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TECHNOLOGY OF FORMATION OF BUSINESS COMMUNICATION CULTURE OF AGRARIAN MASTER STUDENTS WHILE STUDYING THE HUMANITIES

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The article deals with the results of the theoretical and methodological research of the issue of the formation of business communication culture of master students while studying the humanities in agrarian universities. Because of humanization of higher education nowadays, there is an urgent need to improve the professional training of agrarian master students, especially its cultural and communicative components. Therefore, the problem of the development of the appropriate pedagogical technology becomes important in the system of professional training of agrarian master students. The aim of the article is to work out and describe the technology of the formation of business communication culture of agrarian master students while studying the humanities in Ukrainian universities.

On the basis of the analysis of the current scientific sources the authors have identified the concept of the technology of the formation of business communication culture of agrarian master students while studying the humanities. This term refers to an organization of the purposeful, structural, integral and learner-centered process of the formation of motivation, values, knowledge and skills that provide students with an advanced level of business communication culture. This technology consists of such blocks as planning (purpose, tasks, principles and approaches); content (development of motivation and values; a complex of basic skills and knowledge); organization and methods (stages); reflection and result.

The course "Business Communication Culture for Agrarian Master Students" is a significant stage in the process of the formation of business communication culture of agrarian master students, since it improves the humanitarian training of agrarian specialists and extends students' knowledge of communication psychology and business etiquette.

Key words: *master's students, business communication culture, technology, the humanities.*

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ТЕХНОЛОГІЯ ФОРМУВАННЯ КУЛЬТУРИ ДІЛОВОГО СПІЛКУВАННЯ МАЙБУТНІХ МАГІСТРІВ АГРАРНОГО ПРОФІЛЮ У ПРОЦЕСІ ВИВЧЕННЯ ГУМАНІТАРНИХ ДИСЦИПЛІН

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У статті представлено результати теоретико-методологічного дослідження щодо формування культури ділового спілкування майбутніх магістрів засобами гуманітарних дисциплін в аграрних ЗВО. В умовах гуманітаризації та гуманізації сучасної вищої освіти виникає потреба в удосконаленні професійної підготовки майбутніх магістрів аграрного профілю щодо формування культурно-мовленнєвої складової їхнього професіоналізму. Тому питання розроблення відповідної педагогічної технології набуває особливої важливості в системі професійної підготовки майбутніх магістрів аграрного профілю.

Мета статті – розробити та охарактеризувати технологію формування культури ділового спілкування майбутніх магістрів аграрного профілю у процесі вивчення гуманітарних дисциплін у ЗВО України.

На основі аналізу сучасної наукової літератури авторами визначено поняття технології формування культури ділового спілкування майбутніх магістрів аграрного профілю у процесі вивчення дисциплін гуманітарного циклу. Досліджуваний феномен трактується як організація цілеспрямованого, структурованого, інтегрованого, особистісно орієнтованого процесу формування мотиваційно-ціннісної сфери та системи знань, умінь та навичок, які забезпечують сформованість в особистості високого рівня культури ділового спілкування. Основними блоками зазначеної педагогічної технології є проектно-конструктивний (мета та завдання, принципи та підходи формування), змістовий (зміст; розвиток мотиваційно-ціннісної сфери та сукупність основних знань, умінь та навичок), організаційно-методичний (етапи формування) і рефлексивно-результативний (результат формування).

Розроблений спеціалізований курс "Культура ділового спілкування сучасного фахівця аграрного профілю" є важливим етапом процесу формування культури ділового спілкування майбутніх магістрів аграрного профілю, що дозволяє компенсувати недостатню гуманітарну підготовку фахівців, значно поповнити запас знань у галузі психології спілкування та ділового етикету.

Ключові слова: майбутні магістри аграрного профілю, культура ділового спілкування, технологія, гуманітарні науки.

Introduction of the issue. The development of international business relations in agrarian sector calls for an intensive introduction of the communicative component into the educational process of Ukrainian agrarian universities. This component is considered to be an essential part of the curriculum since it contributes to an efficient training of highly qualified specialists, who are able to communicate and cooperate in world business environment. Taking into account that the formation of business communication culture of master students while studying the humanities is a rather complicated process that requires both theoretical description

and methodological support, there is a need to work out a pedagogical technology to provide a high level of business communication culture.

