Revista Românească pentru Educație Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2023, Volume 15, Issue 3, pages: 55-71 | https://doi.org/10.18662/rrem/15.3/753
Submitted: June 25th, 2022| *Accepted for publication:* December 19th, 2022

Communication Culture as a Key Professional Skill

Nataliia MORDOVTSEVA [1]
Olena SLOBODIAN [2]
Inna HRYHORIEVA [3]
Iryna UZHCHENKO [4]
Oksana TSALAPOVA [5]
Iryna MAKARENKO [6]

[1] Candidate of pedagogic Sciences, Docent of the Department of Philological Disciplines, State Institution Lugansk Taras Shevchenko National University, Poltava, Ukraine, mordovcevanv@gmail.com, https://orcid.org/0000-0002-1827-9404

[2] Candidate of Philological Sciences, Docent of the Department of Philological Disciplines, State Institution Lugansk Taras Shevchenko National University, Poltava, Ukraine, helenslobodian87@gmail.com, https://orcid.org/0000-0002-5415-7324

[3] Candidate of Pedagogic Sciences, Docent of the Department of Defectology and Psychological Correction, State Institution Lugansk Taras Shevchenko National University, Poltava, Ukraine, grigorevainna777@gmail.com, https://orcid.org/0000-0003-2705-3041

[4] Candidate of Psychologic Sciences, Docent of the Department of Defectology and Psychological Correction, State institution Lugansk Taras Shevchenko National University, Poltava, Ukraine, mrs.uzhchenko@gmail.com, https://orhid.org/0000-0001-6862-1223

[5] Candidate of Philological Sciences, Docent of the Department of Philological Disciplines, State Institution Lugansk Taras Shevchenko National University, Poltava, Ukraine, oksanacalapova1998@gmail.com, https://orcid.org/0000-0002-9732-353X

[6] Candidate of Pedagogic Sciences, Docent of the Department of Defectology and Psychological Correction, State Institution Lugansk Taras Shevchenko National University, Poltava, Ukraine, makarenkoirina2405@gmail.com

Abstract: *The article reflects the culture of communication as effective communication skills in professional activities in the contemporary world. The aim of the article is to study the role of language clichés in professional communication, to determine the role of professional communication in the educational process and to present the structure of business communications and ways to increase their efficiency. The article provides the results of a study on speech interaction in the professional sphere. The authors of the article describe such phenomena inherent in the communication of employees of the penitentiary system, as compliance with the rules of official communication, the rules of language etiquette of teachers, methods of evaluative expressions. Particular attention in the characterization of evaluative expressions is paid to the ways of expressing criticism and praise in professional communication. The article considers language aggression as an unacceptable form of communication. The author identifies ways to combat language aggression. Such aspects of language communication as observance of norms of official communication, rules of language etiquette, and methods of evaluative expressions play an important role in professional activity. Language etiquette is a verbal formula for expressing polite attitudes to people in society. Therefore, learning to follow it is an extremely important task in today's world for the effectiveness of dialogue and business understanding.*

Keywords: *Linguistic interaction, sphere of communication, norms of official communication, rules of language etiquette, language aggression.*

How to cite: Mordovtseva, N., Slobodian, O., Hryhorieva, I., Uzhchenko, I., Tsalapova, O & Makarenko, I. (2023). Communication Culture as a Key Professional Skill. *Revista Românească pentru Educație Multidimensională, 15*(3), 55-71. https://doi.org/10.18662/rrem/15.3/753

©2023 Published by LUMEN Publishing. This is an open access article under the CC BY-NC-ND license http://creativecommons.org/licenses/by-nc-nd/4.0/

Introduction

The relevance of the study of the features of language communication in the professional sphere is indisputable both in domestic and foreign practice, as it concerns the practical issues of interaction between employees in the daily professional activities. The effectiveness of their interaction in the workplace and the effectiveness of professional activity depends on the speech communication of employees.

Nowadays society is a complex dynamic system, the communicative space of which is characterized by interactivity and dialogue, as well as the presence of equal and independent participants. At the same time, not only the traditional forms of reproduction and transmission of culture, but also the models of communication, which yesterday seemed inviolable and established, are changing significantly. New times also offer new means of communication, one of which is the Internet, which has changed the usual ideas about communication and caused a lot of problems. The strengthening of the role of the media, the emergence of a large number of communicative intermediaries, and especially thanks to the latest computer technology – all this contributes to the problem of communication culture of current sound.

