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Forming communicative competence in future specialists of the socio-economic sphere

Формування комунікативної компетентності майбутніх фахівців соціально-економічної сфери

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Abstract

This article explores the cultural tendencies of verbal etiquette among future professionals in the socio-economic field in the context of postmodern society during their professional training. The aim of the article is to investigate the formation peculiarities of communicative competence in education seekers of socio-economic professions regarding the development of speech culture related to the problem of verbal etiquette in postmodern society. The components of communicative competence in future professionals of the socio-economic field include subjective, praxeological, and gnoseological aspects, which are interdependent and contribute to the development of communicative interaction in their professional activities. The research was conducted within the educational process of higher education institutions, employing identical measurement techniques, time, and duration of training, which allowed for diagnosing the level of communicative

Анотація

У статті досліджуються культурні тенденції мовного етикету майбутніх фахівців соціально-економічної сфери в контексті постмодерного суспільства під час професійної підготовки. Мета статті – дослідити особливості формування комунікативної компетентності у здобувачів освіти соціально-економічних професій щодо розвитку мовленнєвої культури у зв'язку з проблемою мовного етикету в постмодерністському суспільстві. Компоненти комунікативної компетентності майбутніх фахівців соціально-економічної сфери включають суб'єктивний, праксеологічний та гносеологічний аспекти, які є взаємозалежними та сприяють розвитку комунікативної взаємодії у професійній діяльності. Дослідження проводилося в рамках навчального процесу вищих навчальних закладів із застосуванням однакових методик вимірювання, часу та тривалості навчання, що дозволило діагностувати рівень

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competence of future professionals in the socio-economic field according to the criteria of speech culture. Communicative competence of future professionals in the socio-economic field is defined as the integration of scientific knowledge, intellectual and practical skills and abilities, virtual literacy in interpersonal interaction, competence in overcoming communication barriers, general culture, and personal qualities of education seekers capable of solving life-creative tasks.

Keywords: future professionals, socio-economic field, communicative competence, postmodern space, educational process.

Introduction

Radical changes in the development of political, economic, and educational systems, the continuous intensification of the information space, the acceleration of life pace, modern demands for the efficiency of professional communication, and increased intellectual workload - these are the defining characteristics of the prospects of the socio-cultural postmodern society.

Researching the development of the communicative competence of future professionals in the educational environment of higher education institutions is crucial, as it lays the foundation for their communicative and professional-personal growth. The formation of education seekers' personalities in the context of applying a competency-based approach to the development of communicative competence in future professionals in the socio-economic field, taking into account the specifics of individual communicative characteristics, remains unknown.

In the studies of modern researchers (Di Pietro, 2021; T. Engelking, 2018; Gong, Gao, Li, & Lai, 2021), communicative competence is presented as the basis for the development of a multicultural personality, dependent on successful interpersonal communication and the creation of communicative behavior models in the context of language and culture acquisition, as well as the prerequisites for achieving life-sustaining goals during communication and the implementation of professional training for students. Various aspects of professional preparation for future professionals in the socio-economic sphere are highlighted in the research of scholars such as B. Grimwood, M. Gordon &

комунікативної компетентності майбутніх фахівців соціально-економічної сфери за критеріями культури мовлення. Комунікативна компетентність майбутніх фахівців соціально-економічної сфери визначається як інтеграція наукових знань, інтелектуальних і практичних умінь і навичок, віртуальна грамотність у міжособистісній взаємодії, компетентність у подоланні комунікативних бар'єрів, загальна культура, особистісні якості здобувачів освіти, здатні вирішення життєво-творчих завдань.

Ключові слова: майбутні фахівці, соціально-економічне поле, комунікативна компетентність, постмодерний простір, освітній процес.

Z. Stevens (2018). The understanding of short-term variability in life satisfaction according to the model of individual differences in life satisfaction assessment is presented in the works of H. Bell, H. Gibson, M. Tarrant, L. Perry & L. Stoner (2016). The peculiarities of forming communicative competence in future educators, social workers, and psychologists have been investigated by L. Munalim & G. Gonong (2019), E. Niehaus, J. Reading, M. Nelson, Wegener & A. Arthur (2018). J. Kenworthy, A. Voci & M. Hewstone (2016) regard students' communicative competence as a combination of communicative knowledge and skills required for effective professional performance.

