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EVOLUTION OF SOCIO-ECONOMIC DEVELOPMENT OF UKRAINE: HISTORICAL CONTEXT, MODERN CHALLENGES AND EUROPEAN INTEGRATION

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**EVOLUTION OF SOCIO-ECONOMIC
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INTEGRATION**

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ABSTRACT

The collective monograph is devoted to the study of trends in the development of modern Ukrainian society. The research uses an interdisciplinary approach, which allows analyzing various aspects of the development of social processes in Ukraine and obtaining socially significant scientific results.

Kostyantyn Levchuk's research is aimed at the analysis of public organizations of Ukraine (1985-1996). Ukraine's democratic progress is aimed at creating conditions for the development of civil society, which is defined as a set of non-state relations and institutions. This society should provide citizens with the opportunity to protect their rights, satisfy needs and realize life and social values. The viability of democracy depends on an active dialogue between citizens and state structures, as well as between voters and their representatives in the legislative and executive powers. Such interaction is the basis for the development of democratic principles and ensuring stability in society.

The subject of Yuri Boyko's scientific interests is the consideration of aspects of the demographic manifestation of the regional system of the Forest-Steppe of Ukraine. Its main parametric characteristics (number, density, movement, dynamics of population growth) were reconstructed with the help of cluster analysis methods. For the first time, the explosive administrative "growth" of the population between 1856 and 1858, associated with the beginning of the liquidation of military settlements, was revealed. The main result of the study was a generalized statistical model of the demographic situation in the Ukrainian Forest-Steppe in the middle of the 19th century at the level of not only 6 provinces, but also each of 77 administrative districts.

Svitlana and Vasyl Bogatchuk characterize the Peculiarities of the development of education in Ukraine in the 1950s and 1980s. Issues of education development in Ukraine in the 1950s and 1980s. were associated with the leadership activities of the Communist Party, publications were most often dedicated to public holidays. Today, there is a growing interest in the development of education as an integral part of our society. The school played a significant role in the training of future personnel and

ideological education. In 1984, a new education reform was carried out, according to which the transition to education from the age of six was carried out, secondary schools were transferred to the eleven-year term of education. The greatest impact on the development of pedagogical theory and practice was made by the work of the world-famous teacher V.O. Sukhomlynskyi. In the 60s and 80s of the XX century. the government pursued a policy of Russification of education and suppression of the Ukrainian language.

In his chapter, Ihor Bielkin emphasizes that language etiquette in modern education is an important aspect of communication between students, teachers and administration. It includes rules of politeness, respect and correctness in communication, which contribute to the creation of a positive learning environment. Appropriate language etiquette helps avoid conflicts, improves mutual understanding and forms a culture of communication. The use of adequate forms of communication, the ability to listen to others and compliance with the rules of communication are key elements for a successful educational process. Today, in the conditions of digitalization, it is also important to consider language etiquette in a virtual environment, which opens up new challenges and opportunities.

In the work of Zorislav Makarov, a philosophical and methodological analysis of the problem of disciplinary relations in science is carried out, starting with the revolutionary situation of the formation of non-classics and ending with integrative trends in modern post-non-classical science. Initially, against the background of the crisis of mechanistic determinism in the science of the 19th century. alternatives to positivist, pragmatic and neo-Kantian approaches to the relationship between philosophical and scientific rationality and determinism are revealed, with a conclusion about probabilistic means of scientific description in the role of an interdisciplinary mediator between them. Then the dissemination of probabilistic categories, models and means of description in modern science is investigated based on the mastery and convergence of dynamic and chaotic parameters in the picture of the world with conclusions about the prospect of creating an interdisciplinary theory of nonlinear dynamic description and the meaningful potential of the idea of stochasticity to

overcome methodological dichotomies in the consciousness of the modern scientific community.

The work of Alla Zhuravlyova determines the influence of railway transport on the processes of urbanization and economic development of the south of Ukraine. Railway transport is one of the most important branches of the national economy of Ukraine, a catalyst for economic growth and improving the quality of life of citizens. It provides the needs of production and the population in all types of transport. Railway transport plays a leading role in the implementation of internal and occupies a significant place in the establishment of foreign economic relations of Ukraine. Comprehensive coverage and generalization of the historical process of the formation of the railway transport network on the territory of Ukraine, taking into account the interrelationships of the legislative framework of the state with the construction of railways, makes it possible to identify and analyze the impact of railway transport on urbanization. processes in the South of Ukraine in the second half of the 19th and early 20th centuries.

