

ISSN 2237-8049 Online

CONHECIMENTO & DIVERSIDADE

Volume 16, Número 43, julho a setembro de 2024



UniLaSalle
Rio de Janeiro

v. 16 n. 43 (2024)

Artigos

- **REDES CONFESSIONAIS DE ENSINO E A GESTÃO ESCOLAR: UMA NOVA ÁREA DE PESQUISA**
Gabriel Tomazini Fernandes, Ecleide Cunico Furlanetto
1-18
 - [PDF](#)
- **A APRENDIZAGEM COMBINADA É A CHAVE PARA A EDUCAÇÃO FUTURA? UM ESTUDO DE CASO DAS PERCEPÇÕES DOS ESTUDANTES PROFISSIONAIS SAUDITAS**
Monther Alluhaidah, Alaa Alahmadi
19-52
 - [PDF \(English\)](#)
- **DESENVOLVIMENTO DE JOGO EDUCACIONAL DE FANTOCHES BALINESES E TESTES DE USABILIDADE USANDO SUS, UMUX, E UMUX LITE**
Agus Aan Jiwa Permana, Komang Setemen, I Gede Made Surya Bumi Pracasitaram
53-70
 - [PDF \(English\)](#)
- **FORMAÇÃO DE FUTUROS EDUCADORES PRIMÁRIOS PARA O DESEMPENHO DE FUNÇÕES PROFISSIONAIS NO QUADRO DA «NOVA ESCOLA UCRANIANA»**
Nataliia Hudyma, Nataliia Mieliekiestseva, Olha Kovalchuk, Iryna Dorozh , Viktoriia Pavelko
71-92
 - [PDF \(English\)](#)
- **MORAL TRADICIONAL DA NAÇÃO MOTIVAÇÃO PARA EDUCAR E PROMOVER A JUVENTUDE PARA DESENVOLVER UM PAÍS PRÓSPERO E FELIZ NO VIETNÃ ATUAL**
Nhu Thi Nguyen
93-115
 - [PDF \(English\)](#)
- **GERENCIAMENTO DE MUDANÇAS NO AMBIENTE DE APRENDIZAGEM O PAPEL DA LIDERANÇA E DO GERENCIAMENTO INOVADOR**
Tetiana Volotovska, Halyna Mykhailiv, Oksana Porada, Lesia Zelman, Svitlana Kyshakevych
116-152
 - [PDF \(English\)](#)
- **A INFLUÊNCIA DA AUTOEFICÁCIA E DA AUTORREGULAÇÃO NA MOTIVAÇÃO DA APRENDIZAGEM NA SIMULAÇÃO DA PRÁTICA DE MONTAGEM DE LAPTOPS BASEADA EM REALIDADE VIRTUAL IMERSIVA**
I Gede Partha Sindu, Ni Ketut Kertiasih
153-175
 - [PDF \(English\)](#)
- **ESGOTAMENTO PROFISSIONAL ENTRE PROFESSORAS DE LÍNGUA INGLESA NAS ESCOLAS SECUNDÁRIAS GERAIS UCRANIANAS O TEMPO DE GUERRA IMPORTA?**
Tetiana Ponomarenko, Liubov Spivak, Olena Khomchuk , Iryna Tsypniiatova
176-191
 - [PDF \(English\)](#)
- **DESAFIOS E PERSPECTIVAS PARA O DESENVOLVIMENTO DA EDUCAÇÃO EM LINHA NA UCRÂNIA EXPERIÊNCIA DE IMPLEMENTAÇÃO E FORMAS DE DESENVOLVIMENTO FUTURO**
Viktor Kosenko, Volodymyr Startsev, Oleksandr Babenko, Igor Nikiforov, Vironika Kalachova
192-209
 - [PDF \(English\)](#)
- **ADOÇÃO DE TECNOLOGIAS DE ENSINO INOVADORAS E DAS TIC NA INVESTIGAÇÃO OPORTUNIDADES E OBSTÁCULOS**
Olha Tytarenko, Valentyna Tytarenko, Valerii Tytarenko, Yuliia Sribna, Yevgen Kulyk, Maryna Grynova, Olena Ilchenko
210-232
 - [PDF \(English\)](#)
- **A INFLUÊNCIA DA CULTURA DA FALA NA FORMAÇÃO DAS COMPETÊNCIAS LINGUÍSTICAS DOS FUTUROS ESPECIALISTAS**
Olha Dibrova, Nadiia Skrypnyk, Iryna Hotsynets, Liliia Ovcharenko, Halyna Namachynska
233-256