Despite a considerable number of scientific works on the issue of professional training of future professionals in the socio-economic sphere, the effectiveness of developing their communicative competence in the context of personal self-development and improving the educational activities of learners remains relevant.

The **aim of this article** is to investigate the peculiarities of developing communicative competence among students in socio-economic professions in terms of fostering language culture through the issue of speech etiquette in postmodern society.

The research was conducted within the educational process of higher education institutions, using the same measurement techniques, duration of training, and time frame. This allowed for the assessment of the level of communicative competence among future professionals in the socio-economic sphere

according to the criteria of the language culture. All participants provided their consent to participate in the study, and ethical rights were upheld.

The **leading idea** of the research is driven by the peculiarities of identifying the cultural-linguistic tendencies of future professionals in the socio-economic sphere regarding the issue of speech etiquette in postmodern society during their professional training. This will contribute to a purposeful and effective development of communicative competence among future specialists in higher education institutions during the modernization phase of the educational process, within the context of implementing innovative contemporary approaches.

Literature Review

N. Rabetska (2018) considers in her work communicative competence of future specialists in the socio-economic sphere in professional training. Defines the communicative competence of future specialists in the socio-economic sphere; considers the principles of organizing the educational process of higher educational institutions.

J. Pipitone, & C. Raghavan, (2017) in their article builds upon existing place-based research through the application of a socio-spatial perspective to make sense of how students' experiences in/of place shape, and are shaped by, the production of experiential learning space. They conduct a socio-spatial analysis of this data guided by Lefebvre's spatial theory and offer three spatial readings of our findings including a diverse country of paradox, encountered histories, and positioned bodies through narrative.

O. Halan (2018) emphasizes that the need for a new generation of social work specialists is a priority in the educational process of higher education institutions. He notes that today the development of society is characterized by a number of negative trends associated with the aggravation of socio-economic, socio-pedagogical problems and, as a result, socio-psychological maladaptation of his life is observed.

S. Arkhypova (2018) characterize the main groups of key competences of specialists in the social sphere and to develop a model of their formation in the process of professional training.

Methodology

The communicative competence of future professionals in the socio-economic sphere is characterized as a multi-component, complex-structured, individual-personal formation, based on a combination of knowledge and skills related to the experience of organizing professional communications within the context of interpersonal interaction. It is defined by the ability to perceive and understand partners for effective information exchange, the application of nonverbal and verbal communication elements, skills in emotional self-regulation to prevent and overcome conflicts in fulfilling duties, the display of empathy and tolerance towards one's environment to provide timely assistance in resolving non-standard life situations (Zurbriggen, Jendryczko, & Nussbeck, 2021).

Socioeconomic professions are professions that are determined by the effectiveness of communication in the "person-to-person" type context, involving the study of the essence of these relationships and the development of society regarding their impact on social processes in various manifestations of social interaction. These professions contribute to solving problems related to conflictual interactions in society, focusing on their development and the study of social trends and patterns in the preservation of historically established cultural traditions at all levels of interaction (Pedersen, Fitzke, Bouskill, & Sedano, 2021).

The *professional activity* of specialists in the socio-economic sphere is a process of direct interaction with people (or victims), in which case they consciously apply professional skills, education, and experience to provide the necessary socio-psychological and legal assistance in solving their difficult life situations (Grimwood, Gordon, & Stevens, 2018).

The components of the communicative competence of future professionals in the socio-economic field include the subjective, praxeological, and gnoseological components, which are interrelated and contribute to the development of communicative interaction in their professional activities (Liu & Zhang, 2014).

The praxeological component involves organizing productive constructive creative-innovative activities of professionals in the socio-economic field, which ensures the successful implementation of new technologies, programs,

and methods and also contributes to effective support of reflective and research-experimental activities.

The gnoseological component reflects respondents' sensitivity to receiving information through various means regarding the formation of their labor, moral, and intellectual assets, rapid acquisition of scientific research methods, and ways of studying individual characteristics of individuals. Gnostic abilities ensure obtaining information about one's environment, enabling control and self-regulation, and meeting the needs and capabilities of learners.