The content of the collective monograph corresponds to the scientific direction of the Department of History of Ukraine and Philosophy of Vinnytsia National Agrarian University. The monograph is the result of the initiative topic "Investigation of the trends of socio-economic development and consolidation of Ukrainian society in the recent history of Ukraine". State registration number 0122U001425. Head of the topic, Doctor of Science, Professor K. I. Levchuk). The monograph uses: socio-philosophical approach, historical-genetic method, statistical analysis, sociological and economic research methods.

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4. Language etiquette in modern education

Society produces certain standardized norms of social behavior (including speech), which are determined by ideas about patterns of behavior in a specific situation. In order to function as a whole, as a complex social system, society must establish such a framework for the behavior of individuals in which this behavior becomes monotonous, stable, and repetitive. Such a framework is etiquette - a system of rules for a person's external culture, his behavior, decency, good tone, etc. In society, it functions in two main forms of behavior: speech and non-speech. As a rule, these forms of behavior are closely related and interdependent.

If etiquette, as a set of rules established in society, regulates our external behavior in accordance with social requirements, then speech etiquette can be defined as the rules that regulate our speech behavior.

From the point of view of the national specificity of speech etiquette, it should be said that its structure has developed in each nation on its own national basis under the influence of various psychological, socio-political, and cultural factors.

Etiquette communication is an integral part of the culture of man and society. Etiquette (from the French "shortcut, label") is an established order, a set of rules of behavior related to the external manifestation of attitudes towards people (handling with others, forms of greeting and greeting, behavior in public places, manners and clothing). The term "etiquette" in the modern sense of the word was first used at one of the receptions of King Louis XIV, when courtiers and guests were presented with cards (labels) listing the rules of court behavior.

The practical meaning of etiquette is that it enables people to use ready-made forms of generally accepted politeness to communicate with different groups of people and at different levels without much effort. The culture of behavior acts as a quality, socially necessary and valuable due to its moral basis. In the broadest sense of the word, this concept includes a set of tools developed and tested by experience for organizing

people's everyday life and communication, and is an integral part of universal human culture.

Etiquette is based on rules of behavior that are general, as they are observed not only by representatives of a given society, but also by representatives of all kinds of socio-political systems that exist in the modern world. Each country makes its own corrections and additions to etiquette, determined by the country's social system, specifics of its historical structure, national traditions and customs.

As the living conditions of mankind change, education and culture grow, some rules of behavior become obsolete, others are corrected or replaced by new ones. What was previously considered indecent becomes generally accepted, and vice versa. But the requirements of etiquette are not absolute: their observance depends on the place, time and circumstances. Behavior that is unacceptable in one place and under some circumstances may be appropriate in another place and under other circumstances.

The norms of etiquette, unlike the norms of morality, are conditional and have the character of an unwritten agreement about what is generally accepted in people's behavior and what is not. Every cultured person should not only know and observe the basic rules of etiquette, but also understand the need for certain rules and relationships. The ability to behave correctly in society facilitates the establishment of contacts, helps to achieve mutual understanding, and creates stable relationships.

What does it depend on? How was it formed? Language etiquette existed and exists in modern Ukrainian science. It is the result of significant linguistic and stylistic processes that took place in the realm of Ukrainian scientific style. These processes are especially noticeable over the last century. Science developed under the slogan of integration, the professional speech of science gravitated towards unification and standardization, i.e. the means of expression of language etiquette were significantly affected by known social, i.e. non-linguistic factors. This caused, according to scientists, the fact that the national in the language etiquette of Ukrainian science was leveled off, dissolved.

Language etiquette is of great importance in the communication of scientists, their behavior and language depend on who they are communicating with: a scientist

and his colleagues communicate in a proper scientific sub-style, and a scientist and his students in a scientific-educational sub-style, etc.

A scientist, when communicating with colleagues, uses some language formulas (greetings, farewells, introductions, appeals, etc.), and when communicating with students - others. So, the means of expressing language etiquette depend on who the scientist communicates with, and they have certain differential features (because the type of scientific style changes).

