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INFLUENCE OF SPEECH CULTURE ON THE FORMATION OF LANGUAGE COMPETENCES OF FUTURE SPECIALISTS

Abstract

In the context of the digitalization of higher education, the modernization of professional training for future specialists in language specialties is becoming increasingly relevant, as it aims to prepare competitive professionals capable of adapting to the rapidly changing digital environment. A key aspect of this process is the formation of language competencies influenced by speech culture, which ensures the development of communicative, sociocultural, and professional skills. The purpose of the article is the practical implementation of a model for forming language competencies of future language specialists, the substantiation of its structural components of readiness, and the determination of pedagogical conditions that contribute to the effectiveness of this process. The methodological framework of the research includes empirical methods, namely ascertaining, formative, and control stages of a pedagogical experiment, as well as observation and survey methods. The results of the ascertaining stage revealed that students of both the control and experimental groups predominantly demonstrated low and medium levels of readiness across all components, which confirmed the need for targeted pedagogical interventions. The control stage of the experiment proved the effectiveness of the proposed experimental methodology and showed positive dynamics in the formation of language competencies among students of the experimental group. The practical significance of the study lies in updating and

coordinating the content of educational programs in translation- and language-oriented disciplines, as well as in developing an algorithm for students' project-based work using the Google Classroom service, which enhances the effectiveness of digital tools in professional language training.

Keywords: future specialists, pedagogical conditions, components of readiness, language competencies, speech culture.

Statement and Justification of the Relevance of the Problem. In the context of the digitalization of the knowledge society, the modernization of training for future specialists in language fields becomes increasingly relevant as a guarantee of their competitiveness in the labor market. A characteristic feature of the current stage of scientific and educational development is the expansion of international relations and cooperation. In the context of expanding the scope of international cooperation between Ukraine and EU countries, as well as economic and social development, this direction depends on the formation of language competencies among future specialists. The training of future specialists in higher education institutions in Ukraine, following the example of European countries, should be aimed at developing 21st-century skills, namely: teamwork, creative problem-solving, self-directed learning, and adaptability, as well as the development of language culture (Sologub and Gumenyuk, 2022; Almerich et al., 2016).

The development of language competencies using language culture tools is one of the priority tasks of modern higher education. Language competence enables the effective use of linguistic knowledge and skills for communication in various professional situations. The process of forming language competence is complex and multi-stage, requiring the use of modern teaching methods and techniques, as well as continuous improvement of one's own language skills (Munastiwi et al., 2021).

A thorough analysis of the issue of the influence of language culture on the formation of language competencies has led to the conclusion that this topic has been insufficiently studied. Therefore, the aim of this article is to implement a practical model, along with its components of readiness and pedagogical conditions, for the formation of language competencies of future specialists in the context of the influence of language culture.

The organization of the educational process based on an updated model will contribute to the effective development of high-level language competencies among future specialists.

The purpose of the article is to conduct both theoretical and empirical research on the impact of language culture on the formation of language competencies of future specialists, to identify the key components of language culture, to determine the mechanisms of their influence on the development of professional and communicative skills, and to propose methodological recommendations for enhancing the effectiveness of students' language training.

Analysis of Recent Research and Publications. A priority task of higher education in Ukraine is the high-quality training of competent, mobile, and competitive future specialists capable of thinking creatively and adapting to rapid changes in the education system. In the era of globalization, knowledge of foreign languages has become an integral component of a successful career for specialists in any field. Expanding international relations, conducting business negotiations with foreign partners, working with technical documentation, and the opportunity to undertake internships abroad all require fluency in one or more foreign languages.

Shahrizal (2022), studying the role of communicative competencies in the training of future translation specialists, concluded that the independence of a country requires strengthening its position on the international stage through improving English language proficiency as a language of international communica-

tion. This process should be implemented through the development of language competencies in the Ukrainian education system, both for domestic students and for foreign citizens. However, researchers have not addressed the influence of language culture on the formation of these competencies.

T. Haidegger, S. Speidel, D. Stoyanov, and R. M. Satava (2022) were the first to investigate communication processes among employees in any enterprise. According to the researchers, the formation of language competencies is an important factor in developing highly qualified specialists competitive in the labor market. Based on a system-structural analysis, the researchers identified four key components of language competence for future translation specialists: linguistic, sociocultural, pragmatic (communicative-strategic), and infomedia. All these components are interconnected and complementary. Mastery of them is essential for successful professional activity of future specialists.