Today's researches by Bazhenova (2012), Dyakova (2006), Trotsenko (2011), Nenko et al. (2022), Gerasymova et al. (2019), Onishchuk et al. (2020), Maksymchuk et al. (2018) and other scientists are devoted to the scientific coverage of issues of speech interaction. In his research, Bazhenova (2012) argues that professional communication is one of the activities in which disputes and contradictions often arise. The importance of her scientific work lies in the fact that she offers the following registers of business communication to find compromises, balance different positions of interlocutors, reach agreement, mutual understanding and, as a result, increase the efficiency of professional communication: negotiations, meetings, business conversations. According to Shpomer (2011), Trotsenko (2011) the important components of language communication in professional activities are evaluative expressions of praise and criticism (Goman, 2010). The scientist believes that the effectiveness of the interaction of communication participants depends on how correctly and accurately we use evaluative statements.

In foreign scientific literature, the expression of criticism in the professional sphere is considered ambiguous. Lynch and Hanson (2011) distinguish constructive and non-constructive criticism when considering ways of expressing criticism in the professional sphere. However, Sinelnikov (2016), Zhurat et al. (2020) formulating the "law of rejection of public

criticism", notes that everyone has a high internal self-esteem, so any teaching, criticism or unsolicited advice in the communication process is perceived by people at least cautiously – as an attempt on their independence, a demonstrative doubt in their competence and ability to make independent decisions. Nordby (2020) argues that when criticism is carried out in the presence of others, it is rejected by the subject in almost 100% of cases. In their research scientists Chornodon et al (2021a, 2021b) note the importance of language clichés for expressing praise in professional communication, business compliments, which openly express approval or fascination of the interlocutor. Chornodon et al. (2021c), proves that speech behavior in the professional sphere in both domestic and foreign communication has a socio-role conditioning. Tarasenko et al. (2022), raise the problem of communication culture, which is relevant in both domestic and foreign society, as the important requirements for the training of a today's teacher as a highly competent holistic person, ready for human relations, mutual understanding, cooperation, creative self-development; a person capable of implementing their human and social skills (Honchar et al., 2021).

The purpose of the article is to study the role of language clichés in professional communication; to determine the features of professional communication in the educational process; to outline the structure of business communications and ways to improve their effectiveness. The subject of the research is professional communication of a teacher in a modern educational institution.

The study of this issue used theoretical methods: analysis and synthesis of the literature on the problem of research.

The value of this scientific research is the allocation of the most effective language clichés in professional communication; determination of the signs of professional communication in the educational process; determination of the structure of business communications and ways to improve their effectiveness.

The role of language clichés in professional communication

An important role is played by speech clichés for expressing praise in professional communication, despite the profession, are business compliments, openly expressing approval or admiration of the interlocutor, his appearance or manner of behavior. For example, in Ukrainian communication the following clichés are used: "You know, your energy just charges us!", "I am always amazed by the breadth of your outlook!" "What a pleasure talking to you!" "You know, your energy just recharges us!", "I am

always impressed by the breadth of your horizons!" "How nice to talk to you!" Perhaps I would go scouting with you! Such language formulas create a positive attitude and allow you to achieve the desired results.

To express a request in business communication, mild expressions are used not in the form of an order, but in the form of a question: "Could you close the door?" Such communication is characteristic of common civil norms of linguistic behavior both in Ukrainian and in other languages, such as English. It should be noted that employees of the penitentiary system working with convicts must be able to give clear, unambiguous instructions (Boyko, 2007).

Professional communication is one of the activities in which disputes and contradictions often arise. To find compromises, balance different positions of interlocutors, reach agreement, mutual understanding and, as a consequence, increase the effectiveness of professional communication both in domestic and foreign communication such registers of business communication as negotiations, meetings, and business conversations are relevant (Kornosenko et al., 2021). Speech communication in professional activities includes conflict interaction, i.e. the clash of interests and views that lead to serious differences. Conflict interaction includes various genres, such as accusation, condemnation, disagreement. Despite the fact that the conflict sometimes has a positive effect and leads to detente, relief, it can lead to a heated argument, accompanied by mutual accusations, threats, insults (Bazhenova, 2012).

The only tactic aimed at resolving conflicts in both domestic and foreign communication is to conduct a constructive dialogue, in which partners are not perceived as opponents, but as employees who openly justify their positions and are ready to compromise. In addition, overcoming conflicting communication serves as a development of the speaker, promotes the acquisition of skills of persuasion and argumentative culture, which involves achieving a balance between logical and emotional components of communication (Tkachova et al., 2021).