The *subjective component* contributes to the qualitative professional training for personal self-development and activation of educational activities for learners within the framework of domestic and global concepts of modern education. The student transitions from the role of an object being taught to the role of a subject responsible for their worldview, activating their exploratory and cognitive activities, self-developing, and self-improving in the process.

By the technology of preparing future professionals in the socio-economic sphere, we understand the holistic combination of teaching techniques, methods, and tools, as well as forms of correction and control, stages (individual-developmental, practice-oriented, and information-motivational) that harmoniously complement each other, forming a stable unity, within the context of their sequential implementation in the educational environment of higher education institutions, ensuring the effectiveness of the intended outcome.

The research was conducted at the Central

Table 1.

The level of knowledge of the specifics of professional communication in future socio-economic professionals in the experimental group (EG) and control group (CG)

Levels	Number of points	CG, in %	EG, in %
Sufficient	from 21 to 30	18,6	18,3
Satisfactory	from 11 to 20	44,1	45,0
Low	from 1 to 10	38,3	36,7

As seen in Figure 1, in the majority of individuals in the experimental group, communicative competence (45.0%) is formed at a satisfactory level. A significant percentage (36.7%) demonstrates a low level of communicative

Ukrainian State Pedagogical University named after Volodymyr Vynnychenko and the State Institution Southern Ukrainian National Pedagogical University named after K. D. Ushynsky, according to the decision of the specialized academic council (protocol No. 21 dated March 25, 2022). The empirical study involved 242 students aged 18-25 years. The experimental group (EG) consisted of 120 students who participated in the experimental methodology for developing communicative competence, while the control group (CG) included 122 respondents who only exhibited the phenomenon under observation. All participants voluntarily took part in the experiment, and their ethical rights were respected.

During the experimental research work, extensive observations were conducted on the behavior, effectiveness of interpersonal relationships, and communication style of future professionals in the socio-economic field. Interviews were also conducted with them, during which role-playing games, business simulations, discussions, and self-analysis of creative individual tasks were employed. The observations were carried out within the framework of a longitudinal study, ensuring the dynamic and representative nature of the sample results.

In the psychodiagnostic dimension of the communicative competence of future professionals in the socio-economic field, the questionnaire by N. Kozhemyako "Assessment of Knowledge Level in Professional Communication Specifics" was used. This questionnaire consists of 30 test tasks. Each correct answer is awarded one point (Table 1).

competence. Only 15 students (18.3%) possess a high level of communicative competence, which is not significantly different from the control group.