The structure of language etiquette in a scientific style depends on the form of communication. Thus, while at a scientific symposium, a scientist should use a completely different form of addressing fellow scientists than the one he uses during an academic lecture. Of course, a scientist can change language formulas. These changes will depend on culture, sophistication of speech, tastes, traditions of the scientist, conditions and purpose of communication.

General principles and norms of the etiquette culture of a teacher at an educational institution.

A modern pedagogical educational institution, be it a kindergarten, a school, a college or a university, is an open educational and educational system accessible to people who differ in many respects (by nationality, social status, psychological and age characteristics, views, educational level, etc.). Etiquette rules take into account all these differences, so their observance has a successful effect on the educational and educational process.

Etiquette is based on moral and formal-organizational foundations. First of all, it carries a moral burden, strengthening the moral state of society, being a practical reflection of moral norms in the behavior of an individual. It can be said that etiquette gives the teacher a technique of behavior that allows him to demonstrate a moral attitude to the people around him.

The formal and organizational basis of etiquette is manifested in the visual manifestation of respect and kindness to people by a person, in the performance of a number of generally accepted behavioral operations for this, in adding a moral requirement of respect to a specific behavioral form.

Etiquette behavior is always connected with harmony and order, it reveals not only a moral but also an aesthetic basis. Society sets before its members the task of behaving not only correctly and in accordance with generally accepted norms of morality, but also in accordance with the concept of beauty, the ideal of beauty, causing a positive aesthetic experience with their behavior and thus contributing to the aesthetic development of society, the formation of the aesthetics of feelings.

In order to improve the culture of behavior of future doctors on the basis of modern requirements of society, the university teacher himself should clearly present the structure and content of etiquette. Its structure consists of forms, types and varieties that combine certain behavioral rules, but in practical action these rules are closely related.

According to the form, that is, according to the set of means of expressing a respectful attitude towards people, etiquette is divided into two types: verbal and non-verbal.

The first is manifested in the language of the teacher, in his manner of addressing, ability to conduct a conversation, participate in an argument, express a critical or complimentary remark. The teacher always accompanies the word. His professional success depends on how and what the teacher tells students. One of the components of a teacher's professionalism is mastery of the rules of language etiquette, which includes the most important language formulas that are constantly used in certain situations.

The non-verbal form of etiquette includes actions and actions by which the teacher demonstrates to students a respectful attitude towards them: how he behaves at his desk, how he stands near the podium during a lecture, how he walks along the corridor or classroom, in short, all the behavioral actions of the teacher characterize him as a well-educated individual who has good etiquette, or, on the contrary, as insufficiently prepared for life in modern society.

Since etiquette is manifested in various social and professional groups, it is divided into types that combine the rules characteristic of a person engaged in a topic or other type of activity. In our opinion, we can talk about the etiquette of each

profession: lawyer, doctor, teacher, deputy, minister, and so on. Some behavioral rules are characteristic of all professions, others reflect a certain type of professional activity.

Pedagogical etiquette contains a set of rules of conduct that regulate the external manifestation of mutual relations that arise between a teacher and a pupil, a teacher and a teacher, characterized by respect for a pupil, a colleague, as well as the desire to establish friendly, creative relations.

Pedagogical etiquette, like any professional etiquette, manifests itself in various aspects of a teacher's life and activity - in professional image, speech manner, and real behavior. Observance of pedagogical etiquette helps to implement an individually-oriented approach in education, creates conditions for pedagogical communication between the teacher and students, aimed at creating a favorable psychological climate among students, which contributes to the establishment of correct relationships, both with the student community and with an individual student.

Compliance with etiquette helps to strengthen the teacher's authority among the young generation, who think actively and often rebel against the existing order.

Non-observance of etiquette negatively affects pedagogical activity. Yes, colorful and too bright clothing of a teacher can negatively affect the state of the student audience, tasteless or frivolous style of clothing often causes irritation and mistrust among students.

All varieties of etiquette, which have concentrated the rules necessary in one or another situation. These include business, family, guest, gift, dance, distance communication etiquette, and other varieties of it that appear in pedagogical activity. Business etiquette contributes to the establishment of the most favorable relations between teachers, between teachers and pupils (pupils, students), between the head of the educational institution and his employees. Knowledge of family etiquette is necessary not only because the teacher has a family, and it affects his professional activity, but also because the children who study with him, teenagers, boys and girls also live in families and often need intelligent and tactful advice . Thus, one can see the place of any kind of etiquette in the professional life of a teacher.