Language aggression should be considered an unacceptable phenomenon in language communication. Speech aggression is defined as "a verbal expression of negative feelings, emotions, and intentions in an unacceptable form in this language situation, which has a negative impact on the interlocutor".

Speech aggression in both domestic and foreign communication includes speech acts caused by emotionally negative attitudes, such as swearing, insults, and threats. Speech aggression can have varying degrees of expression, which is reflected in its definition as rude, abusive, offensive,

insulting, degrading, hostile, impolite, depressing overwhelming (Johnson, 2006).

Verbal abuse occurs when ethical and linguistic assessments are violated, rather than linguistic norms. Speech aggression is caused by a combination of extralinguistic factors. The main ones, according to researchers, are the high degree of tension of interpersonal relations in society, associated with the instability of the economic and political situation of society; reduction of the level of general culture, due to changes in the value orientations of the individual and society as a whole; the destructive influence of the media on the individual, which leads to increased feelings of insecurity and instability under the influence of flows of negative information.

To counteract aggressive speech behavior in both domestic and foreign communication there are various strategies, such as ignoring or shifting attention, i.e., talking about another topic (Marshalok et al., 2021).

Thus, speech behavior in the professional sphere in both domestic and foreign communication has a socio-role conditionality. The most constructive speech behaviour in the professional sphere can be described as follows. Manifestation of restraint and respect for the interlocutor is manifested in the expression of interest, gratitude and appreciation, restrained humour, approval, avoidance of assessments, as well as the use of active listening techniques (Christenson, 2009).

The expression of praise for the interlocutor is the formation of friendly relations. To change the negative mood of the interlocutor, to resolve contradictions, tactics of apology, explanation, joint search for solutions are used. The specifics of the language behaviour of employees of the penitentiary system are the knowledge and use of speech formulas of official communication, the ability to clearly give orders to subordinates (Strashko et al., 2021).

Thus, verbal interaction aimed at cooperation, not confrontation, increases the effectiveness of professional activities.

Professional communication in the educational process

For a today's school, the problem of interaction between participants in the educational process is becoming very significant in both domestic and foreign communication. The success of the interaction of the subjects of the process is determined by the level of communication culture. It is a mandatory part of a holistic pedagogical process, a means and a prerequisite for the implementation of all types and functions of pedagogical action.

The problem of communication culture is especially acute in Ukrainian society in both domestic and foreign communication. This increases the requirements for the training of contemporary teachers as a highly competent whole person, ready for human relations, mutual understanding, cooperation, creative self-development; a person capable of realizing their human and social skills (Honchar et al., 2021).

It is necessary to raise the level of communicative culture of the teacher to involve the student in active speech situations and teach him how to deal with it. The main indicator of the culture of teacher communication is the humanistic position, self-study, interest in another person, and then techniques, means of communication, etc. (Konetskaya,1997).

Teacher's communicative culture is a combination of technological communicative skills and personal communicative qualities, characterized by the presence of a communicative ideal, a value attitude towards the student, knowledge, norms and rules of pedagogical communication, personal knowledge, and communicative qualities. There must also be the ability to cope with the pedagogical situation and the perception of regulatory, informational, motivating, reflective and affective functions (Śliwa et al., 2021).

One of the tasks of the school, which organizes the process of forming personal orientation, is the new interpersonal relationships building of students with other people. These challenges include new goals, ways of communicating and new tactics that allow the student to feel their trust in others, psychological well-being and joy of life (Trotsenko, 2011).

A special role is given to the position of the teacher in communication, which is characterized by the recognition of the student as an equal partner in terms of cooperation, interest orientation. To introduce the student to an active speech situation and teach him to navigate it, it is necessary to increase the level of communicative culture of the teacher to such an extent that he saw in the student's personality.

An indicator of the teacher's communication culture is first the humanistic position, and then the means of communication techniques. It is important for the teacher to remember that optimal communication is not the ability to maintain discipline, but the exchange of spiritual values with students; common language with children is not a language of commandment and obedience, but a language of trust.

It is important to develop communication skills and attitudes of psychological qualities that are components of professional competence. The group of these skills related to the techniques of free use of different

languages and means of speech is considered as part of the communicative culture in different communicative language and situational conditions.

To do this, the teacher must be able to build communicative tasks, including creating conditions for psychological security in communication and implementation: reserves of communication partner, information exchange, mutual knowledge, interaction, application of techniques that contribute to a high level of communication (Filippova, 2016).

Conducting a communicative dialogue with students requires a teacher of high culture – pedagogical, psychological, moral, and linguistic. Knowledge of the scientific principles of communication is the basis of the art of communication. The art of communication decisively determines and determines professional success.