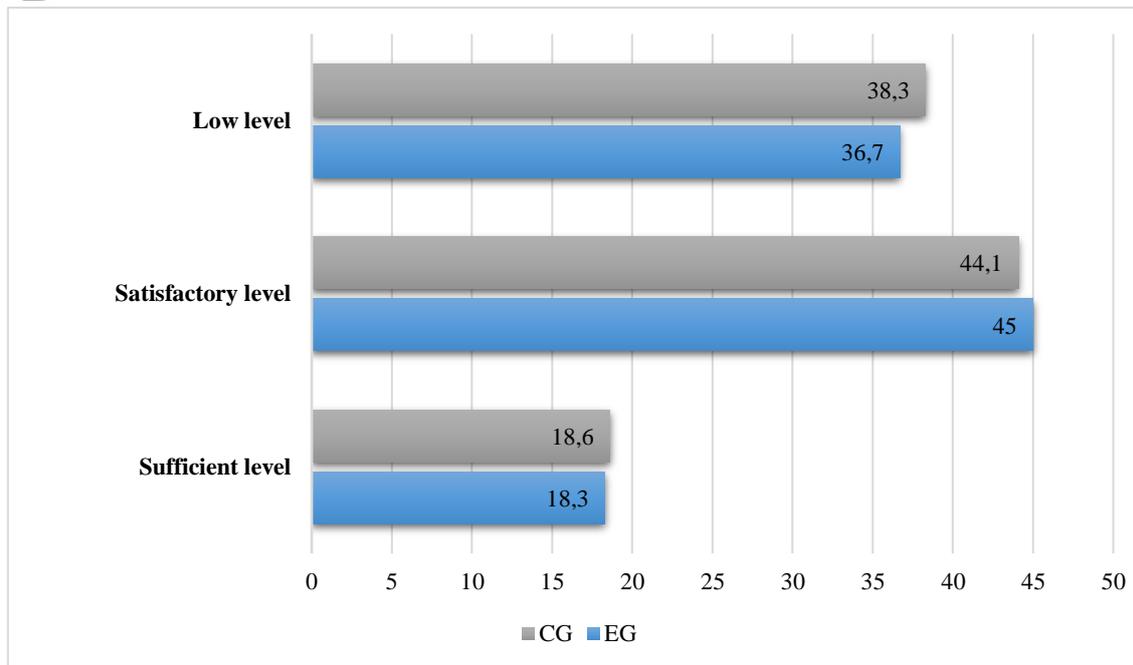


Fig. 1. Levels of development of communicative competence in students of the experimental group (EG) and control group (CG) (in %)

The next indicator of communicative competence is the awareness of the specifics of using virtual communication. Knowledge and skills related to virtual literacy are of particular importance in the modern context, as interpersonal communication occurs not only face-to-face but also through mediated channels. The need for consultation, obtaining information about needs, and receiving recommendations through the use of information and communication technologies, telephone, or the Internet provides comfortable conditions for communication between students and teachers.

In the context of preparing future professionals in the socio-economic field for their professional activities, cloud technologies, mind maps, and the author's screencasts were applied in every practical session. These tools were used to structure the theoretical components related to the research topic and present the main stages of developing a typical animation.

Virtual communication simulates the structure and functions of human interaction based on the outcomes of real relationships through virtual representations. Researchers (Buckner, Zhang & Blanco, 2021) have found that virtual communication:

- bolsters the development of creative “Me”;
- facilitates the communicative process itself;
- removes psychological barriers;
- has some advantages over real opportunities

in communication;

- there is some looseness and selective broadcasting of social standards (virtual attributes of physical superiority and beauty);
- social hierarchy, regarding the possibility of influencing the development of communications between partners, etc (Ngai & Janusch, 2015).

Characteristic features of individual student communication, with the advantage of computer networks, are:

- the possibility of communication with a large number of people who are in different parts of the world of the postmodern cultural space;
- impossibility of using non-verbal means of communication regarding the use of manipulative interaction;
- decrease of the emotional component during virtual communication;
- the anonymity of communication;
- reducing the psychological risk of increased trauma;
- formation of new forms and styles of Internet etiquette.

The style of virtual communication (Gong, Gao, Li, & Lai, 2021) is defined as an individual characteristic of educational seekers' virtual communication, characterized by interaction with respondents through network technologies.

The formation of virtual communication skills in future professionals in the socio-economic sphere involves the communicator's ability to understand the language of numbers, develop individual tactics, and establish interpersonal relationships with virtual interlocutors. The criteria for expert assessment regarding the features of communicative knowledge and skills in virtual communication include the ability to receive and understand information, express opinions, build virtual relationships, and develop an individual behavior strategy.

Thus, the virtual communicative competence of students will shape their understanding of the essence of cultural tendencies in speech etiquette in postmodern society, contributing to the development of their skills in mediated interaction in virtual spaces, remote telephone conversations for obtaining information, consultations in resolving complex situations, acquiring necessary preliminary information, scheduling meetings, and providing consultations. Therefore, the awareness of future professionals in the socio-economic sphere regarding the features of virtual communication confirms the level of development of their communicative competence.

In the future, we practically applied distance learning web services (e-mail, Google Classroom, Telegram, SMS, and Viber) and proved their effectiveness in the qualified training of future specialists of the experimental group of people. Regarding the qualitative implementation of this method in the educational process of higher education institutions, it is worth noting the possibility of using interactive video and audio presentations (Skype, Zoom, MS Teams, Google Meet) to implement virtual communication on various platforms (Reese, 2011).

Statistical calculations based on the Student's criterion ($S_{m1} = \sqrt{SS / N(N - 1)}$; $S_{m1}(CG) = 0.187$; $S_{m2}(EG) = 0.189$) indicate that the difference in performance indicators between the CG and EG individuals is not significant, and the results are approximately the same. This allows for their identification on general grounds of developing communicative competence. As for the effectiveness of using virtual communication technologies in the educational environment of educational institutions, it should be noted that the success of using interactive posters and project technologies according to this criterion for the topic "Computer Animation" through digital input in the EG is higher ($S_{m1}(EG) = 0.194$) than in the CG individuals, who used

written submissions on provided forms ($S_{m1}(CG) = 0.177$). The calculations show a certain difference in the indicators, indicating the advantages of distance learning for EG individuals.