Current state of the issue. We would like to start our research focusing on the meaning of the concept of "pedagogical technology". The term "technology" (from Greek *techne* – art, skills and *logos* – study, concept) means efficient learning. Each technology includes a complex of methods which represent its structural components. The order of the methods used in every technological process is a pattern to achieve the planned result. In order to achieve the same result, technologies may vary due to adding

some new methods or improving the available ones [2].

The term "pedagogical technology" appeared in Ukrainian and Russian pedagogics in the 1920s (I. Pavlov, V. Bekhterev, A. Makarenko, A. Ukhtomskiy, S. Shastkiy). It should be stated that since then the meaning of this term has been changing and developing – from a complex of methods and tools directed to an effective organization of studying to a pedagogical system, in which the use of training tools improves the efficiency of educational process [5].

The analysis of modern pedagogical scientific works shows that nowadays there is no commonly accepted meaning of the term "pedagogical technology". The authors of the book "Educational technologies" [5] estimate more than 300 definitions of this term. In order to describe the pedagogical technology of formation of business communication culture of agrarian master's students while studying the humanities, we would like to consider some approaches to defining this term.

Pedagogical technology refers to:

- systematical step-by-step implementation of the planned educational process into practice; the project of a certain pedagogical system put into practice [1];

- a complex of tools and methods of theory-based educational processes, which make it possible to achieve educational goals [3];

- a complex that consists of some ideas concerning planned educational results, diagnostic tools, training patterns and criteria for the selection of the best possible model [4];

- a part of pedagogical science, which defines the purpose, content and methods of training and projects pedagogical processes; a description and an implementation of pedagogical process, functioning of all personal, instrumental and pedagogical tools [6].

We agree with the opinion of those researchers, who believe that a

pedagogical technology is a tool to achieve an educational purpose, since it "determines well-organized professional actions of agents of a pedagogical process, which, with optimal resources and efforts of all participants of pedagogical interaction, contribute to the accomplishment of the defined educational goal" [7].

The review of scientific sources shows that there are also such terms as "educational technology", which refers to general strategy of education development, and "instructional technology", which deals with methods of learning and teaching of a certain course content.

We support the point of view of H. Selevko [6] that the term "educational technology" involves various branches of education (economic, political, social, medical etc.) and a pedagogical technology is a part of an educational technology, which provides the achievement of learning and teaching goals. Therefore, we think that it is necessary to use the term "pedagogical technology" in the context of the formation of business communication culture of agrarian master's students while studying the humanities.

With respect to all abovementioned statements, we consider the technology of the formation of business communication culture of agrarian master's students while studying the humanities as an organization of the purposeful, structural, integral and learner-centered process of the formation of motivation, values, knowledge and skills that provide students with an advanced level of business communication culture.

Aim of research is to work out and describe the technology of the formation of business communication culture of agrarian master students while studying the humanities in Ukrainian universities.

Results and discussions. We suggest describing the technology of the formation of business communication

culture of agrarian master students while studying the humanities by means of a certain structural and logical pattern. It consists of a complex of interrelated and interdependent blocks such as: 1) planning (purpose, tasks, principles and approaches); 2) content; 3) organization and methods (stages); 4) reflection and result.

The planning block of our technology deals with defining the purpose and tasks which must be accomplished in order to provide the efficient formation of business communication culture of agrarian master students while studying the humanities. This block gives a general view of the final result of the whole pedagogical process of the formation of business communication culture and determines the key points of the other blocks of our technology.

The main purpose of the planning block is to form intermediate and advanced levels of business communication culture of agrarian master students while studying the humanities.

According to the purpose, we set the following tasks:

- to stimulate positive motivation of students to develop business communication culture and understanding of its importance in professional activities;

- to form a system of scientific knowledge of business communication culture;

- to develop communicative skills in professional environment;

- to develop skills of self-assessment, self-regulation, self-correction, self-understanding and self-development.

The content block reflects the development of motivation and values of agrarian master students, as well as a complex of the basic knowledge and skills, which are essential for their successful professional activities, so it includes: interest in business communication culture; communicative skills; understanding of the importance of business communication culture in

future career; the system of scientific and theoretical knowledge about the essence and specific features of business communication culture; knowledge of sociological and cultural peculiarities of business communication (including communication in a foreign language); knowledge of the theory of interpersonal communication in professional environment; knowledge about the functions of business communication in professional activities; knowledge of language patterns of greeting, agreeing, disagreeing, expressing apologies etc.; skills of business communication; skills of typical behavior in certain professional situations (conferences, discussions, negotiations); speaking etiquette of business communication; fulfilment of speaking functions; readiness to cooperation and ambitions to succeed in future career.

