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РОЗВИТОК ІНШОМОВНИХ КОМУНІКАТИВНИХ НАВИЧОК У МАЙБУТНІХ ФАХІВЦІВ З ПУБЛІЧНОГО УПРАВЛІННЯ

Курс ділової англійської мови для студентів магістерського рівня спеціальності «Публічне управління та адміністрування» покликаний допомогти підготувати їх до ефективною діяльності в конкретних професійних контекстах. Сучасна соціально-економічна ситуація надає майбутнім фахівцям у галузі публічного управління більше можливостей для самореалізації; вона може здійснюватися не тільки через спілкування з іноземними колегами та партнерами, а й через виконання професійних обов'язків в іноземному середовищі. Іноземна ділова комунікативна компетентність як важливий компонент комунікативної культури є невіддільним складником підготовки майбутніх фахівців цієї сфери.

Метою статті є визначення системи вправ та заходів, які можуть бути використані для розвитку комунікативних навичок на заняттях з ділової іноземної мови для студентів спеціальності «Публічне управління та адміністрування». Під час навчання студенти оволодівають технікою спілкування, його операційною стороною, мовленнєвим етикетом, стратегією і тактикою діалогічного та групового спілкування, тобто опановують уміння встановлювати контакти з іншими людьми, вчать вирішувати різноманітні комунікативні завдання.

Завданням викладача ділової іноземної мови є формування та розвиток у студентів комунікативних навичок протягом усього періоду вивчення цієї дисципліни. Важливим фактором у цьому процесі є поєднання викладання лексичних тем ділової іноземної мови, граматичних правил та вивчення культурних особливостей різних країн. Основою навчання є комунікативний аспект вивчення мови. Пропонується система вправ для розвитку комунікативних навичок, які слід проводити на кожному занятті. Актуальним є використання аудіо та відео матеріалів з вправами перед та після прослуховування та перегляду. Запропонована сукупність вправ та практик допоможе сформувати стійкий комплекс комунікативних навичок, що є важливим для майбутніх фахівців у галузі публічного управління та адміністрування.

Ключові слова: ділова англійська мова, студенти-магістри, комунікативні навички, публічне управління та адміністрування.

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FOSTERING BUSINESS FOREIGN LANGUAGE COMMUNICATIVE SKILLS IN PUBLIC MANAGEMENT EDUCATION

Business English course for Public Management and Administration students is intended to help prepare them to perform effectively in particular professional contexts. The current socio-economic situation provides future specialists in the field of public administration with more opportunities for self-realization, which can be carried out not only through constant communication with foreign colleagues and partners but also through the performance of professional duties in a foreign language environment. Business foreign language communicative competence as an important component of communicative culture is an integral part of higher education.

This paper aims to define the system of activities and exercises that can be used to develop communicative skills in Business Foreign Language classes for students majoring in Public Management and Administration. While studying, students master the technique of communication, its operational side, speech etiquette, strategy and tactics of dialogic and group communication, i.e., they master the ability to communicate, establish contacts with other people, and learn to solve various communication problems.

The assignment of a business foreign language teacher is to train and develop communication skills throughout the entire period of studying this discipline. An important factor in this process is a combination of teaching lexical topics of a business foreign language, grammatical rules and learning cultural differences of the countries in which business is conducted. All this learning should be based on the communicative approach to language learning. Therefore, the author proposes a system of exercises to develop communicative skills that should be taught in each lesson. Among them the audio/video materials with the pre-listening and pre-watching activities, as well as post-listening and post-watching exercises. The given system of activities and exercises can help form a steady complex of communicative skills that are of huge importance for future specialists in the field of Public Management and Administration.

Key words: Public Management and Administration, Business English, Master's degree students, communicative skills

Formulation and justification of the problem relevance. The current socio-economic situation provides future specialists in the field of public management with more opportunities for self-realization, which can be carried out not only through constant communication with foreign colleagues and partners but also through the performance of professional duties in a foreign language environment.

As stated in the business foreign language program for applicants for the second (master's) level of higher education, foreign language communicative competence as an important component of communicative culture is an integral part of the education of higher education students who are preparing for life in a market economy, dialogue of cultures and peoples, and international communication [1]. Therefore students

participating in international communication must possess the necessary business communication skills, keep abreast of professional innovations and improve their professional level by being able to find and extract the latest professional information from foreign language sources.