$\Delta_1 = 0,296 \pm 0,32$ – in EG individuals;
 $\Delta_2 = 0,289 \pm 0,38$ – in CG individuals.

Thus, the experimental and control samples have some minor errors regarding the implementation of distance learning in the educational process of educational institutions, which highlights the importance of the following priorities of virtual communication in the development of communicative competence among education seekers: accessibility of training (for people with special needs, increasing the audience of students):

- individual focus of training,
- providing comfortable conditions for students and teachers,
- individual psychological features of cognitive processes,
- individual learning pace
- improvement of information culture, etc.

One of the indicators of the formation of communicative competence of future specialists in the socio-economic sphere is education in overcoming communication barriers. In general, communication barriers are obstacles to the exchange of information from the recipient (receiver) to the communicator (sender of information). Kuhbandner C., Spachtholz P., & Pastötter B. (2016) argue that communication barriers are psychological in nature and serve as a defense mechanism against distorted information.

Communication barriers in postmodern society are due to the following factors (Grimwood, Gordon, & Stevens, 2018):

- the difference in national traditions and cultures of people communicating;
- the difference in the level of education, values, and religious affiliation;
- age difference;
- social and property status;
- belonging to the male or female gender;
- disagreement in life needs and goals;
- a feature of the psyche of communicators;
- the presence of stereotyped thinking in the human mind, etc.

As for speech and stylistic provocations of

communication barriers, it is worth noting the following obstacles in communication (Pedersen, Fitzke, Bouskill, & Sedano, 2021):

- stylistic and phonetic barriers (violation of pace, diction, speed, and volume of speech);
- intellectual barrier (logico-agrammatic features of thinking);
- semantic barrier (caused by a person's own life experience);
- emotional barrier (difference in emotional background between partners);
- motivational barrier (diversity of goals, instructions, and motivation);
- socio-role barrier, etc.

There are also *speech barriers to communication* (communication in different languages). Often, the same expressions can be interpreted differently by communicators, and some words can be understood differently by them. Knowledge of overcoming communication barriers is the most important component in the ability to communicate effectively. Therefore, the acquisition by future specialists of the socio-economic field of knowledge and skills to overcome communicative barriers is a significant indicator of the level of communication competence formation (Savicki & Price, 2017).

Thus, the communicative competence of future workers in the socio-economic sphere is determined by the dependence of scientific knowledge, intellectual and practical abilities, and skills, virtual education regarding interpersonal interaction, education in overcoming communication barriers, general culture, and personal qualities of education seekers capable of solving life-creating tasks.

Results and Discussion

In the process of researching the levels of formation of communicative readiness for effective communication in future workers of the socio-economic sphere in the context of the indicated indicators, the following psychodiagnostic methods were used, presented in Table 2. The criteria for evaluating communicative competence about the problems of speech etiquette in a postmodern society were noted as follows (Buckner, Zhang & Blanco, 2021): cognitive (knowledge of professional communication, specific skills of virtual communication, skills to overcome communication barriers), personal (availability of empathy, communicative tolerance, conflict resistance, and emotional self-regulation skills), activity (perceptive skills and non-verbal communication, speech literacy, reflection).

Table 2. Psychodiagnostic measurements of the levels of communicative competence formation in future workers in the socio-economic sphere

Criteria	Measures	Methods
Cognitive criterion	Specifics of professional communication	Questionnaire "Determining the level of knowledge of the specifics of professional communication" (N. Kozhemyako)
	Orientation in professional terminology	"Language barriers in communication" test (V. McLean)
	Specificity of the skill of virtual communication	Questionnaire "To what extent do you know professional terminology" (I. Vlasiuk)
	Skills for overcoming communication barriers	Test "Computer communications" (O. Punko)
Personal criterion	Communicative tolerance	Diagnostics of emotional intelligence (E. Hall)
	Emotional self-regulation skills	Diagnostics of communicative tolerance (V. Boyko)
	Presence of empathy	Behavior description test (K. Thomas)
	Conflict tolerance	Diagnosis of the ability to empathize (E. Rogov)
Operational criterion	Speech literacy	Test "Assessment of the level of sociability" (V. Ryakhovsky)
	Perceptual skills	Test "Types of speech activity"
	Non-verbal communication skills	Self-assessment of the level of ontogenetic reflection (N. Fetiskin)
	Presence of reflection	Test "What do facial expressions and gestures tell you?" (O. Shayuk)