- [PDF \(English\)](#)
- **ADAPTAÇÃO SOCIOCULTURAL DO NÍVEL DE ESCOLARIDADE E DO SEU DESENVOLVIMENTO PROFISSIONAL VERTENTE PEDAGÓGICA**
Olha Svyrydiuk, Inna Humeniuk, Nataliia Ababilova, Oleksii Klochko, Iryna Hrebnieva
257-269
 - [PDF \(English\)](#)
- **MÍDIAS INTERATIVAS E SEUS PROCESSOS EDUCATIVOS NA ERA DA COMUNICAÇÃO DIGITAL**
Nonna Varekh, Petro Kvitkin, Iryna Diatlova, Igor Budur, Mykola Buhas
270-286
 - [PDF \(English\)](#)
- **O EFEITO DO ACONSELHAMENTO COGNITIVO-COMPORTAMENTAL COM TÉCNICAS DE MODELAGEM NA AUTOCONFIANÇA E DISCIPLINA DE APRENDIZAGEM DOS ALUNOS VISTO A PARTIR DO ESTADO SÓCIO-ECONÔMICO DA FAMÍLIA**
Made Cantuari, Ni Ketut Suarni, I Ketut Gading, Kadek Suranata
287-301
 - [PDF \(English\)](#)
- **O PAPEL DO ENSINO SUPERIOR NA FORMAÇÃO DA SEGURANÇA HUMANITÁRIA DO ESTADO**
Oleksandr Horban, Mykola Stadnyk, Ruslana Martych, Andrii Mishchuk, Marianna Mishchuk
302-321
 - [PDF \(English\)](#)
- **ESTUDANDO A EDUCAÇÃO DE ALUNOS DA UNIVERSIDADE PRÍNCIPE SETAM BIN ABDULAZIZ, PROVÍNCIA DE AL-KHARJ, EM RELAÇÃO A QUESTÕES AMBIENTAIS**
Faihan Farraj Al-Haqshah, Mohamed Sayed Abdellatif
322-354
 - [PDF \(English\)](#)
- **A QUESTÃO DA EXCLUSÃO SOCIAL EM LOCALIDADES SOCIALMENTE EXCLUÍDAS ATRAVÉS DA LENTE ABORDAGEM DOS ASSISTENTES SOCIAIS**
Lukáš Stárek, Jarmila Klugerová, Alois Daněk
355-386
 - [PDF \(English\)](#)
- **EDUCAÇÃO SUPERIOR RECURSOS INTEGRATIVOS DOS SISTEMAS NACIONAIS (MODELO DE INFORMAÇÃO E COMUNICAÇÃO)**
Olena Kaidanovska, Mariia Pymonenko, Oksana Morklyanyk, Oksana Iurchyshyn, Yaroslav Rakochyi
387-400
 - [PDF \(English\)](#)
- **FUNDAMENTOS EDUCACIONAIS DAS RELAÇÕES PÚBLICAS RUMO A UM QUADRO ESTRATÉGICO DE BASE ISLÂMICA**
Siti Zanariah Yusoff, Shahir Akram Hassan, Isyaku Hassan
401-430
 - [PDF \(English\)](#)
- **VERBALIZAÇÃO DE IMAGENS DE GESTALT DE ESTADO NOS MATERIAIS DE MONUMENTOS LITERÁRIOS ALEMÃES ANTIGOS**
Olga Shapochkina, Olena Mashkina, Oksana Hrom, Maryna Kalashnykova, Oksana Syvyk
431-451
 - [PDF \(English\)](#)
- **O EFEITO DA EDUCAÇÃO POR JOGOS TRADICIONAIS NOS NÍVEIS DE APTIDÃO FÍSICA, SAÚDE E FELICIDADE EM ALUNOS DO ENSINO MÉDIO**
Şenol Macar, Mehmet Akif Ziyagil
452-481
 - [PDF \(English\)](#)
- **A AUTONOMIA DA ESCOLA É EFICAZ PARA O DESEMPENHO ACADÊMICO SUSTENTÁVEL? AMOSTRA DO EXAME PISA**
İbrahim Çankaya, Servet Balıkcı
482-499
 - [PDF \(English\)](#)
- **AValiação de Textos Teatrais Infantis na Perspectiva da Educação da Sensibilidade**
Seçil Besim Ayhan
500-516

- [PDF \(English\)](#)
- **O PAPEL MEDIADOR DA INOVAÇÃO ESTRATÉGICA NA RELAÇÃO ENTRE AS PRÁTICAS DE RECURSOS HUMANOS E A CRIAÇÃO DE VANTAGEM COMPETITIVA NO ENSINO SUPERIOR**
UM ESTUDO APLICADO NA UNIVERSIDADE ISLÂMICA IMÃ MUHAMMAD BIN SAUD
 Alwia Saeed Osman Zubair, Mohammed Abdulaziz Al-Mansour, Dema Abdullah Aloqail, Salwa Dirar Awad
 517-538
 - [PDF \(English\)](#)
- **A TRANSIÇÃO DO TECNOLECTO PARA A EXPRESSÃO IDIOMÁTICA NO ÁRABE MARROQUINO**
 Ikken Hajar, Ali Fallous
 539-549
 - [PDF \(English\)](#)
- **O LUGAR E A IMPORTÂNCIA DAS DANÇAS FOLCLÓRICAS NO FOLCLORE TURCO**
 Oğuz Yıldırım, Oktay İnalkaç, Yavuz Yıldırım, Tuncay Kıratlı, Ahmet Kara
 550-561
 - [PDF \(English\)](#)
- **A IMPORTÂNCIA DOS ALUNOS-ALVO NO ENSINO DE QUATRO HABILIDADES BÁSICAS DA LÍNGUA EM TURCO**
 Tülay Kaya Tekman, Mustafa Yeniasır
 562-580
 - [PDF \(English\)](#)
- **EDUCAÇÃO PARA A CIDADANIA GLOBALE** EXPERIÊNCIA INTERNACIONAL E SUGESTÕES PARA A
 EDUCAÇÃO PARA A CIDADANIA GLOBAL NA ATUAL DISCIPLINA DE EDUCAÇÃO CÍVICA DO
 VIETNÃ
 Pham Thi Thuy Van
 581-602
 - [PDF \(English\)](#)
- **AUTOPERDÃO E AUTOCOMPAIXÃO EM ATLETAS DE TAEKWONDO** UMA ABORDAGEM PARA O
 TREINAMENTO E MELHORIA DO DESEMPENHO
 Mustafa Uslu, Özlem Sinem Uslu
 603-620
 - [PDF \(English\)](#)
- **APROVEITANDO A INTELIGÊNCIA ARTIFICIAL COM O ENSINO SUPERIOR NO VIETNÃ** OPORTUNIDADES, DESAFIOS E RECOMENDAÇÕES PARA O ENSINO DE GRADUAÇÃO EM
 DIREITO
 Doan Hong Nhung, Nguyen Xuan Bao, Vu Thi Hong Ha
 621-641
 - [PDF \(English\)](#)

THE INFLUENCE OF SPEECH CULTURE ON THE FORMATION OF FUTURE SPECIALISTS' LANGUAGE COMPETENCIES

A INFLUÊNCIA DA CULTURA DA FALA NA FORMAÇÃO DAS COMPETÊNCIAS LINGUÍSTICAS DOS FUTUROS ESPECIALISTAS

Olha Dibrova

Candidate of Philological Sciences, Associate Professor, Faculty of Pedagogy, Department of Primary Education, Humanities and Informatics, Regional College "Kremenchuk Anton Makarenko Humanitarian and Technological Academy" of Poltava Regional Council, Kremenchuk, Ukraine.

vkl932015@yahoo.com

Nadiia Skrypnyk

Candidate of Philological Sciences, Head of the Department of Ukrainian Philology, Communal Higher Education Institution «Vinnytsia Humanities Pedagogical College», Vinnytsia, Ukraine.

nadyavnua@gmail.com

Iryna Hotsynets

PhD (Philology), Associate Professor, Department of German and French Languages and Methods of Their Teaching, Faculty of Ukrainian and Foreign Philology, Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine.

hotsynets.ira@ukr.net

Lillia Ovcharenko

PhD (Pedagogy), Senior Lecturer, Department of English Language Practices and Teaching Methods, Faculty of Ukrainian and Foreign Philology, Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine.

liov3455@gmail.com

Halyna Namachynska

PhD (Philology), Associate Professor, Department of German and French Languages and Methods of Their Teaching, Faculty of Ukrainian and Foreign Philology, Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine.

fokysnamhal@ukr.net

ABSTRACT

Due to the digitization of higher education, there is a necessity for the modernization of language specialty training in order to produce highly skilled professionals capable of adapting to the digital world and achieving optimal learning outcomes for future generations. The article aims to effectively employ the model by utilizing readiness components and pedagogical conditions for the formation of future specialists' language competencies from the perspective of speech culture's impact. The following methods were used in the study: analysis, synthesis, comparison, modeling, classification; practical research methods (namely ascertaining, formative and control experiment; observation; surveys). The study revealed a significant increase in the number of respondents who demonstrated understanding of the conceptual-targeted component during the formative stage of the experiment within the experimental group, compared to the control group. After the introduction of the experimental methodology, the content-technological component took a medium and high value.