According to A. Saad, N. Hambira, H. M. Zin, R. Johan, and W. S. Li (2019), the importance of developing language competencies is linked to the necessity for students to possess a high level of language culture, which provides a methodological foundation for developing language competence in foreign language education. In this sense, language competencies serve as a rich source of sociolinguistic and sociocultural data related to cultural models of language use and acquisition.

At the same time, the analysis of these scientific contributions shows that the study of the development of language culture is a priority, whereas the issue of forming language competencies of future specialists in the context of language culture influence remains partially overlooked by researchers.

Thus, there is a need to continue research in this area and to resolve the outlined contradictions through empirical study.

Presentation of the Main Material. The study of the influence of speech culture on the formation of language competencies of future specialists required an experimental study. It was determined that language competence consists of lin-

guistic, socio-cultural, pragmatic (communicative-strategic) and infomedia components. The Oleksandr Dovzhenko Glukhiv National Pedagogical University was chosen as the base for the study.

During the experiment, the stages of development, criteria and levels of competence formation were determined, and a set of methods was applied: questionnaires, observations, analysis of classes, conversations. This made it possible to assess the level of self-assessment of competences, professional knowledge and skills, motivation for professional activity, pedagogical readiness and creativity of students.

The experimental program was implemented on the basis of systemic, competency-based, activity-developmental, personality-oriented and cultural approaches, in compliance with general didactic and specific principles of training. To check the levels of competence formation in the control and experimental groups, a questionnaire was conducted, taking into account all the features to ensure the reliability of the results.

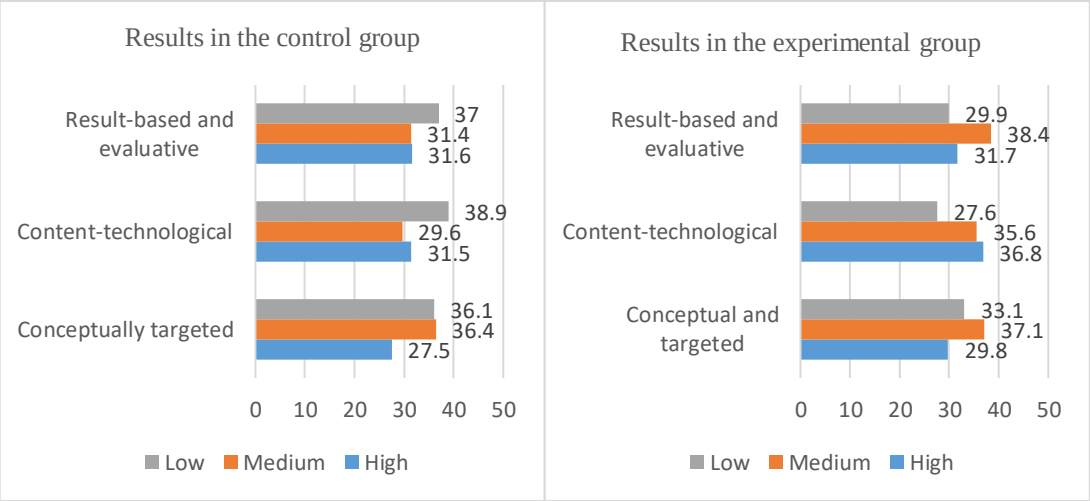
The results of the questionnaire are presented in Figure 1.

According to the results of the questionnaire, it was determined that the respondents of the control and experimental groups are predominantly at a low and average level of readiness for all components. Conclusions were drawn about the need to implement a methodology for forming language competences of future specialists under the influence of speech culture.

At the stage of the formative experiment, the introduction of interdisciplinary connections contributed to the formation of new competences in future specialists: speech, socio-cultural, pragmatic and infomedia.

The first condition - updating the content of the disciplines of the professional cycle – was implemented through the inclusion of relevant topics and courses, innovative teaching methods (problem-based learning, project approach, case method) and the use of modern ICT. For example, in translation disciplines,

students are invited to create video stories about words from the dictionary, which forms the skills of searching for information, working with primary sources and observing copyright.



«Source: created by the author»

Figure 1. Levels of readiness of future specialists in language specialties to form language competence under the influence of speech culture at the ascertaining stage of the experiment

The second, third and fourth conditions – the formation of motivation through interdisciplinary connections, modeling professional situations and involvement in an active information environment – are implemented through discussions, business games, brainstorming, trainings and projects. Professional situations are simulated artificially, as close as possible to real ones, which develops communication skills and language adaptation to different audiences. An active information and developmental environment is created through libraries, media libraries, meetings with practicing specialists, participation in competitions and festivals.