Experimental work on the formation of communicative competence in future employees of the socio-economic sphere involved the gradual introduction of a set of techniques,

methods, and teaching tools that harmoniously complement each other, guaranteeing the effectiveness of the planned result (Table 3).

Table 3.

Criteria for assessing the formation of the level of communicative competence of future specialists in the socio-economic sphere

Levels	Criteria	Before experiment		After experiment	
		CG, in %	CG, in %	CG, in %	CG, in %
Sufficient	Cognitive	22,2	23,1	23,8	39,2
Satisfactory		34,5	36,6	45,9	48,3
Low		43,3	40,3	30,3	12,5
Sufficient	Activity	20,5	19,2	24,6	38,3
Satisfactory		45,1	45,8	45,1	46,7
Low		34,4	35,0	30,3	15,0
Sufficient	Personal	21,3	20,8	26,2	46,7
Satisfactory		46,7	46,7	46,7	50,0
Low		32,0	32,5	27,1	10,0

According to the results of the diagnostics, after the end of the experiment, it was found that in the group studied in the implementation of technologies of preparation for professional activity, there were significant positive changes in the formation of communicative competence of future specialists in the socio-economic sphere in comparison with the control group of people, according to the results of which no significant changes were observed (Fig. 2, 3, 4).

As can be seen from Fig. 2., significant changes in the development of communicative competence of future workers in the socio-economic sphere according to the cognitive criterion were observed in the

experimental group, in the context of which purposeful corrective work was carried out. Thus, at a low level, the indicators of results decreased by 24.2%, at a satisfactory level, they increased by 2.5%, and at a sufficient level, by 21.7%, which indicates an increase in the level of communicative interaction of specialists.

Changes in this criterion are also observed in the control group, but not so significantly compared to the experimental group: at a low level, the results decreased by 5.7%, at a satisfactory level, they increased by 1.6%, and at a sufficient level, by 4.1%.