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

RESUMO

Devido à digitalização do ensino superior, é necessária a modernização da formação especializada em línguas, a fim de produzir profissionais altamente qualificados, capazes de se adaptarem ao mundo digital e alcançarem resultados de aprendizagem ótimos para as gerações futuras. O artigo visa empregar efetivamente o modelo, utilizando componentes de prontidão e condições pedagógicas para a formação de competências linguísticas de futuros especialistas na perspectiva do impacto da cultura da fala. Os seguintes métodos foram utilizados no estudo: análise, síntese, comparação, modelagem, classificação; métodos práticos de investigação (nomeadamente experiência de apuração, formação e controlo; observação; inquéritos). O estudo revelou um aumento significativo no número de entrevistados que demonstraram compreensão do componente conceitual-alvo durante a fase formativa do experimento dentro do grupo experimental, em comparação com o grupo de controlo. Após a introdução da metodologia experimental, a componente conteúdo-tecnológica assumiu um valor médio e alto.

Palavras-chave: futuros especialistas, condições pedagógicas, componentes de prontidão, competências linguísticas, cultura da fala.

1. Introduction

In the era of digitalization in knowledge society, it has become increasingly pertinent to modernize the training of language specialists to ensure their competitiveness in the job market. In the context of expanding the range of international cooperation between Ukraine and the EU countries, the economic and social development of the said area depends on the formation of future specialists' language competencies. The training of future specialists in higher education institutions of Ukraine, following the example of European countries, should be aimed at developing skills of the XXI century, in particular teamwork, creative

problem-solving, self-learning and adaptability, as well as the development of speech culture (Almerich et al., 2016).

The contemporary world is facing colossal political, educational, and social predicaments that have arisen due to the rapid advancement of communication and technology. When acquiring proficiency in a foreign language, it is necessary to consider the societal demands that necessitate fluency in contemporary technologies. The main goal of Ukrainian higher education is to increase the competitiveness in both language and non-language specialties. The development of linguistic aptitude among prospective professionals should be grounded on the speech culture cultivation during this phase (Sweller et al., 2019; Call, 2018).

The formation of language competencies utilizing the means of speech culture is one of the priority tasks of modern higher education. Speech proficiency enables the effective application of linguistic knowledge and aptitude in diverse professional contexts for successful communication. The process of developing language competence is a complex and multi-stage process that requires the use of modern teaching methods and techniques, as well as continuous improvement of one's own language skills (Munastiwi & Rahmatullah, 2021; Kohut et al., 2022).

As the global higher education system experiences a paradigm shift in the model of socio-economic, linguistic and cultural development of society and nations, significant transformations are occurring within the national educational sector. They are related to the formation and practical implementation of new vectors for the future specialists' language competencies formation (Turnbull et al., 2021; Kovalchuk et al., 2022).

A thorough analysis of the speech culture influence on language competencies formation allowed us to conclude that this issue has been insufficiently studied. Given the above, the purpose of the current article is to apply the model, readiness components, and pedagogical conditions towards developing language competencies amongst future professionals while considering the impact of speech culture.

In the process of conducting the research, the following tasks were addressed:

1. To study the experience of implementing the model of future specialists' language competencies formation in the context of speech culture's impact in Ukraine.

2. To develop a model for the formation of language competencies, components and pedagogical conditions.

3. To identify methodological tools aimed at the future specialists' language competencies formation in the context of speech culture's impact.

4. To implement the model and pedagogical conditions for language competencies' formation.

Developing the educational process through a contemporary paradigm will ensure the cultivation of advanced language skills in future professionals.

1. Literature review

The foremost objective of higher education in Ukraine is to impart top-notch instruction to a proficient, versatile, and ambitious prospective professional who possesses the ability to engage in unconventional thinking and adjust to rapid changes within the educational sector. In the epoch of globalization, proficiency in foreign languages has become an indispensable component for professionals in all domains to achieve a successful career. Expanding international relations, conducting business negotiations with foreign partners, working with technical documentation, as well as internships abroad all require fluency in one or more foreign languages (Svetsky et al., 2022).

Exploring the role of communicative competencies in the training of future translators, Zimmerman et al. (2020) and Shahrizal (2022) arrived at the conclusion that the country's independence needs to be strengthened worldwide by enhancing the command of English as a language of international communication. This process ought to be implemented by cultivating linguistic proficiencies within the Ukrainian educational framework, both for domestic students and foreign citizens. However, the scholars have not yet addressed how speech culture impacts the development of the aforementioned proficiencies.

Haidegger et al. (2022) and Alvarez (2020) were the first to delve into the communication processes between employees of any enterprise. The scholars hold that the development of linguistic proficiencies is a crucial aspect in cultivating a skilled and competitive workforce. Drawing upon **system-structural analysis**, the researchers **identified four key components of the speech competence of a future translation specialist: international, socio-cultural, pragmatic (communicative and strategic) as well as infomedial**. All the aforementioned components are interdependent and synergistic, rendering them indispensable prerequisites for future specialists' successful professional **activity**.

According to Elfert (2022), Saad et al. (2019), the significance of fostering language competencies lies in the necessity for students to possess a sophisticated level of speech culture, enabling them to establish a robust methodological foundation for the acquisition and development of language competence within foreign language education. In this light, language competencies are a rich source of sociolinguistic and sociocultural data related to cultural patterns of language use and language acquisition.

As part of studying the speech culture, Morze (2021) identifies its features and requirements. The scholar emphasizes that in order to communicate effectively, the speaker must skillfully select language units in accordance with the situation context. Oral discourse holds significant importance in the realm of verbal interaction. However, communication extends beyond mere verbalization, rendering it more dynamic, flexible and compelling.