Teacher development includes a set of skills:

- the ability to observe, switch attention, understand the mental state of another person;
- the capability to control their behaviour and emotions;
- the skills to establish verbal and nonverbal contact with students.

The teacher (educator) is constantly involved in the process of communication, which ensures different relationships with their colleagues and students. There is a real need of contemporary society for specialists who are able to develop constantly their personal qualities, contribute to the progress of professionalism, the spiritual world, the use of common and communicative culture, to explore their natural abilities. Therefore, the teacher must have a high culture of communication, which implies the presence of communicative knowledge, skills and abilities. All this develops important psychological qualities that are part of the competence of a teacher of a contemporary educational institution (Green et al., 2017).

The style of communication depends on the professional and pedagogical stance of a teacher. The personal attitude of the teacher is determined by his social status and role. The value of the pedagogical stance is that it is personal and professional at the same time.

Culture and activity refer to development as a gradual movement from simple to complex, from the initial to the highest level, as a change associated with the transformation in the inner sphere of the subject, its structure, and certain criteria. In accordance with these criteria, it is possible to determine the level of development of the teacher's communicative culture. The key to all this is the developed structural and functional model of communicative culture, characterized by integrity, the relationship of components.

According to these criteria, the stages of development of the communicative culture of the future teacher were determined (Oborotova et al., 2020).

1) the level of general communicative competence, characterized by the presence of theoretical knowledge about the structural components and functions of the communicative culture of the teacher, the adoption of current humanistic trends in pedagogy;

2) the level of communicative competence, characterized by a focus on pedagogical action, the future teacher's knowledge of the culture of communication, some norms and rules of pedagogical communication;

3) the level of professional and pedagogical communicative competence, which is characterized by the presence in the communicative culture of the teacher of all structural components of communicative culture;

4) the level of professional and educational communication skills - the presence of all the above structural components of communication culture; learning talent and special skills. This level of communicative culture of a teacher is a level of skill.

The peaks of pedagogical creativity can be mastered only in the process of long pedagogical work.

The development of communicative culture in general and pedagogical in particular is a difficult, long and indirect process. This requires not only the efforts of performers, a set of relevant activities and those who want and seek to develop these qualities in themselves, as well as appropriate material, social, historical and other conditions (Shishova, 2015).

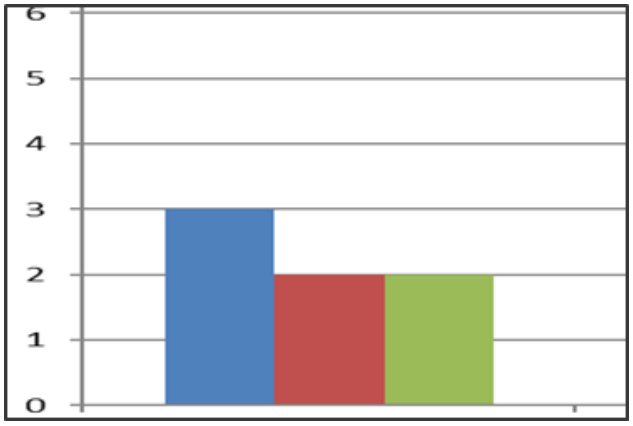
The formation of a culture of communication is an objective necessity of a contemporary school, the purpose of which is orientation related to the formation of the student's personality, which is characterized not only by awareness in various fields of science, but also communicative skills and tolerance solutions in different life situations.

All this will make it possible to harmonize relations with the outside world, to adequately adapt to the conditions of contemporary society, social, professional, spiritual and moral values.

This is the communicative culture of the teacher, a qualitative feature of the subject of professional activity, which includes a system of communicative knowledge, skills and abilities that determine the specific position of the individual in communicative activities. The communicative culture of the future teacher is the basis of professional and educational activities and determines its success.

Thus, to study effective interaction in the conditions of today's school under the conditions of implementation of the humanistic approach in the interaction of the teacher-student, the modern teacher should be guided by the requirements of communication culture, a democratic communication style that takes into account the individual characteristics of both students in which he teaches, and the individual psychological properties of students. Only this will ensure the solution of educational tasks and provide constructive interaction in the educational space of the school.

In order to examine the current advantage of today's teachers in the level of pedagogical communication culture, a google questionnaire was administered on several questions related to the culture and style of pedagogical communication in today's school. A total of 170 google respondents between the ages of 25 and 50 who currently teach in school participated in the questionnaire. Of these, 145 were women and 25 were men.