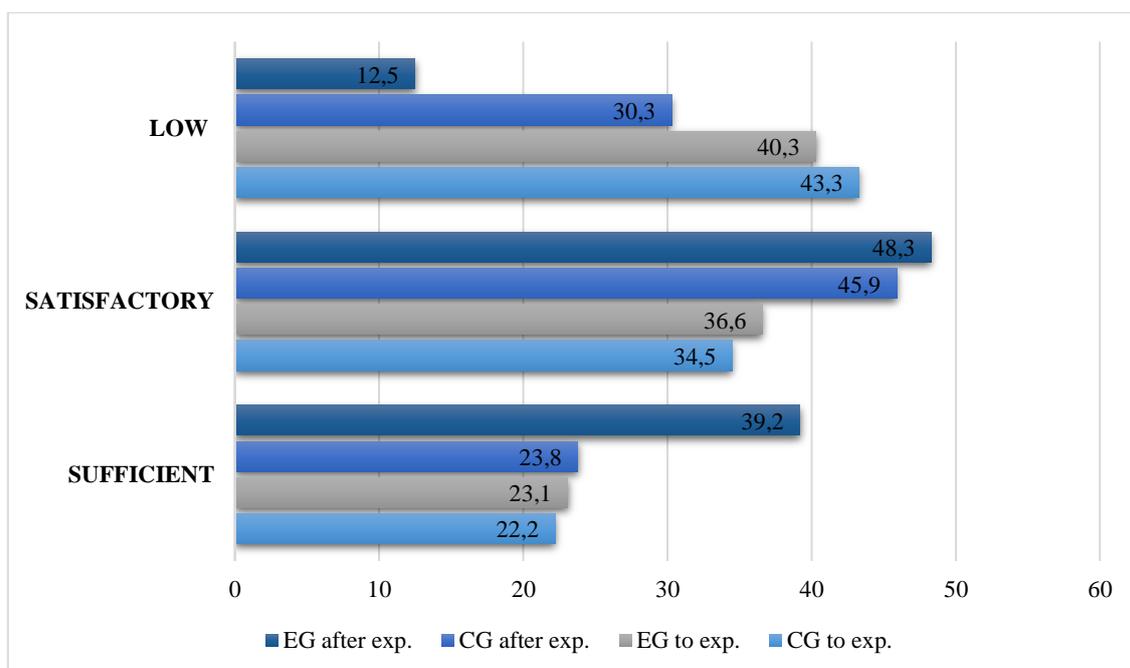


Fig. 2. Indicators of the levels of the formation of communicative competence in respondents according to the cognitive criterion before and after the experiment

Perceptible changes in measuring the levels of formation of professional communications in future employees of the socioeconomic sphere according to the activity criterion are shown in Fig. 3, where, thanks to the targeted work,

improvements occurred in the experimental group. Thus, at a low level, the indicators of results decreased by 20.0%, at a satisfactory level, they increased by 0.9%, and at a sufficient level, by 19.1%.

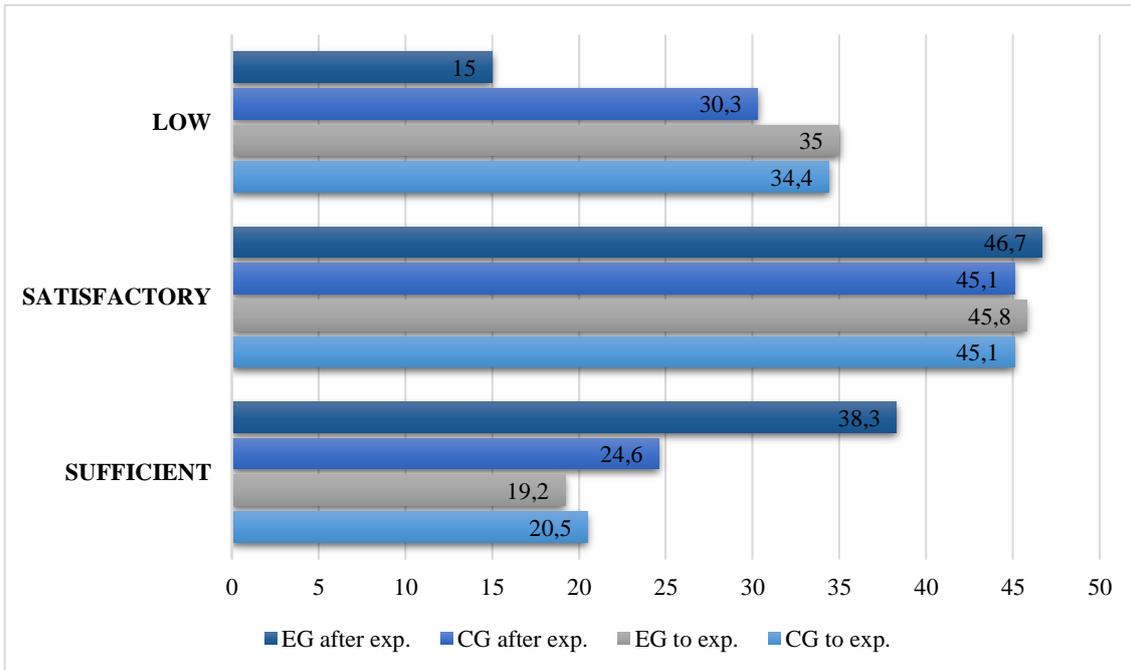


Fig. 3. Indicators of the levels of the formation of communicative competence in respondents according to the activity criterion before and after the experiment

Changes according to this criterion are also characteristic of the control group, which turned out to be less significant compared to the experimental group. At a low level, the indicators

of results decreased by 4.1%, at a satisfactory level, no changes were detected, at a sufficient level, the results increased by 4.1%.