According to Pejić and Piroška (2021), the content of professional speech competence of future specialists is a set of knowledge, skills and abilities that ensure the effective and appropriate use of language in professional activities. This set includes but is not limited to a deep understanding of the language system and the laws of its functioning, mastery of the rich vocabulary and phraseology of the Ukrainian language, the ability to select language means in accordance with the communicative situation, type and style of speech, knowledge and ability to use expressive means of speech, a high level of spelling and punctuation literacy, the

ability to clearly and vividly express thoughts both orally and in writing, mastery of the intricacies surrounding language customs and communication ethics.

At the same time, the conducted analysis of the outlined scholarly achievements allows us to prioritize the development of speech culture, while the formation of language competencies of future specialists in the context speech culture's impact is partially left out of the scientific inquiry.

Given the increasing impact of speech culture on public affairs, it is imperative to enhance the linguistic proficiency of future professionals. This need is due to numerous contradictions that exist in this area:

1. *Inconsistency in language competence requirements.* On the one hand, Ukraine's integration into the European educational space places high demands on the specialists' language competence. On the other hand, the quality of vocational training in higher education institutions does not always meet these requirements, which leads to a discrepancy between the employers' expectations and the graduates' actual knowledge and skills.

2. *Insufficiency of scientific and methodological support.* Despite the awareness of the speech competence importance, there is a shortage of scholarly insights that would offer effective methods and tools for its formation. This complicates the work of teachers and reduces the effectiveness of the educational process.

3. *Imperfection of the traditional training system.* The traditional system of professional training does not always allow future specialists to fully enhance their language competence. This is due to the limited number of hours devoted to the study of language disciplines, as well as the focus on theoretical aspects rather than practical skills.

4. *Lack of resources.* Despite the fact that the speech component should be included in the specialists' educational and qualification characteristics, the training system in universities does not always have sufficient resources for its implementation. According to Tlili et al. (2023), this applies to both staffing and logistics.

Resolving the above contradictions requires a comprehensive approach, which will include: the development of new educational programs focused on speech competence formation; elaboration of methodological manuals and tools for assessing speech competence; teachers' professional development; providing resources for speech competence formation. Substantial advancement in this field can only be attained through the collaborative endeavors of educators, academics, employers and prospective professionals themselves.

Thus, there is a need to continue the results of research in the chosen field and address the outlined contradictions in the process of conducting an empirical study.

2. Methods and materials

2.1. Research procedure

The organization of future specialists' language competencies formation in the framework of speech culture took place in three stages. The approximate and preparatory stage is aimed at determining the goals and objectives of training future language specialists streamlined at language competencies formation, future specialists' idea of speech culture, the preparation of the necessary material and technical base. The activity stage includes the implementation of a model aimed at speech culture development, elaborating a system for monitoring and evaluating results. The final stage is aimed at analyzing the results of future specialists' language competencies formation in the context of speech culture's impact, determining the prospects for future specialists' language competencies further development.

2.2. Sample

The representativeness of the sample was determined by the peculiarities of group formation, age and gender of respondents. The formation of the control and experimental groups was carried out by pairwise selection. The experiment lasted during the 2022-2024 academic years. The sample size consisted of 128

respondents studying in the 4th year, whose age category is represented in the range from 22 to 24 years, who are enrolled in the Regional College "Kremenchuk Academy of Humanities and Technology named after A. S. Makarenko", Municipal Institution of Higher Education "Vinnytsia Humanitarian and Pedagogical College"; Drohobych Ivan Franko State Pedagogical University. The control group included 63 university students, and the experimental group included accordingly 65 participants. There were no significant differences between the experimental and control groups before the experiment. The results of the experimental data were evaluated at high, medium and low levels.

2.3. Methods

The research delves into the examination of issues pertaining to the development of language proficiencies amongst future professionals through utilizing the method of analysis. The synthesis was used to get acquainted with philosophical, psychological, pedagogical, and methodological literature based on the standards of higher education in Ukraine, which relate to the training of specialists in language specialties. The comparison was used when working with educational programs used by future specialists in language specialties, working curricula and educational and methodological complexes; modeling the process of diagnosing the levels of formation of language competencies. The classification took place in relation to the literary base. The ascertaining, formative and control experiment was used to check the levels of implementation of the model, components and pedagogical conditions for future specialists' language competencies formation in the context of speech culture.

2.4. Tools

At the ascertaining stage of the experiment, the selection of an object-oriented methodical system for language competencies formation was conducted, the composition of participants was determined. Further, the diagnosis of individual levels of formation of the considered definition at different stages of the experiment

was carried out. The selected levels in the process of the ascertaining experiment were clarified and corrected during the study.

The substantiation of pedagogical conditions for future specialists' language competencies formation was carried out: updating the content of the professional cycle disciplines; fostering the motivation for learning drawing upon interdisciplinary connections; simulation of professional situations; involvement of students in an active information and developmental educational environment.

The methodology for training future language specialists was modeled and generalized, with a focus on identifying the components of language competence formation through the cultivation of speech culture in the educational process: conceptual-targeted, content-technological, result-evaluative.

The rationale behind the study aimed to assess the preparedness of prospective language specialists in acquiring linguistic proficiency through speech culture. To achieve this, a survey was conducted among bachelor's degree students. The results of the above questionnaire make it possible to draw conclusions about the levels of formation of these components of readiness. The experiment yielded findings that indicate future specialists' language competencies are situated in the intermediate to lower range.

After receiving the results of the formative stage of the experiment, an initial control test was conducted in order to determine changes in the level and quality of students' knowledge. The quality assessment of the control test was carried out on a 100-point scale.

To assess the effectiveness of the developed methodology for calculating the qualitative and quantitative indicators of the pedagogical experiment, the Wilcoxon-Mann-Whitney criterion was used.

The following tools were used in the course of the study. To implement the first condition, it was recommended to introduce the course "Computer and Publishing Technologies" the content module "Internet Publishing Tools" with the topic "Working with electronic dictionaries".

The second, third and fourth pedagogical conditions were proposed to be formed through the implementation of the conceptual-target and result-evaluative

components of readiness. It was recommended to use for the formation of the second condition the arts, children's games, brain storms, trainings, projects, modeling of professional situations, involvement in speech training, **engaging students in quests/webquests**. For example, within the framework of the "Culture-speaking Personality" club, the quest "The City As a Media Text" is offered. As part of the quest, tasks encoded in QR codes are solved, attracting students to interactive seminars.