Etiquette is of great importance in the life of society, of an individual, subject of pedagogical activity. It is a social phenomenon that has a clear structure, depends on the socio-economic, political and cultural conditions of social development, is connected with the political, moral and aesthetic views of society. In order to demonstrate a culture of behavior, it is necessary to observe the rules of etiquette. Knowledge of its rules contributes to the fact that a person acquires inner will in choosing certain deeds, actions and words, and, along with other personalities, becomes a creator of social behavior.

One of the main tasks of a teacher is to cultivate a reasonable combination of a sense of will and necessity. Unfortunately, the emphasis on external will to the detriment of responsibility and civil duties leads to restraint of spirituality in people, disdain for discipline, rampant anarchy, demagoguery, permissiveness, unwillingness to work, impunity, pursuit of profit, growth of crime among the younger generation. Mastering etiquette, consciously perceiving its expediency and necessity, the teacher follows the path of improving not only his behavior, but also his worldview, builds a moral attitude towards reality and people.

This importance of etiquette proves the need for its knowledge and observance within society, especially by people who have chosen the teaching profession as their profession.

The teacher's image and ways of its formation. Positive image of the teacher

Image is a style that is determined by internal content. Translated from French and English, "image" means "image". Moreover, by "image" you need to understand not only a visual, visual image (look, appearance), but also a way of thinking, actions, deeds. This is the ability to communicate, and the art of speaking and listening. Correctly chosen tone of conversation, timbre of voice, selectivity of movements largely determines the image in which we appear before those we teach and colleagues. Together with tact, education, business qualities, our appearance is either a continuation of our dignity, or another negative feature of life that interferes with career.

The teacher's image should be considered as an important aspect of his professionalism and a means of pedagogical influence on students. It is revealed in two plans:

firstly, from the point of view of the requirements for the teacher from the side of the society (how it imagines the teacher as an educator and bearer of moral experience);

secondly, from the teacher's point of view, how he wants to present himself to the students, what he wants to say about himself to the society.

Perhaps the image is even more important for the teacher than for any other specialist, because it is he who influences the formation of ideas, attitudes, and values of pupils and, in turn, contributes to the formation of the image of those who are taught.

The basis of a teacher's image is his personal and professional qualities - sociability, reflexivity, empathy, self-control and many others. Also, the teacher's image is his toolkit, it is the functional means of the body that allow the use of voice, plasticity, facial expressions as an influence on pupils. A competent teacher will use them purposefully and consciously.

An important part of a teacher's image is the extent to which he possesses eloquence. When communicating with those being taught, the teacher should not forget about the tone in which he speaks to other people. Not only the emotional state of his students depends on this, but also their ability to work.

The so-called "non-verbal" image is related to the extent to which we have pleasant manners, which means gestures, facial expressions, and gaze. Good manners help to quickly adapt in any environment, simplify the establishment of communication ties with people.

No less important is the way of life. Lifestyle image is how people perceive your personal life, relationships with others and family members, your moral principles, dignity, behavior and character.

Forming a teacher's image is an active purposeful activity aimed at informing the teacher about the strengths of those personal qualities and relationships that are objectively important for successful work with students. The teacher's practical

mastery of the basic principles of pedagogical ethics, the development of his professional culture and scientific organization of work is an important aspect of image formation. A successfully designed pedagogical image affects the teacher's self-affirmation and his further professional self-improvement.

The image of a teacher of a higher school is largely determined by the qualities he possesses, which give uniqueness to his communication with students, determine the speed and degree of mastery of various skills. The predominant features of an experienced teacher are: purposefulness; persistence; patience; tolerance; initiative; authority; a creative approach to solving each task with the aim of educating students.

The image of a university teacher is a kind of collective image that reveals the most characteristic features for him, which include: competence, culture, peculiarities of lifestyle and behavior.

A positive individual image of a teacher is a harmonious combination of external and internal personal, individual and professional qualities of a teacher, designed to demonstrate his desire, readiness and ability for subject-subject communication with participants in the educational process.

It is always more difficult for a university teacher to maintain a certain image than for a school teacher. Students are always more demanding, they have already formed certain positions in life, their views on taste and beauty. They evaluate the teacher from the position of an adult. And the teacher must respond to this.

