negotiation process; the register and communication style, the foreign specifics of the preparation and conduct of negotiations; subject of negotiations, relevant training methods.

Meta-communication tools include speech formulas that allow students to identify the communicative intentions of participants in the negotiation process and its main stages: socialization (socializing), the purpose of which is to establish interpersonal relations; information sharing (fact-finding); proposals of the parties (proposing) and bidding; conclusion of the transaction and discussion of its conditions (bargaining); completion of negotiations and agreement development (concluding).

Analysis of speech actions implemented in the negotiation process, allows to reduce them to the following communicative acts: actual (establishing, extending and disconnecting contacts); organizational (organization of speech to achieve understanding); informative (transmission, reception of information and actions with it); emotionally-evaluative (evaluation of information, its commenting and expression of emotions); regulatory (regulation, planning of partners' actions, invitation to participate, etc.)

The study of the concept spheres of participants in the negotiation process belonging to different linguistic cultures (North America, Western Europe, Asia, Latin America, and the Middle East) makes it possible to identify the most significant differences in the attitude of the parties to the value components of other cultural knowledge that students of non-philological specialties should be familiar with.

As a result of the theoretical generalization of the scientific and practical component of the communication paradigm of modern globalized society, a model was developed for the development of foreign language skills in the negotiation process, which includes three stages of training aimed at bringing together cultural knowledge. At the first stage, the convergence of foreign culture knowledge and the formation of perceptual readiness for the mutual understanding of the negotiation process participants are carried out, at the second stage, the knowledge and skills necessary for preparing trainees for information exchange and deeper mutual understanding of the parties is "built on"; communicative skills that contribute to the effective interaction of the participants in the negotiation process when solving a practical task. An appropriate system of exercises aimed at developing students' skills in the negotiation process in English, aimed at consistently mastering students with relevant communication parameters, has also been developed.

The effectiveness of the created model of development of foreign language communicative skills of the negotiation process and the system of exercises for each stage of student learning has been experimentally confirmed. The level of formation of their foreign language skills of the negotiation process at each stage of training was assessed in accordance with the developed criteria:

- knowledge of the main socio-cultural universals relevant for negotiations; recognition of language markers of psychological and behavioral universals of cooperation and conflict - for the first stage of training;
- recognition of stages, strategies, meta-communication signals of the negotiation process; the ability to structure information and share it in communicative acts; the ability to verbalize communicative intentions and strategies in the mode of cooperation; skills of adequate variation of combinatorics of communicative acts, style and register of the negotiation process - for the second stage of training;
- the ability to integrate lexical and grammatical skills, communication skills and behavioral tactics to influence the partner; ability to vary the components and terms of the agreement/contract; the ability to achieve communicative practical goals - for the third stage of training.

Conclusions. Mastering intercultural professionally meaningful communication involves students learning professional concepts, sociocultural values and communicative norms of a foreign cultural community, because in intercultural interaction, and, above all, in international negotiations, the role of awareness of one's own culture and cultural specificity of a partner increases, and the degree of readiness is adequate, from the standpoint of ethnorelativism, to perceive the professional culture of another community.

The main components of the content of teaching the skills of building a communicative process in a foreign language are: the structural organization of communication; meta-communication tools assigned to each stage of communication; strategies and tactics of the communication process at each stage of its implementation; communication acts most typical of the negotiation process; style of communication, taking into account the specifics of other cultures for the preparation and successful implementation of the communicative act.