Effective interactive methods for the development of language competencies were offered: microphone (short answer to the question asked); "Finish the sentence" (collective sentence formulation); the "Press" method (clear and reasoned expression of opinion); "The Chair of the Literary Hero" (analysis of the hero's thoughts and behavior); Edward de Bono's games (generating new ideas from different angles); "Fishbone" (analysis of cause-and-effect relationships); "Circle of Ideas" (collective generation of ideas); "Two – four – all together" (discussion in pairs, groups and as a class). To simulate professional situations (television projects, reports, interviews) in language and professional disciplines, it is recommended to use the methods of debate and discussion.

After obtaining the study findings at the ascertaining and formative stages, a control stage was carried out, the generalization of the data obtained was carried out, conclusions were drawn and prospects for further research were outlined.

2.5. Ethical criteria

In the course of the study, all ethical criteria of the study were met, namely: respect for the autonomy of participants, obtaining informed consent, ensuring confidentiality, the right to refuse, ensuring fairness, reliability and transparency.

3. Results

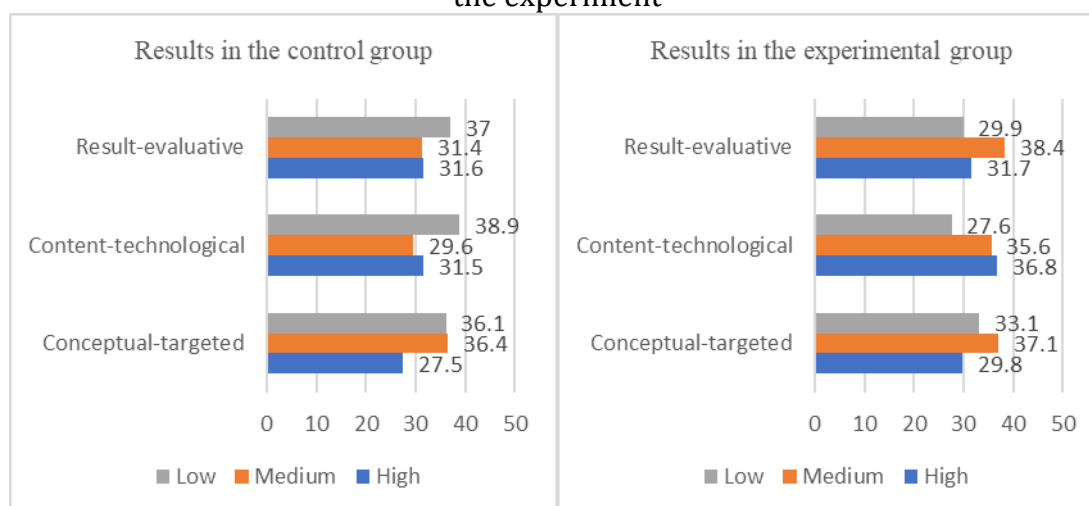
3.1. The ascertaining stage of the pedagogical experiment

In the course of the study, it was determined that future language specialists' speech competence content would consist of the following components: linguistic, socio-cultural, pragmatic (communicative and strategic), infomedial components.

In order to check the existing formation levels of readiness components for language competencies formation among the respondents of the control and experimental groups, a questionnaire was offered.

The results of the survey are presented in Figure 1.

Figure 1 – Formation levels of future language specialists' readiness components in language competence under speech culture's impact at the ascertaining stage of the experiment



Source: elaborated by the author.

According to the results of the questionnaire, it was determined that the outlined components of readiness in both control and experimental groups at the ascertaining stage of the experiment were formed in general at the medium and low levels. This indicates that the respondents were in the same conditions before the experiment. Based on the results of the survey, it is possible to draw conclusions about the predominantly medium and low formation level of future language specialists' readiness components at the ascertaining stage of the experiment.

3.2. Conducting and analyzing the formative stage of the experiment

The implementation of the first condition – *updating the content of the disciplines of the professional cycle* – was carried out with the help of the content-technological component of readiness. The basis for the implementation of the pedagogical condition is the curricula updating through including new topics and courses that meet the current needs in the field of language education, the implementation of innovative teaching methods, such as problem-oriented learning, project-methodical approach, case method, the utilization of modern ICT. It is specifically expedient when studying the disciplines "Methods of Teaching English and German Languages and Translation in Higher Education Institutions"; "Fundamentals of Translation Shorthand"; "Translation in the Field of Information Technology"; "Theory and Practice of Translation"; "English Translation Technique" performing the task as follows: e.g. create a video story about one of the words elaborated in dictionaries (such as "innovation", "ethics", "editor"). Such a task is proposed with the aim of forming the ability to effectively search for information, working with primary sources, being more aware of the need for copyright, avoiding plagiarism.

The implementation of the first pedagogical condition takes into account the following principles: integrity, training systematization and consistency, continuity, connection of learning with practice, personal development, problematic content of training, student-centeredness, learning on speech patterns, speech practice, partner interaction, functional and communicative orientation of learning, the use of interactive forms and teaching methods.

The second, third and fourth pedagogical conditions are the *formation of motivation for learning on the basis of interdisciplinary connections; simulation of professional situations; students' involvement in an active information and developmental educational environment* is proposed to be formed through the implementation of the conceptual-target and result-evaluative components of readiness. To meet the second condition, it is advisable to employ discussions, role-playing exercises, brainstorming sessions, training programs and projects.

Simulation of professional situations is proposed to be implemented through creating conditions as close as possible to real ones, the development of communication skills with different audiences, the development of the ability to adapt one's speech to different situations. Involvement of students in an active information and developmental educational environment is recommended through the creation of libraries and media libraries, sessions with practicing philologists, participation in competitions and festivals.

Speech **training is an effective method** for the development of monologue and dialogical speech, communication skills, with an emphasis on orthoepic correctness. The key attributes of speech training entail a focus on speech situations within the professional realm, delivery through language-based courses and group collaboration. **Focus on key aspects is conducted through** mastery of the voice, intonation of speech, use of methodology, tempo, timbre, placement of logical accents and emotional emphasis.