High Average Low

Figure 1 Levels of teachers' pedagogical communication
Source: Author's own conception

As a result of the survey, it was found that 60% of the respondents have a high level of pedagogical communication, 40% have an average level, 40% have a low level. Such statistics need to be understood that the teacher's culture of communication needs to be improved.

The structure of business communication and the ways to increase its efficiency

All people communicate with each other easily, influence each other, and from childhood acquire speech skills as the main means of communication. And yet the complexity of communication, including a variety of functions and sides, verbal and non-verbal communication, is a serious topic of scientific research by scientists from different fields. After analysing the literary sources and basing on many years of our own experience in studying this issue, we will try to reveal the structure of business communications and ways to improve their effectiveness.

For a specialist, the art of communication is the most important professional quality, because the main means of interaction with the target audience is communication. Therefore, the effectiveness of his work largely depends on the level of development of communication skills of the specialist (Trotsenko, 2011).

Time dictates the rejection of authoritarian communication. It is known that authoritarian communication is easier than democratic, because it is based on blind obedience and does not require hard work. Authoritarian communication is rooted in the system of administrative commands. Democratic communication is more difficult because it involves the implementation of attitudes through the acceptance of recipients of communication goals. In any communication, its three sides are manifested in an inseparable unit: communicative (transmission of information), interactive (interaction, mutual motivation), perceptual (mutual perception).

Language is not only a process of communication, but also a way of thinking, that is why certain features or properties of language, such as logic, clarity and consistency of thought, are important for understanding the information exchanged. It should be noted that any information is violated by the experience of the communicator and recipient. Consequently, there may be disagreements in understanding its essence, as well as conflicts with distorted information. The art of communication and its functions are more pronounced in conflict resolution, in individual and collective conversations that take the form of discussions, polemics and disputes (Shishova, 2015).

Active forms of communication that require culture and correctness are spread in the activity of a cultural professional. The ability to listen to the interlocutor, to understand him, to sincerely care for the opponent requires perseverance from the teacher, the ability to regulate his emotional state. The so-called role communication should not be allowed. An open demonstration of a person's superiority in knowledge of the issue, in

erudition makes it difficult to establish contact with the interlocutor. Conversely, a personal approach to communication, expression of interest in the conversation and the interlocutor, reasoned, truthful answer, even with a negative result, will not leave disappointment in communication.

Business communication in resolving conflict situations requires a general culture of interlocutors, because the emotional sphere of a person affects all his mental activity and thinking. Therefore, in a state of conflict, it is difficult to truly assess the information under discussion, which is often transferred to the perception of the individual and forms the rejection of others. In such cases, the conflict is exacerbated by dragging other team members into orbit, which gives a tense psychological climate. In this regard, the specialist has a growing need for knowledge of socio-psychological patterns of formation and functioning of interpersonal relationships that develop in the process of joint work of people, and ways to communicate to resolve conflicts. The art of communication and its functions are more clearly manifested in conflict resolution, in individual and collective conversations that take the form of discussions, polemics and disputes (Gerasymova et al., 2019).

In the activities of a culture expert, active forms of communication are spread, which require culture and correctness. The ability to listen to the interlocutor, to understand him, to care for the opponent sincerely requires perseverance from the teacher, the ability to regulate his emotional state. The so-called role communication should not be allowed. An open demonstration of a person's superiority in knowledge of the issue, in erudition makes it difficult to establish contact with the interlocutor. Conversely, a personal approach to communication, an expression of interest in the conversation and the interlocutor, a reasoned, truthful answer, even with a negative result, will not leave disappointment in communication (Bambaeeroo & Shokrpour, 2017).

Business communication in conflict situations requires a general culture of interlocutors, as the emotional sphere of man affects all his mental activity, including thinking. Therefore, in a state of arousal, it is difficult to objectively assess the information being discussed, which is often transferred to the perception of the individual, forming a rejection of information.

In these cases, the conflict will intensify, drawing in other team members, giving the psychological climate a tense character. In this regard, the specialist has a growing need for knowledge of the socio-psychological patterns of the formation and functioning of interpersonal relations that develop in the process of joint labour activity of people, and ways of communication to resolve emerging contradictions. Injustice causes a

negative attitude not only among the direct participants, but to the entire team. It is impossible to ignore cases that deserve punishment. But a stern conversation should usually be done in private.

A dispute is heterogeneity of opinions. The discussion is also associated with a public discussion of controversial issues in a less acute form. Controversy is an effective method of persuasion when the participants in a dialogue or conflict independently come to a particular conclusion (Nordby, 2020).