The development of a future public administration specialist is closely related to improving communication skills, unlocking the potential in communication and forming strong communication ties that contribute to his or her effective management. Communication, is a key tool for performing any professional activity, including the work of a civil servant. The development of these skills significantly affects the level of professional skills, which should be based, on the one hand, on specialized knowledge and versatile professional skills, on the other hand, on the ability to communicate individually or collectively with performers of various social roles, following the norms of professional communication [5].

The state cannot have an effective public administration without building a proper system of internal and external communications and information exchange in the public administration sector, which accounts for up to 90% of the total working time of employees. The success of each team, community, and state as a whole also directly depends on setting up, functioning, and development of an effective system of communication between them. One of its key elements today is business communication, a component of modern management culture and a tool for fostering mutually beneficial interaction among all participants. The importance of business communication is also growing because it is a multifaceted process of establishing and developing contacts between people [4].

Interaction with surrounding people, emotional and confidential communication is a factor of personal growth, a means of developing communicative competence [7]

Analysis of recent research and publications.

The issues of communication skills and intercultural communication development have been studied by such foreign and domestic scholars as A. Davies, T. Dudley-Evans, M. St.John, T. Hutchinson, A. Waters, D. Hymes, K. Morrow, M. Schoker, H. Widdowson, N. Borysko, L. Mudrik, N. Drab. The methodological problems of using audio and video materials in foreign language classes were addressed by O. Tarnopolsky, S. Kozhushko, S. Nikolayeva, O. Zubchenko et.al.

Still, there are some issues that have not been covered by those studies. That is why the problems of fostering foreign language communicative skills of Public management students during the process of learning Business English are in the centre of the given study.

The purpose of the article. This paper is aimed at defining the system of activities and exercises that can be used to develop communicative skills in Business Foreign Language classes for future specialists in Public Management.

The main material of the study. Foreign language classes become classes of learning how to communicate since communicative learning (which is what it should be in the process of learning a foreign

language) involves organizing the learning process as the communication process model. In the process of studying, students master the technique of communication, its operational side, speech etiquette, strategy and tactics of dialogic and group communication, i.e. they master the ability to communicate, establish contacts with other people, learn to solve various communication problems, be speech partners while showing tact, friendliness, and initiative [3].

An important task for a business foreign language teacher is to select the material to be studied, i.e. the content of learning. The author agrees with O.B. Tarnopolsky, that such selection should be based on the analysis of students' needs and should be carried out only at the level of the communicative aspect of this content [6]. Providing a professional focus in teaching business English to individuals already working in the business sector (which, by our estimates, comprises 70-80% of the master's degree students) will be straightforward. The challenge lies in the inability to select material that meets the requirements of all students simultaneously. Higher education students majoring in Public Management and Administration can work in different positions and industries. It causes the problem of content unification. The foreign language teachers of KSAEU solved this problem by introducing such universal topics as Cross-cultural Communication, Business Communication by Phone, Presentations, Meetings and Negotiations into the study program. Communication skills are deliberate, automated actions that enable individuals to quickly interpret and respond to communication situations, determine the success of the perception of the objective world and the corresponding impact on it in the process of communication. To achieve the automatic reproduction of certain phrases and clichés inherent in the business style, we use specific exercises and activities that facilitate their learning and help students to use them in the correct contexts.

For example, in Business English classes, exercises aimed at developing listening skills are widely used. Through listening, students actively learn vocabulary, speech clichés, and grammatical rules of word use. Listening is a preparation for an appropriate response to the information one hears, for speaking, which helps you to develop your listening comprehension.

Listening is both a means and an end to learning. The use of listening as a teaching tool stimulates students' comprehension and communicative activities, provides management of the learning process since there is always feedback, and creates favourable conditions for mastering a foreign language [2].

Students listen to the dialogues, translate them if necessary, and then use the clichés learned from them in their dialogues based on the ones they have perceived.

Examples of listening exercises used in business language classes [8]:

- Listen to the recording. Make up a dialogue based on the following flow chart. After making the dialogue and reproducing it, listen to the recording of a model answer.
- Suggest a better version of the conversation.

- Listen to the recording of four conversation extracts. Match each of them to one of the given pictures.

- Look at the four pictures and use each of them for two or three minutes of continual conversation with a partner.

- Complete the script after listening to the recording of a conversation.

- Listen to the beginning of a conversation and answer the questions: Who does the caller ask to speak to? What is the result? Why is the caller successful here?

- Listen to three recorded extracts. In each call there is a communication problem. What is the problem? How could it be solved?