An essential instrument for developing information retrieval capabilities and promoting ethical discourse is the active engagement of students in quests or webquests. **For example, within the framework of the "Culture-speaking Personality" club, the quest "The City as a Media Text" is offered. As part of the quest, tasks encoded in QR codes are solved, which** provide for the transition from one tourist/art location to another, aimed at researching the city's historical objects. The objectives of **the quest include** mastering the skills of working with the text, the development of independent work, responsibility, team spirit, and better consolidation of the material. **The use of speech trainings and quests contributes to the formation of an efficient and competitive specialist, ready for effective communication in the conditions of professional activity.**

An essential facet of grooming future experts is honing their communicative competencies, encompassing skills such as processing information, critical thinking, articulating a stance and engaging in interpersonal interactions. One of the effective methods of forming these competencies is to engage students in interactive seminars, where they act as speakers and opponents. Advantages of interactive seminars are as follows: activation of the educational process, increase of

motivation and interest of students, development of skills of independent work and critical thinking, formation of communicative and rhetorical skills, training in reasoned and ethical communication. At the interactive seminar, trainees are afforded the chance to assimilate data concerning the speech's subject matter, organize their oration's phrasing, ascertain the issue presented, advocate for their stance, engage in analytical thinking and follow protocols for attentive listening and communication.

Effective interactive methods for the development of these skills are offered, in particular: microphone (short answer to the question asked); "Finish the Sentence" (collective sentence formulation); the "Press" method (clear and reasoned expression of opinion); "The Chair of the Literary Hero" (analysis of the hero's thoughts and behavior); Edward de Bono's games (generating new ideas from different angles); "Fishbone" (analysis of cause-and-effect relationships); "Circle of Ideas" (collective generation of ideas); "Two – four – all together" (discussion in pairs, in small and larger groups).

The use of interactive methods contributes to the formation of a competent and competitive specialist, ready for effective professional interaction. To simulate professional situations (television projects, reports, interviews) at the lesson in language and special disciplines, it is recommended to use the methods of debate and discussion. The advantages of these methods are the development of critical thinking and argumentation, the ability to express thoughts clearly and concisely, defend one's point of view, and interact with other participants.

When it comes to stimulating creative activity, self-realization and the formation of translation skills, it is expedient to apply the method of editorial analysis and text construction. The introduction of interactive forms and methods of teaching allows stimulating positive motivation for speech development and self-development, intensifying speech activity, and forming communicative competencies. **The creation of an active speech information and developmental educational environment** requires the teacher to take into account students' **individual** characteristics, their gender specifics.

The Google Drive service makes it possible **to increase the interactivity** of information, to **ensure the availability** of lesson materials, to boost students' **cognitive activity**, to involve mobile phone **sin the learning process** , to **monitor the progress of work** without distracting students, to **set time limits** for completing tasks, to check **tests**, to organize a **"score counter"** of students' educational achievements, review all the work of a particular student **at any time**, answer **students' questions** in real time, and sumultaneously perform **tasks with a group of students**.

For future specialists, it is essential to acquire practical skills in creating virtual museums. The work algorithm was as follows: create a virtual gallery in MyPictures 3d Album, download the program from the Internet in advance, install the program on your computer, and with the help of a "mouse" you can "walk" around the gallery, going up to the floors of exhibition halls.

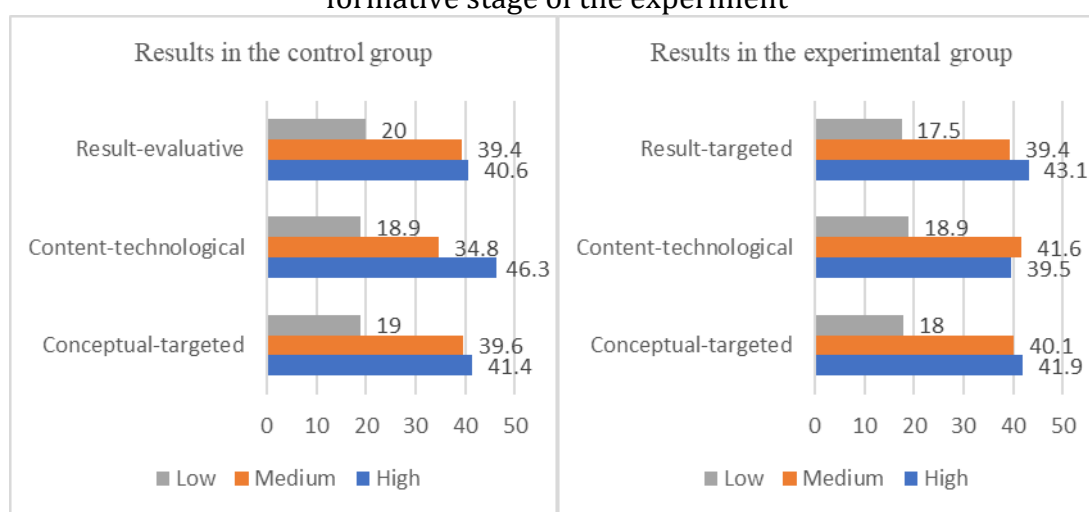
To develop the future specialists' creative abilities it is recommended to offer them the elaboration of a "Cloud tag", which presents visualizing associations to the keywords of the topic studied during the lesson. Students record their thoughts individually, then take turns announcing them. Engaging students in an active information and developmental educational environment to create author's information products fosters the need to consolidate knowledge of language norms and professional communication, the formation of infomedial and text-genre skills.

The respondents of the experimental group, after training according to the experimental methodology, noted a high motivation to study, as well as a desire to improve their language competence. Generally, students autonomously executed tasks oriented towards their professional development while receiving guidance from an instructor. It is noteworthy that through the use of computer software, students were able to validate problem-solving outcomes and compare them with those generated by the digital system. The use of this approach in conducting language classes has increased students' interest in learning new sections. Respondents were systematically given tasks for independent work, both theoretical and practical.

The control stage of the experiment was carried out, at which the analysis of the experimental study findings and the assessment of the proposed methodology effectiveness for the formation of future specialists' language competence under the influence of speech culture were carried out.

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

Figure 2 – Formation levels of future language specialists' readiness components for the language competence formation under speech culture's impact at the formative stage of the experiment



Source: elaborated by the author.

Based on the findings gathered during the experimental formative stage, it is plausible to deduce conclusions regarding the efficacy of the employed methodology, which aimed to enhance the level of component formation for future language specialists' readiness in developing linguistic competence through speech culture. Compared to the data obtained at the ascertaining stage of the experiment, it was determined that the outlined components of readiness, namely: conceptual-purposeful, content-technological, and resultative-evaluative, are formed in general at high and medium levels in the experimental group at the formative stage of the experiment compared to the ascertaining one.