Determining what the image of a teacher capable of realizing the task of developing a harmonious personality should be, it should be noted that he should be a worthy person, which is manifested in his physical appearance, actions, speech and professional activity; its internal content must correspond to the external one, and vice versa; in addition, it must be in a harmonious relationship with the environment. Philosophers of the past outlined a certain space in which a harmonious person is formed, both external (nature and society) and internal - the soul (psyche).

Everything in our life is interdependent. If we are significant in our own eyes, then we are also significant for those whose opinion is dear and important to us. But the most important thing is that some completely new, unexpected "reserves" of love

and respect for their pets are revealed. And the students' grateful response to this metamorphosis is felt almost immediately.

TEACHER SPEECH ETIQUETTE

In order to establish interpersonal contact, maintain a friendly atmosphere, the tonality of communication, its participants must adhere to speech etiquette (French etiquette - order) - a system of rituals that consists of appropriate verbal formulas.

In general, etiquette means an established order of behavior; a set of rules of behavior (rituals) that regulate the external manifestation of relations between people, the culture of the individual.

The teacher's speech etiquette consists of the rules of speech behavior in communication with colleagues, students, and their parents. It obliges the teacher to behave in accordance with socially, culturally and historically formed models in typical situations of communication and interaction between the teacher and students. The teacher must have correct, clear speech, various verbal formulas, complex word combinations, the ability to construct his own statements, use the rules of speech behavior in typical communication situations.

Whatever the mood of the teacher, he must enter the classroom free from negative emotions, with a bright and benevolent look, focused on the students, the topic of the lesson. Flirting with students, as well as a mentoring tone, are unacceptable. A creative, business-like, emotionally dynamic (in accordance with the tasks, purpose of the lesson) environment in the classroom will require diverse, clean, emotionally expressive speech.

The process of speech reflects the spiritual and physical state of a person, therefore the choice of a word, a phrase, a turn of phrase should be motivated, and they should be pronounced in a polished voice. A correctly chosen and used word can immediately attract the student's attention, cause the necessary reaction from him.

Standardized (typical) communication situations, in which it is especially necessary to observe speech etiquette, are greetings, introductions, calling and attracting attention, farewells, apologies, thanks, requests, approvals, agreements, objections, refusals, offers, advice, etc. In the process of multiple repetition of the same

speech situations, established communicative units were formed that serve these situations. Each of them uses many groups of verbal units that form synonymous series.

The first impression of a teacher consists of how sincerely and cordially he greets you. It may be wrong, but children subconsciously focus on their feelings when greeting. The language culture of the teacher is manifested in his ability to choose an appropriate form of greeting or farewell, which depends on the environment in which he is, the age of the interlocutors, his relationship with them, the place of the event, the specific situation, etc. Under any conditions, the greeting (farewell) should show respect for the interlocutors. The following greeting formulas are traditionally used: "Good morning!", "Good afternoon!", "Good afternoon!", "Good evening!", "Good evening!", "Hello!"; Farewell: "Goodbye!", "Be healthy!", "Go healthy!", "Farewell!", "Goodbye!", "All the best!", "Happy journey!", "See you!", "See you tomorrow!", "See you next time!", "Good night!", "Good night!". Often used are stylistically neutral expressions ("Hello", "Goodbye", "Thank you") and variant ones ("See you tomorrow", "Goodbye").

Social and professional characteristics of communicators are reproduced in speech etiquette. Appeals, for example, record the social status of the communication partner ("Colleague", "Dear Chairman", "Mr. Director", "Highly respected Good").

Acquaintance is accompanied by special language etiquette formulas ("Let me introduce myself..."; "My name is..."; "My name..., my surname..."; "Let me introduce (recommend) you..." "Let me introduce you to..."; "Please introduce me to..."; "Very nice to meet you..."; "). In official addresses, expressions are used: "Goodness!", "Goodness!", "Sir!", "Madam!", "Gentlemen!", "Comrade!", "Comrade!", "Dear friend!", "Dear company !", "Honorable lordship!". The teacher turns to you to express respect to a stranger, a stranger, an older interlocutor by age or position, high school students.

It is very important how and with what words the teacher addresses the students. It is unmotivated and inappropriate to "stimulate" students' activity by saying "Now you will answer my questions", "Listen carefully, because I will ask questions",

"Children, what are you not listening to?", "Yes, good, sit down", "What are you quiet?", "Raise your hands", "Speak louder", "What, no one else knows?" etc.