Disputes can be planned on predetermined topics, but they can also arise due to disagreements in a conversation, discussion of a report, "a round table", and other forms of communication. The purpose is to find the truth in the dispute or get closer to it. But the argument itself, as you know, does not always lead to the truth.

The perceptual side of communication is of great importance for any speaker. Listeners judge this not only by the content and form of polemical questions and answers, but also by the perception of appearance, their manner of holding, speaking, expressing their feelings and thoughts. Central to public communication is the ability to implement a communication plan.

These skills include the following components: choosing and consistently following a specific registry style; full and differentiated use of the necessary language means – lexical, grammatical, phonetic; conscious and purposeful use of paralinguistic and other non-verbal means (loudness of speech, logical stress, intonation, pauses, facial expressions, gestures, etc.); "technical" phonation skills, that is, the ability to control one's voice.

The success of public communication also depends on socio-psychological skills. These skills make it possible to create and maintain such an image in the eyes of the audience, which is most beneficial in terms of effective impact. In social psychology, this is called self-indulgence.

Each form of communication has its own psychological abilities and characteristics. However, certain basic groups of communication skills are crucial to ensure the effectiveness of communication.

Conclusions

Thus, the article examines the role of language clichés in professional communication, because the culture of communication is a necessary part of the general culture of the individual. Its formation arises an urgent need of our days, when there is a refraction of old forms of life, a reassessment of values and ideals, habitual beliefs and notions, the search for new attitudes and orientations in life. Problems of personal communication need special consideration, since it is at this level that the satisfaction of the essential

needs of the individual takes place. It is this sphere in our recent past was noticeably prone to the influence of totalitarian ideology, when the individual was dissolved in the collective and the invariable priority was given to business, public contacts.

The article defines the role of professional communication in the educational process; presents the structure of business communications and ways to improve their effectiveness. It is proved that in the activity of professional communication active forms of communication are spread, which require culture and correctness, because the ability to listen to the interlocutor, understand him, sincerely care about the opponent requires persistence, the ability to regulate his emotional state. In the model of communication a foreshortening is made that open demonstration of the advantage of a person in the knowledge of the question, in erudition complicates the establishment of contact with the interlocutor, and the personal approach to communication, expression of interest in the conversation and the interlocutor, argumentative, truthful answer, even with a negative result, will not leave disappointment in communication. Business communication in resolving conflict situations needs a general culture of interlocutors, because the emotional sphere of a person affects all of his mental activity and thinking. Therefore, in a state of conflict, it is difficult to assess the information discussed, which is often transferred to the perception of the individual and forms the rejection of the other.

The article presents the results of research on speech interaction in the professional sphere, namely, the work of a teacher.

Acknowledgement

The Author 1 gave a critical review of existing publications on the research problem, proved that the role of language clichés in professional communication has been studied by foreign researchers and scholars, and presented a description of the perspective of their research.

The Author 2 presented business compliments, which openly express approval or admiration of the interlocutor, his appearance or manner of behaviour, as well as serve to express praise.

The Authors 3, 4 concluded the structure of business communication and outlined ways to improve its effectiveness, selecting and organizing the list of references.

The Authors 5, 6 proved that the success of public communication also depends on the socio-psychological skills of those who worked on editing the text of the article.

References

Bambaeeroo, F., & Shokrpour, N. (2017). The impact of the teachers' non-verbal communication on success in teaching. *Journal of Advances in Medical Education & Professionalism, 5*(2), 51–59.

Bazhenova, I. V. (2012). Rechevaya agressiya kak problema lingvisticheskoy bezopasnosti [Speech aggression as a problem of linguistic security]. *Vestnik voennogo universiteta* [Military University Bulletin], *2*(30), 76-82. https://cyberleninka.ru/article/n/rechevaya-agressiya-kak-problema-lingvisticheskoy-bezopasnosti

Boyko, A. M. (2007). *Intehrovanyi kurs teorii ta istorii pedahohiky: indyvidualni tiutorski zavdannia dlia studentiv II-V kursiv* [Integrated course in the theory and history of pedagogy: individual tutoring tasks for the students of the 2nd-5th years]. "Techservice" Publishing House.