The presented results allow us to assert the experimental methodology effectiveness in the respondents of the experimental group in comparison with similar indicators of the control group as a result of studying the courses Methods

of Teaching English and German Languages and Translation in Higher Education Institutions; Fundamentals of Translation Shorthand; Translation in the Field of Information Technology; Theory and Practice of Translation; English Translation Techniques according to the experimental methodology. To evaluate the developed methodology effectiveness for calculating the qualitative and quantitative indicators of the pedagogical experiment, the Wilcoxon-Mann-Whitney criterion was used.

Given the above, at the formative stage of the experiment the number of respondents who had a pronounced need for language competencies and demonstrated interest therein, focused on achieving success in the field of translation increased significantly. In the process of empirical research, the concept was implemented reflecting theoretical and methodological foundations, pedagogical conditions; educational and methodological complex to ensure the future specialists' professional readiness for the formation of language competencies in the context of speech culture's impact.

Based on the study findings and considering the demands of contemporary socio-economic progress, achieving a sophisticated level of language competencies is pivotal to successfully implementing modern innovations in training education specialists with language specialties. Accordingly, this will ensure their effective application in novel economic and political environments.

4. Discussion

In the course of the study, the opinions and positions of numerous researchers on the outlined issues were carefully examined. Drawing upon their works, the development of methods for the formation of language competencies in the context of speech culture's impact is carried out.

Novella-Garcia and Cloquell-Lozano (2021), studying the formation of language competencies, identify a number of stages that take place while forming language competencies. This approach is considered appropriate and therefore is applied in the study. Drawing on the above stages, their reorganization was carried out and presented as follows: acquisition of professional knowledge, skills and

abilities; acquisition and practical application of the system of creative, artistic and analytical abilities; the presence of the development of imagination and spatial thinking; incorporation of attained proficiencies into contemporary context, enabling to contend in the job market.

Moreover, Saad et al. (2023) maintain that in recent years the problem of improving the quality of higher education in the field of language education has acquired a special status and development priority. We agree with the above researchers that the current educational policy in the world is aimed at determining the strategic priorities for the development of education through the formation of a national model of multi-level continuous education, which is seamlessly incorporated into the global educational sphere and addresses both individual and societal demands.

Zakaria and Nawi (2020) are inclined to believe that future specialists' language competencies should be formed during their studies in higher education institutions. However, we do not agree with this opinion and believe that we should not be limited to language competencies acquired during formal education, self-education, advanced training, participation in exhibition activities, etc., play a significant role.

According to Kuhail et al. (2022), in the structure of future language specialist's training there should be present structural and functional components of readiness. Among which are as follows: cognitive-activity, motivational-evaluative, individual-personal constituents of readiness. However, in the current study we distinguish the following components of the future specialist's readiness for language competencies formation, namely: conceptual-targeted, content-technological, result-evaluative.

Further, Xiang et al. (2020) highlight a model based on pedagogical support for the practice of gaining communicative experience. It consists of the following interrelated components: purpose, basic ideas, principles and stages of implementation, performance criteria and results. With regard to the study findings, the use of the proposed approach may be appropriate, and the purposeful formation

of language competencies should be developed throughout the entire period of study, both in practical and theoretical activities.

According to Valko and Osadchy (2020) and Mccord et al. (2020), the planning of language sessions should take into account the principle of communicativeness. The use of the outlined approach is considered appropriate and applied in the study while implementing the methodology for language competencies' formation.

The limitations of the study are as follows:

1. Limitations of research methods (difficulty in measuring language competences), sampling limitations (language competence studies are often conducted on small samples, which may limit the results' generalization to a wider population); the influence of context (language competencies may vary depending on the context in which they are used).

2. Limitations of the theoretical base: lack of a unified theory, complexity of language processes.

3. Limitations of practical value: difficulty in summarizing the results, lack of clear recommendations.

4. Ethical constraints: the need for informed consent, protection of confidentiality.

5. Resource constraints: Conducting research on language competencies can be expensive and time-consuming.

However, despite these limitations, the study of language competencies is a significant area of research.

The proposed recommendations include broadening the methodological repertoire, enhancing the theoretical foundation, amplifying practical relevance, upholding ethical norms, and enticing digital resources. Implementing these recommendations can help researchers better understand how people learn languages and develop more effective methods of teaching languages.

4. Conclusions

The study has yielded the conclusion that the cultivation of language expertise in future professionals within the field necessitates a focus on establishing pedagogical environments fostering high-quality linguistic competencies, while considering speech culture's impact.

The comprehensive data generated from the experiment's results, subsequent to the proposed methodology implementation, enables us to infer the efficacy of the applied methodological instruments. Educational institutions that train language specialists should direct their efforts towards updating pedagogical conditions for implementing methodologies that facilitate the formation of language competencies among future language specialists. Such efforts should be contextualized within considerations of speech culture's influence.

Thus, the focus of future research is to explore contemporary international programs catering to educators that offer opportunities for advanced training abroad and encompassing outcomes from their individual research. The research findings can serve as a foundation for enhancing the education of prospective language specialists. These findings can facilitate the integration of digital resources into their training, which would foster the development of language competencies and enable them to perform professional activities at an exceptional standard that meets labor market demands.

The scientific novelty of the study lies in the fact that *for the first time*:

- the theoretical and methodological prerequisites of developing future specialists' language competencies were substantiated; a methodical system for organizing the process of formation of future specialists' language competencies in the context of the influencing speech culture was developed, a system for the developing language competencies was substantiated and modeled;
- pedagogical conditions were *singled out and theoretically substantiated* (in particular, updating the professional cycle disciplines' content; development of learning motivation through interdisciplinary connections; modeling of

professional situations; students' involvement in an active information and developmental educational environment);

- the content of basic concepts ("language competences", "speech culture"); methods as well as diagnostic tools for the development of future specialists' language competencies *were improved*;

- the components (conceptual-targeted, content-technological, result-evaluative), criteria (value, knowledge-operational, subjective), levels (high, medium, low) of future specialists' language competencies formation as well as scientific and methodological support for the future specialists' language competencies development in the context of speech culture impact *were further developed*.

The practical significance of the obtained results lies in the development and implementation of the following components in future specialists' training:

- the curricula content of the subjects "Methods of Teaching English and German Languages and Translation in Higher Education Institutions"; "Fundamentals of Translation Cursive Writing"; "Translation in the field of information technology"; "Theory and Practice of Translation"; "English Translation Techniques" was adjusted accordingly;

- speech training (orthoepic or communicative) was elaborated;

- a compendium of class synopses for the "Cultural Personality" club was formulated, the quest "The City as a Media Text" was introduced;

- an algorithm for students' work on the development and implementation of a linguistic project using the Google Classroom service was proposed.