The third component – the organization and methods block – is one of the main blocks, since it reflects the organization of the process (stages order) of the formation of business communication culture of agrarian master students while studying the humanities. It deals with the selection of the most appropriate methods, tools and modes of study. The efficiency of this block depends on the active teacher and students' cooperation based on subject-subject trustful relationship.

The purpose of the preparatory stage is to form students' communicative needs and positive motivation to develop business communication culture. This stage deals with updating students' knowledge of the problem in the context of intersubject relations; informing students about theoretical background, structural components and levels of business communication culture; stimulating interest in business communication culture and orientation to humanistic communication in business environment; understanding of the importance of business communication culture for a successful career; focusing

students' attention on individual work according the curriculum.

The preparatory stage is implemented while teaching the humanities (Pedagogics, Engineering Psychology, Business English) with due regard for the appropriate content, which must include information about the role of business communication culture in professional activities in agrarian branch, about the importance of business communication in a foreign language, etc.

In our opinion, in comparison with other courses Business English has the greatest potential for the development of business communication culture of agrarian master students. We are sure that it is possible to pay attention to communication skills and culture components while learning each topic of the course Business English.

The main tasks of the formation of business communication culture in Business English class are the following: to develop students' lexical competence and speaking skills in business environment; to teach students to understand authentic oral and written texts dealing with agribusiness; to represent the peculiarities of national business etiquette in English-speaking countries; to inform about certain cultural differences of business communication; to form such skills as to write business letters, to participate in negotiations and discussions etc.

We recommend using interactive methods, such as group and project work, as well as business games, which contribute to the formation of the culture of business communication in a foreign language. We would like to give a few examples of the methods that can be used in Business English class:

1) Project work "Company Structure". The purpose is to develop business communication skills in professional activities.

2) Communicative situation "Job Interview". The purpose is to develop students' skills to communicate in

business activities and stimulate their interest in future career.

3) Business game "Hotel negotiations". The purpose is to develop skills to take part in business discussions, which help negotiate and find agreement. This method is also aimed to stimulate students' professional interest and to satisfy their needs to practise speaking skills.

4) Communicative situation "International Agrarian Fairs and Exhibitions". The purpose is to develop students' speaking skills.

The second stage is called basic. It deals with the formation of new knowledge about business communication culture, generalization and systematization of knowledge and skills with the aim of their integration, organization of students' communicative activities, correction of values in business communication, establishment of an individual program of self-development of business communication culture and intensification of students' individual work to form necessary skills.

On this stage we should focus on the implementation of a special course "Business Communication Culture for Agrarian Master's Students" into the educational process of agrarian universities.

The curriculum of the course involves the main problems of business communication, describes some conceptions and approaches to this term and deals with the skills that are to be used by modern specialists in their professional activities. The course is based on up-to-date theoretical and methodological sources by Ukrainian and foreign authors. We believe that the use of foreign experience of preparation of students to business communication helps improve the quality of professional training of Ukrainian specialists and organize the educational process in Ukrainian universities with respect to world standards.

The special feature of the course is its integrated character. It is impossible

to make the whole picture of business communication without correlating it to the modern system of scientific knowledge.

The systematization of knowledge concerning the meaning of business communication culture includes several ways. The first one deals with various approaches to defining the term "business communication culture" in philosophy, psychology and pedagogics on the basis of intersubject relations. The second one deals with peculiarities of professional activities of agrarian specialists and structural components of business communication culture of agrarian master students. We also select the components of the course content, taking into account whether the learning material is interesting, up-to-date, challenging and close to students' future career.

The content of the course consists of four parts. They are: 1) Theoretical background of the formation of agrarian specialists' business communication culture; 2) Internal factors of the formation of agrarian specialists' business communication culture; 3) External factors of the formation of agrarian specialists' business communication culture; 4) Special aspects of organization of agrarian specialists' business communication. The course consists of a number of lectures (four academic hours) and practical classes (thirty-two academic hours).

The purpose of the course "Business Communication Culture for Agrarian Master Students" is to develop business communication culture in professional activities of prospective agrarian specialists.

The main tasks of the course "Business Communication Culture for Agrarian Master Students" are: to extend students' knowledge about business communication culture; to develop skills of cooperation in agrarian professional activities; to develop positive motivation, values and attitude

to business communication and participants of this process; to form business communication culture in a foreign language.