Also, the specifics of teaching the discipline remotely, using online platforms, suggested that it is necessary to connect not only an auditory analyzer for the perception of the material but also a visual one, which will contribute to the holistic perception of information, combining visual and auditory images in certain circumstances. Students are presented with a speech situation in which they may find themselves in the future while performing their professional duties. This contributes to their personal development, provides a link between learning and real professional situations, and helps to balance the acquisition of factual knowledge and practical communication skills in a given situation.

Video materials enhance the class's interest and diversity, thereby boosting students' motivation to learn a business foreign language. According to psychologists, it is the use of video and audio materials that improves the final result and encourages students to communicate. It's no secret that maintaining attention for a long time in an 80-minute class is quite a challenge. The video materials in the classroom diversify it and help to intensify the learning process, forming communicative and socio-cultural competencies. The experience of working with video materials has shown that material from short videos (3-8 minutes in length) is most effectively absorbed. Short videos (commercials, clips) can present new language material in a real-life business situation, develop speaking skills, explore cross-cultural environments, and identify intercultural differences.

The possible exercises before the watching of video can be:

- Vocabulary preview. The teacher provides a list of words from the video and asks the students to brainstorm the synonyms or antonyms; or to match them with their definitions;

- Show the title of the video. The teacher asks the students what the video will be about and what information it will include;

- Ask a few questions related to the topic of the video. The teacher tries to find out what is already known and what information will be new for the students;

- Focus on key details. The teacher provides a few statements that can be true or false. The students should decide which are true and which are false. Then they will compare their answers to the true ones after watching the video;

- Provide a few ideas on what the video is about. The teacher asks the students to work individually or in small groups to create ideas what will be in the video;

These pre-watching exercises prepare students to engage more effectively with the video content and can be easily adapted to fit various topics and video lengths.

After watching the video students may be asked to:

- Answer the comprehension questions (multi-choice or open ones);

- Write the brief summary of the video;

- Discuss in groups the main points from the video;

- Hold a debate on the controversial issue from the video;

- Reflect on how the video relates to their own experiences;

- Research more about a specific topic from the video;

- Fill in the gaps with the words and phrases from the video;

- Create a crossword with the active vocabulary from the video;

- Compose a letter based on the video.

These post-watching exercises help students process the video information while practicing their communication skills.

Conclusions and prospects for further research in this area. Future specialists in public management must have excellent communication skills both in their native language and in a foreign language. It includes knowledge of the cultural norms of communication, traditions and customs of the country and the certain area, knowledge and observance of speech etiquette, development of communication skills and application of the effective communication practices.

The task of a business foreign language teacher is to teach and develop communication skills throughout the entire period of studying this discipline. An important factor in this process is a combination of teaching business foreign language lexical topics, grammar rules and learning cultural differences of the countries in which business is conducted. All this learning should be based on the communicative approach to learning language phenomena. Therefore, the author recommends a series of exercises for developing communication skills to be conducted in every lesson. Particular attention is paid to audio and video materials that engage and motivate students (especially in online learning). These exercises, offered before and after listening to/viewing audio/video materials, help to improve communication skills and develop students' critical thinking, which, in turn, is necessary for future managers and leaders of government agencies and non-governmental organizations.

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ІНШОМОВНІ ХУДОЖНІ ТЕКСТИ У ФОРМУВАННЯ ЦІННІСНИХ ОРІЄНТАЦІЙ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ

В умовах сучасної освітньої системи важливість ціннісних орієнтацій зростає, адже вони безпосередньо впливають на соціальне, професійне та особистісне становлення молодих спеціалістів. Використання художніх текстів у навчанні іноземної мови є ефективним засобом не тільки для розвитку мовленнєвих навичок, а й для формування етичних, моральних і соціальних цінностей.

Ціннісні орієнтації визначаються як стійкі установки особистості, що формуються під впливом культурних, соціальних та освітніх чинників. Художня література, зокрема, допомагає студентам усвідомити різноманіття цінностей, що сприяє їхньому особистісному зростанню. Твори художньої літератури відображають складність людського досвіду, емоції та моральні дилеми, спонукаючи читачів до глибокого осмислення життєвих цінностей і формування власної світоглядної позиції.

Аналіз сучасних літературних творів, що порушують актуальні питання толерантності, соціальної справедливості й відповідальності, стає основою для обговорення моральних та етичних дилем на заняттях іноземної мови. Методичні прийоми, такі