REFERENCES

- Almerich, G., Orellana, N., Suárez-Rodríguez, J., & Díaz-García, I. (2016). Teachers' information and communication technology competences: A structural approach. *Computers and Education*, 100, 110-125.
<https://doi.org/10.1016/j.compedu.2016.05.002>
- Alvarez, A. Jr. (2020). The phenomenon of learning at a distance through emergency remote teaching amidst the pandemic crisis. *Asian Journal of Distance Education*, 15(1), 144-153. <https://doi.org/10.5281/zenodo.3881529>.
- Call, K. (2018). Professional teaching standards: A comparative analysis of their history, implementation and efficacy. *Australian Journal of Teacher Education*, 43(3), 48-93. Retrived from: <http://surl.li/rmujm>
- Elfert, M. (2019). Lifelong learning in Sustainable Development Goal 4: What does it mean for UNESCO's rights-based approach to adult learning and education. *International Review of Education*, 65(4), 537-556.
<https://doi.org/10.1007/s11159-019-09788-z>
- Haidegger, T., Speidel, S., Stoyanov, D., & Satava, R. M. (2022). Robot-assisted minimally invasive surgery – Surgical robotics in the data age. *Proceedings of the IEEE*, 110(7), 835-846. <https://doi.org/10.1109/JPROC.2022.3180350>
- Kohut, U. P., Sikora, O. V., & Vdovychyn, T. Y. (2022). Formation of the teacher's individual educational trajectory for the development of digital competence. *Information Technologies and Learning Tools*, 91(5), 186-204.
<https://doi.org/10.33407/itlt.v91i5.5006>
- Kovalchuk, V., Marynchenko, I., Sherudylo, A., Vovk, B., Samus, T., & Soroka, V. (2021). Implementation of the learning model based on the results of future vocational teachers' professional training. *AD ALTA-Journal of Interdisciplinary Research*, 11(2), 214-219. Retrieved from:
http://www.magnanimitas.cz/ADALTA/110221/papers/A_38.pdf
- Kuhail, M. A., ElSayary, A., Farooq, S., & Alghamdi, A. (2022). Exploring immersive learning experiences: A survey. *Informatics*, 9, 75.
<https://doi.org/10.3390/informatics9040075>
- Mccord, C., Bernhard, P., Walsh, M., Rosner, C., & Console, K. (2020). A consolidated model for telepsychology practice. *Journal of Clinical Psychology*, 76, 1060-1082.
<https://doi.org/10.1002/jclp.22954>
- Morze, N., Smyrnova-Trybulska, E., Potes Barbas, M. & Widła, H. Smart Education –

evolution in digital world in conditions of internationalisation of higher education – Experts’ Opinions. *International Journal of Information and Communication Technologies in Education*, 10(1), 13-31. <https://doi.org/10.2478/ijicte-2021-0002>

Munastiwi, E., & Rahmatullah, B. (2021). The impact of islamic religious education on the development of early childhood religious and moral values during the COVID-19 pandemic in Indonesia and Malaysia. *Jurnal Pendidikan Islam*, 10(1), 49-66. <https://doi.org/10.14421/jpi.2021.101.49-66>

Novella-Garcia, C., & Cloquell-Lozano, A. (2021). The ethical dimension of digital competence in teacher training. *Education and Information Technologies*, 26(3), 3529-3541. <https://doi.org/10.1007/s10639-021-10436-z>.

Pejić, A., & Piroška, S. M. (2021). Predictive machine learning approach for complex problem solving process data mining. *Acta Polytechnica Hungarica*, 18(1), 45-63. <https://doi.org/10.12700/APH.18.1.2021.1.4>

Saad, A., Fatin, N. K., & Bahbib, R. (2023). The development of a mobile application ismind for formative students’ assessment. *Information Technologies and Learning Tools*, 98(6), 66-81 <https://doi.org/10.33407/itlt.v98i6.5370>

Saad, A., Hambira, N., Zin, H. M., Johan, R., & Li, W. S. (2019). Object oriented VS structured analysis and design in system development courses. *International Journal of Engineering and Advanced Technology*, 8(6S3), 82-88. <https://doi.org/10.35940/ijeat.F1014.0986S319>

Shahrizal, A. Z. S. A. (2022). A Systematic literature review on the use of podcasts in education among university student. *Asean Journal of Teaching and Learning in Higher Education*, 14(1), 68-75. <https://doi.org/10.17576/ajtlhe.1401.2022.10>

Svetsky, S., Mikulowski, D., & Moravcik, O. (2022). Universal IT support design for engineering education. *IEEE Global Engineering Education Conference (EDUCON)* (p. 498-507). Tunisia. Retrieved from: <https://educon-conference.org/>

Sweller, J., Merriënboer, van J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design: 20 years later. *Educational Psychology Review*, 31(2), 261-292. <https://doi.org/10.1007/s10648-019-09465-5>

Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., & Agyemang, B. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. *Smart Learning Environments*, 10(1), 15-27. <https://doi.org/10.1186/s40561-023-00237-x>

Turnbull, D., Chug, R., & Luck, J. (2021). Learning management systems: A review of the research methodology literature in Australia and China. *International Journal of*

Research & Method in Education, 44(2), 164-178.
<https://doi.org/10.1080/1743727X.2020.1737002>

Valko, N., & Osadchyi, V. (2020). Education individualization by means of artificial neural networks. *The International Conference on Sustainable Futures: Environmental, Technological, Social and Economic Matters (ICSF 2020)*, 166. 10021. <https://doi.org/10.1051/e3sconf/202016610021>

Xiang, Y., Yang, Y., & Li, W. (2020). Timely mental health care for the 2019 novel coronavirus outbreak is urgently needed. *The Lancet Psychiatry*, 7(3), 228-229. [https://doi.org/10.1016/S2215-0366\(20\)30046-8](https://doi.org/10.1016/S2215-0366(20)30046-8)

Zakaria, G. A. N., & Nawi, A. (2020). Design and development of a PBL mobile application in Islamic education: A conceptual framework. *International Journal of Information and Education Technology*, 10(1), 26-30. <https://doi.org/10.18178/ijiet.2020.10.1.1334>

Zimmerman, W., Altman, B., Simunich, B., Shattuck, K., & Burch, B. (2020). Evaluating online course quality: A study on implementation of course quality standards. *Online Learning*, 24(4), 147-163. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1277443.pdf>