An effective method for developing monological and dialogical speech,

communicative skills and orthoepic correctness is speech training. It is focused on speech situations in the professional sphere, is conducted in language cycle classes and group work, with an emphasis on voice, intonation, pace, timbre, logical and emotional accents.

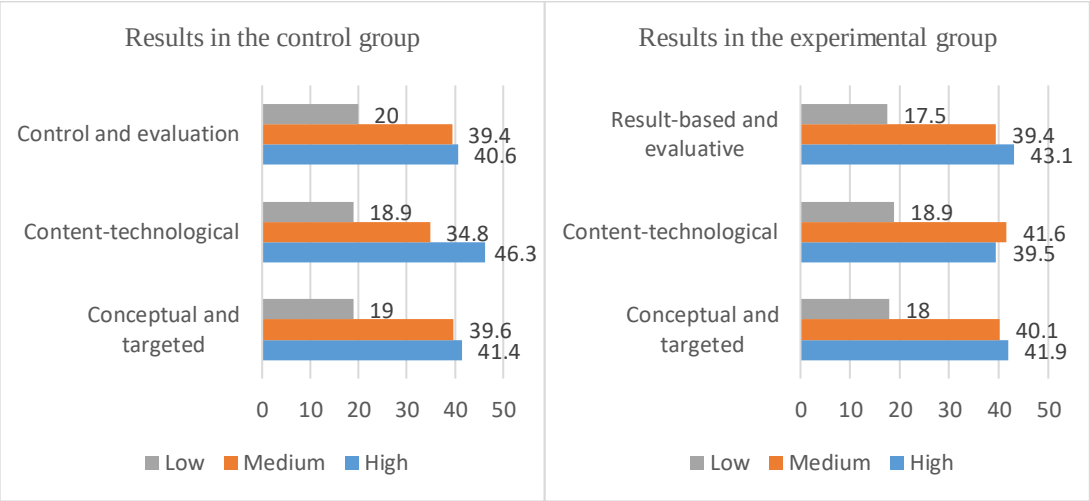
Student participation in quests/webquests (for example, «City as a Media Text») contributes to the formation of information search skills, ethical communication, teamwork and independence. The use of trainings and quests helps to prepare a competent specialist capable of effective communication.

The development of communicative competencies includes information processing, critical thinking, argumentation and interaction with others. Interactive seminars, where students act as speakers and opponents, activate the learning process, increase motivation, and form rhetorical and communicative skills. Methods: microphone, «Finish the sentence», «Press», «Literary hero's chair», E. de Bono's games, «fishbone», «Idea circle», «Two–four–all together».

Disputes and discussions simulate professional situations, develop critical thinking, argumentation and the ability to clearly express thoughts. The method of editorial analysis and text construction stimulates creativity and self-development. Visualization of associations («Tag cloud») helps to structure knowledge and form information skills.

The results obtained at the formative stage of the experiment in the control and experimental groups are presented in Figure 2.

The results presented allow us to state the effectiveness of the experimental method in the respondents of the experimental group compared to similar indicators of the control group as a result of studying the course «Ukrainian Language» using the experimental method. To assess the effectiveness of the developed method for calculating the qualitative and quantitative indicators of the pedagogical experiment, the Wilcoxon-Mann-Whitney criterion was used.



«Source: created by the author»

Figure 2. Levels of formation of components of readiness of future specialists of language specialties for the formation of language competence under the influence of speech culture at the formative stage of the experiment

Based on the results of the study, taking into account the requirements of modern socio-economic development, the formation of language competencies at a high level is the key to the successful implementation of modern innovations in the practice of training specialists in language specialties and their implementation in new economic and political conditions.

Conclusions. High-quality professional training of future specialists in language specialties depends on the creation of effective pedagogical conditions for the development of language competencies under the influence of speech culture. The experimental results confirmed the effectiveness of the proposed methodology, which integrates updated disciplinary content, modeling of professional situations, motivation development, and engagement in a digital educational environment.

The scientific novelty lies in substantiating theoretical and methodological foundations, defining pedagogical conditions, components, criteria, and levels of

language competency development. The practical significance involves the implementation of updated curricula and digital project-based learning via Google Classroom, enhancing the effectiveness of professional language training.

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