Chornodon, M., Gryshkova, N., Myronova, N., Ivanytska, B., Semen, N., & Demchenko, N. (2021a). Study of Gender Conceptual Sphere: Historiography of the Question. *Postmodern Openings, 12*(3), 15-33. https://doi.org/10.18662/po/12.3/325

Chornodon, M., Lesiuk, O., Bailema, T., Lanchukovska, N., Golubovska, I., & Khapina, O. (2021b). Gender Sphere of Concepts in the Postmodern Periodicals for Women and Men in Ukraine. *Postmodern Openings, 12*(3), 426-445. https://doi.org/10.18662/po/12.3/347

Chornodon, M., Verbytska, K., Haladzhun, Z., Ivanytska, B., & Mudrokha, V. (2021c). The Conceptual Framework of Postmodern Gender-Labelled Periodicals in Ukraine. *Postmodern Openings, 12*(1Sup1), 149-163. https://doi.org/10.18662/po/12.1Sup1/276

Christenson, J. (2009). *Cultural communication.* Counseling Today. https://ct.counseling.org/2009/04/cultural-communication/

Dyakova, E. Yu. (2006). Diskursivnyie strategii obrazovatelnogo diskursa (na materiale analiza internet-sayta oksfordskogo universiteta) [Discursive Strategies of Educational Discourse (Based on the Analysis of the Oxford University Website)]. In V. B. Kashkin (Ed.), *Yazyik, kommunikatsiya i sotsialnaya sreda* [Language, communication and social environment] (pp. 149-155). Voronezh State University. http://lse2010.narod.ru/olderfiles/LSE2006pdf/LSE2006Dyakova.pdf

Filippova, G. V. (2016). Kommunikativnaya kultura studentov [Communicative culture of students]. *Nauchno-metodicheskiy elektronnyiy zhurnal "Kontsept"* [Scientific and methodological electronic journal "Concept"], *5,* 181–185. http://e-koncept.ru/2016/56187.htm

Gerasymova, I., Maksymchuk, B., Bilozerova, M., Chernetska, Yu., Matviichuk, T., Solovyov, V., & Maksymchuk, I. (2019). Forming professional mobility in future agricultural specialists: the sociohistorical context. *Revista Romaneasca*

pentru Educatie Multidimensionala, 11 (4), 345-361. https://doi.org/10.18662/rrem/195

Goman, C. K. (2010). *Communicating Across Cultures*. The American Society of Mechanical Engineers. https://www.asme.org/topics-resources/content/communicating-across-cultures

Green, T., Hoffmann, M., Donovan, L., & Phuntsog, N. (2017). Cultural communication characteristics and student connectedness in an online environment. *Perceptions and Preferences of Online Graduate Students, 32*(2), 1-29. https://files.eric.ed.gov/fulltext/EJ1163688.pdf

Honchar, L., Derkachova, O., Shakhrai, V., Saienko, V., Hladoshchuk, O., & Voropayeva, T. (2021). Formation of psychological readiness of the teacher to implement informat ion and communication technologies in professional activities. *International Journal of Education and Information Technologies*, *15*(38), 364-371. https://doi.org/10.46300/9109.2021.15.38

Johnson, Y. (2006). Communicating Cross-Culturally: What Teachers Should Know. *The Internet TESL Journal, 12*(2). http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html

Konetskaya, V. P. (1997*). Sotsiologiya kommunikatsii. Uchebnik* [Sociology of communication]. International University of Business and Management. https://infopedia.su/13x10e98.html

Kornosenko, O., Khomenko, P., Taranenko, I., Zhamardiy, V., Shkola, O., Tolchieva, H., Saienko, V., Batieieva, N., & Kyzim, P. (2021). Professional competencies as a component of professional training of a fitness trainer-teacher in higher education institutions. *Journal for Educators, Teachers and Trainers, 12*(1), 72-81. https://doi.org/10.47750/jett.2021.12.01.010

Lynch, E. W., & Hanson, M. J. (2011). *Developing Cross-Cultural Competence.* (4th ed.). Paul H. Brookes.

Maksymchuk, I., Maksymchuk, B., Frytsiuk, V., Matviichuk, T., Demchenko, I., Babii, I., Tsymbal-Slatvinska, S., Nikitenko, A., Bilan, V., Sitovskyi, A., & Savchuk, I. (2018). Developing pedagogical mastery of future physical education teachers in higher education institutions. *Journal of Physical Education and Sport*, *18* (2), 810–815. https://doi.org/10.7752/jpes.2018.02119

Marshalok, M., Melnyk, A., Vasiuta, V., Yatsenko, V., & Saienko, V. (2021). Competitive advantages of small business. *AD ALTA: Journal of Interdisciplinary Research, 11*(2SI), 60-65. https://www.magnanimitas.cz/ADALTA/110222/papers/A_10.pdf

Nenko, Y., Medynskyi, S., Maksymchuk, B., Lymarenko, L., Rudenko, L., Kharchenko, S., Kolomiets, A., & Maksymchuk, I. (2022). Communication Training of Future Sports Coaches in the Context of Neurophysiological