The first part "Theoretical background of the formation of agrarian specialists' business communication culture" includes topics which help extend students' knowledge about business communication culture, which are required for successful professional cooperation. Moreover, while working with these topics, master students learn the importance of business communication culture for their future career.

The second part "Internal factors of the formation of agrarian specialists' business communication culture" deals with the development of students' motivation, values and positive attitude to business communication and participants of this process.

The third part "External factors of the formation of agrarian specialists' business communication culture" includes topics aimed at extending students' knowledge about national peculiarities of business communication in different cultural environment and their significance for a successful career of Ukrainian agrarian specialists on the world market. This part also deals with the improvement of self-development skills and skills needed to create one's own business image and communicate in a foreign language.

The fourth part "Special aspects of organization of agrarian specialists' business communication" includes topics which help develop basic skills to communicate and cooperate in professional activities of agrarian specialists, such as to take part in business talks, discussions, to make reports and presentations.

Each topic of the course includes such components as the purpose, a list of basic concepts, theoretical issues, tasks for practical and individual work, self-control questions and a list of references. Moreover, we offer a list of

topics for students' reports. We believe that all these components will help students cope with the curriculum and summarize the most significant parts of course content.

It is necessary to mention that our course is an important stage in the process of the formation of business communication culture of agrarian master's students. The course makes it possible to balance with insufficient humanitarian training in agrarian universities and extend students' knowledge in the field of communication psychology and business etiquette. The key point is that students have an opportunity to understand the necessity and significance of business communication culture for their successful career and develop integrated skills of business communication culture.

The purposes of the basic stage of the organization and methods block are achieved by such means as a role-play of typical situations of professional cooperation, business games, group discussions and talks, doing practical tasks and exercises, analysis of certain situations of business communication. On this stage we offer to use audio- and video-content as well as information communication technologies.

Thus, the methodological organization of the basic stage of the formation of business communication culture is aimed not only to develop certain communicative skills of agrarian master students, but also to improve all the components of business communication culture (motivation and values, cognitive, professional and communicative). This is the focus of the organization of group and individual students and teachers' work.

The purpose of the final stage is to improve business communication culture of agrarian master students, to use their communicative experience in industrial work placement, to organize students' research and to develop self-assessment skills.

We consider industrial work placement to have huge potential in the formation of business communication culture. It provides students with a possibility to be engaged in real business communication solve certain professional problems and be involved in professional activities, which helps develop professional values and competences.

According to the stated purposes, master students do a number of tasks in their industrial work placement. These tasks include the following ones: to create positive impression in order to stimulate efficient cooperation; to talk to a representative of an organization in order to receive some information taking into account the norms of business etiquette; to have a telephone conversation; to write an official e-mail.

On the final stage we offer to organize roundtable discussion, which is considered to be one of the most efficient methods of the formation of business communication culture of agrarian master students.

We would like to suggest a list of the most urgent problems to discuss:

- 1) New professional requirements for agrarian specialists.
- 2) Business communication culture as an essential part of professional competence of agrarian specialists.
- 3) Benefits for agrarian specialists with the advanced level of business communication culture on the world market.
- 4) Business communication culture as a means for self-development of agrarian specialists nowadays.
- 5) Highly qualified specialists with the advanced level of business communication culture as a new type of agrarian specialists.

On the third stage we offer to use such forms of organization of the educational process as students' individual and research work as well as tutorials. Different forms of group work are also efficient.

The last block of our technology is called reflection and result. It describes

the expected result, which is the formation of motivation and values, cognitive, professional and communicative components of business communication culture of agrarian master students and their ability of self-development and self-improvement.

Conclusions and research perspectives. Thus, taking into account the increased role of humanization nowadays and the needs of students for the realization of their personal and cultural potential in the academic and professional environment, we have developed the technology of the formation of business communication culture of agrarian master students while studying the humanities. Our technology consists of the planning, content, organization and methods as well as reflection and result blocks. The planning block includes the purpose and tasks which stimulate the efficient formation of business communication culture of agrarian master's students while studying the humanities. The content block deals with the development of motivation, knowledge and skills necessary for a successful communication in professional environment. The organization and methods block is the main one, since it deals with the organization of the process of the formation of business communication culture of agrarian master students while studying the humanities. The reflection and result block describes the expected result, which is the formation of motivation and values, cognitive, professional and communicative components of business communication culture of agrarian master students and their ability of self-development and self-improvement. We consider the prospects for the further research to be connected with the introduction of the course "Business Communication Culture for Agrarian Master's Students" into the educational process of Ukrainian universities.

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