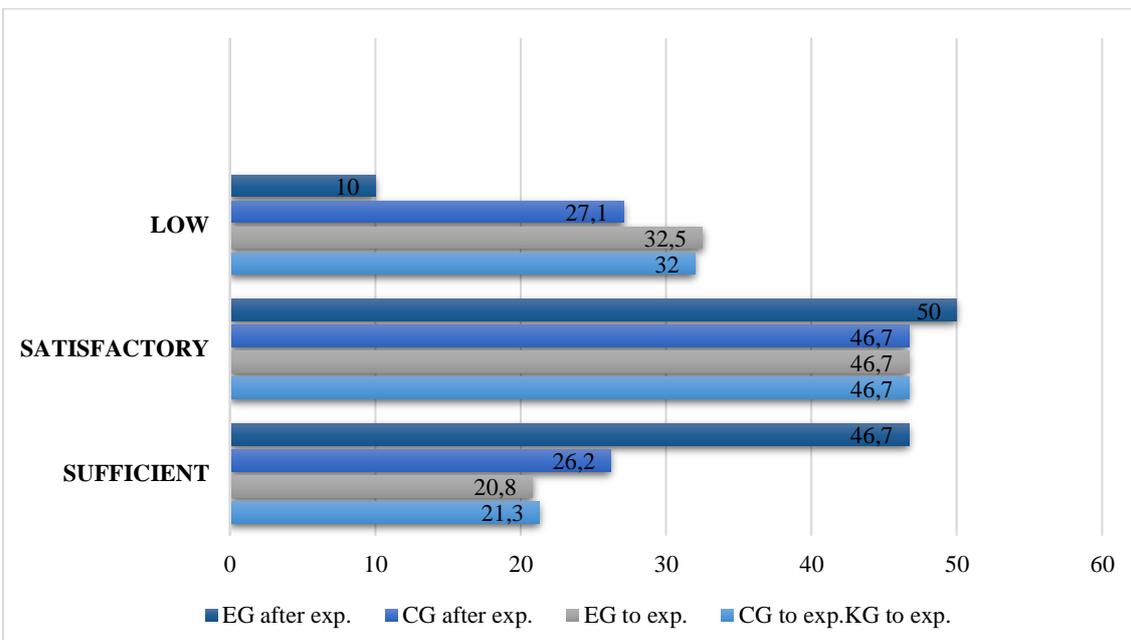


Fig. 4. Indicators of the levels of the formation of communicative competence in respondents according to personal criteria before and after the experiment

Perceptible changes were ascertained in terms of the level of formation of communicative competence of future workers in the socioeconomic sphere according to the personal criterion, which occurred in the experimental group (Fig. 4) in the context of purposeful work with education seekers. Thus, at a low level, the indicators of the results decreased by 22.5%, at a satisfactory level, there was a difference of 3.3%, at a sufficient level, the indicators increased by 19.2%.

In the control group, no significant changes, according to this criterion, were noted in comparison with the experimental group of persons. Indicators of low-level results were diagnosed, which decreased by 4.9%, at a satisfactory level, no changes are visible (the indicator corresponds to the mark of 46.7%), at a sufficient level, the indicators of results increased by 4.9%.

Conclusions

Thus, the implementation of training technologies for the professional support of future workers in the socio-economic sphere contributed to increasing the level of communicative competence at a high level, which is characterized by a mark according to the results of the study in the experimental group of people with a difference before and after the experiment of $39.2\% \geq 19.2\%$ and in the control group - $24.6\% \geq 20.5\%$, at a satisfactory level the difference was noted in EG students - $48.3\% \geq 45.8\%$, and in CG students - by $45.9\% \geq 45.1\%$, the low level was evidenced by the indicators of future EG specialists with a difference of $12.5\% \leq 35.0\%$ and among CG respondents – by $29.5\% \leq 34.4\%$.

Therefore, communicative competence is characterized as a complex integral personal formation, which is determined by developed individual and personal qualities and the presence of practical skills and communication skills, as well as knowledge of the rules and norms of communicative behavior in society, which are necessary for the implementation of constructive interaction with the surrounding people, and the ability to their application in the field of professional activity.

The conducted research does not reveal all aspects of the need for the formed communicative competence of future workers in the socioeconomic sphere but outlines the peculiarities of its development according to the problem of speech culture and communication etiquette in a postmodern society. The perspective of further scientific research is the

development of communicative competence of future employees of the socioeconomic sphere in the content of continuous education regarding the implementation of comparative pedagogical experience in the formation of communicative competence based on the results in Ukraine and abroad.

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