Patterns. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience*, *13*(1), 42-60. https://doi.org/10.18662/brain/13.1/268

Nordby, H. (2020). Communication and Organizational Culture. In S. D. Göker (Ed.), *A Closer Look at Organizational Culture in Action*. IntechOpen. https://doi.org/10.5772/intechopen.92318

Oborotova, S. A., Merzlikina, I. V., Farnieva, M. G., & Senator, S. Y. (2020). Modern Aspects Of Teacher's Professional Culture Formation: Information And Communication Component. In O. D. Shipunova, & D. S. Bylieva (Eds.), *Professional Culture of the Specialist of the Future & Communicative Strategies of Information Society, vol 98. European Proceedings of Social and Behavioural Sciences* (pp. 515-526). European Publisher. https://doi.org/10.15405/epsbs.2020.12.03.51

Onishchuk, I., Ikonnikova, M., Antonenko, T., Kharchenko, I., Shestakova, S., Kuzmenko, N., & Maksymchuk, B. (2020). Characteristics of Foreign Language Education in Foreign Countries and Ways of Applying Foreign Experience in Pedagogical Universities of Ukraine. *Revista Romaneasca Pentru Educatie Multidimensionala*, *12*(3), 44-65. https://doi.org/10.18662/rrem/12.3/308

Shishova, E. (2015). Communicative Culture as a Component of Professional Competence of Future Teachers in the Bilingual Environment. *Mediterranean Journal of Social Sciences, 6*(3), 344–349. https://doi.org/10.5901/mjss.2015.v6n3s1p344

Shpomer, E. A. (2011). Printsip kritiki v kommunikativnom povedenii: k probleme sootnosheniya kommunikativnyih zakonov i tipologii yazyikovyih lichnostey kommunikantov [The principle of criticism in communicative behavior: to the problem of the correlation of communicative laws and the typology of linguistic personalities of communicants]. *Vestnik Voennogo universiteta [Bulletin of the Military University], 1* (25), 45–49 http://www.naukaxxi.ru/UserFiles/Image/VVU/1-2011/8.pdf

Sinelnikov, I. (2016). Communicative and interactive culture of the modern school teacher: professional requirements, problems, risks. *EEIA 2016, SHS Web of Conferences 9,* 01067. https://www.shs-conferences.org/articles/shsconf/pdf/2016/07/shsconf_eeia2016_01067.pdf

Śliwa, S., Saienko, V., & Kowalski, M. (2021). Educating students during a pandemic in the light of research. *International Journal of Educational Development, 87*, 102504, 1-5. https://doi.org/10.1016/j.ijedudev.2021.102504

Strashko, Y. Yu., Donchenko, V. I., Zhamardiy, V. O., Shkola, O. M., Zakharov, O. Yu., Saienko, V. G., & Tolchieva, H. V. (2021). Increase in motion range of the cervical spine by means of physical rehabilitation in children with cerebral palsy according to the severity of muscle

pain. *Acta Balneologica*, 3(164), 160-164. https://doi.org/10.36740/ABAL202103105

Tarasenko, I., Saienko, V., Kirizleyeva, A., Vozniakovska, K., Harashchenko, L., & Bodnar, O. (2022). Comparative Characteristics of the Banking Sector in Eastern Europe. *International Journal of Computer Science and Network Security, 22*(1), 639-649. https://doi.org//10.22937/IJCSNS.2022.22.1.84

Tkachova, N., Saienko, V., Bezena, I., Tur, O., Shkurat, I., & Sydorenko, N. (2021). Modern trends in the local governments activities. *AD ALTA: Journal of Interdisciplinary Research,* 11(2SI), 112-118. https://www.magnanimitas.cz/ADALTA/110222/papers/A_20.pdf

Trotsenko, N. E. (2011). *Profesiine samovdoskonalennia sotsialnykh pratsivnykiv u resursnykh tsentrakh* [Professional self-improvement of social workers in resource centers] [Unpublished Doctoral Dissertation]. State Institution "Luhansk National University named after T. Shevchenko".

Zhurat, Y., Lipshyts, L., Soter, M., Chumak, L., Tarasenko, H., Valchuk-Orkusha, O., & Melnyk, I. (2020). Developing Professional Subjectivity in Future Primary School Teachers in the Context of a Neuropedagogical Approach. *BRAIN. Broad Research in Artificial Intelligence and Neuroscience, 11*(2Sup1), 64-81. https://doi.org/10.18662/brain/11.2Sup1/95