Such appeals do not stimulate the cognitive activity of students, but create psychological barriers between them and the teacher.

From the first minute of being in the classroom, the teacher must think about the right choice and use of communicative elements to prepare students for work.

In the teaching language practice, there are many stereotypes that must be accurate, meet the norms of specific vocabulary, professionalism, general scientific and special terms, word combinations, which is caused by the desire to reproduce the facts and events as accurately as possible. The most common of them are:

— analytical terms-phrases. They are used in oral and written professional-pedagogical communication: personnel turnover, staffing, to lose validity, to certify the authenticity of a signature, to apply for an address, to work part-time, to take into account, to inform, etc.;

— specific script words that provide a standardized organization of speech: according to, for the purpose of, in connection with, during, etc.;

— formulas of speech etiquette, which ensure acceptable inclusion in speech contact in a certain environment, maintaining communication in the chosen tonality (they have their own characteristics in each team).

The teacher's achievement of the communicative goal is facilitated by the motivated use of the expression modality — the teacher's attitude toward the student. It can be expressed in grammatical, lexical, and intonational ways. A certain type of speech act corresponds to the corresponding modality of the statement: the speech acts of the affirmative type correspond to the teacher's rational assessment of the content of the statement; expressive — emotional; statements-directives express the teacher's desire to achieve one or another result; statement-commitment — intention, readiness to do something for the interlocutor.

Building a language communication strategy, constructing one's own expressions can be very diverse. If the teacher aims not only to receive information, but also to involve the student in a dialogue, to cause his reaction to the message, he

can use the following question: "Didn't you know that the essay had to be submitted today?". Knowing that his point of view is important for the student, the teacher, influencing him with his authority, builds a statement using the construction with the verb "knowledge" or "opinion", for example: "I think the result will be positive"; "I know, dear, you have learned this topic well."

The utterance can unfold as an indirect speech act, while the task of the speaker is to inform the addressee about his attitude to the problem and to cause him the necessary reaction with the help of the message. Trying to encourage the student to realize his intentions, the teacher includes a positive assessment (the so-called idea of what should be) in his statement. It can refer to the expected action and the future performer, for example: "We hope to successfully pass the exams"; "I know you agree." Sometimes it can sound in the form of advice, in which it is emphasized that the intended action is in the interests of the student: "I advise you to prepare well for the test."

Often, the principle of politeness obliges the listener to be informed about his awareness, for example: "You yourself know...", "You yourself said...".

Since the educational session combines different forms, types, genres, functional varieties of communication, it is important for the teacher to observe the language etiquette of the lesson, to creatively interpret specific communicative situations. Compliance with etiquette not only does not limit, but also, on the contrary, expands the communicative capabilities of the teacher, ensures an effective exchange of feelings and thoughts, attracts potential interlocutors, makes communication desirable, and the process of transmitting and receiving information interesting, psychologically relevant.

The social conditioning of a teacher's speech activity consists in ethical requirements for participants in pedagogical communication. The educative power of his speech depends not only on the observance of ethical formulas, but also on the stability of moral norms, which he is guided by in his actions and attitude, because he influences his wards not only with his words, but also with his personality. Beliefs (with which the words, intonation, facial expressions, gestures, eye expression, posture

are permeated) can be cultivated only by persuasion, false intonations of the teacher are always recognized.

Pedagogical ethics regulates the position of the teacher and students in the communication process; involves not role-based, but personal communication, which manifests itself in support, sympathy, sincerity, affirmation of human dignity, and trust. It determines and actualizes the need for dialogue as the dominant form of pedagogical communication, it provides for introspection and self-discovery.

Speech etiquette must be mastered by teachers and students. Its formation is facilitated by the use of commonly used phrases, phrases, stable sayings; simulation of communicative situations of different thematic focus and stylistic color; practicing the skills and application skills of various models and formulas of speech and behavioral etiquette in terms of form and content.

Business pedagogical speech is carried out in order to fulfill many social roles that depend on the specifics of specific communicative situations.

In the "specialist - colleagues" situation, communication is carried out according to the scheme: one - one, one - group. The motive of communication is the exchange of information on school topics. The general professional experience of the communicators, their performance of the same social role determine the use in the act of communication of texts of a complicated structure, large in volume, saturated with professional terminology. In an informal setting, they mainly use a dialogic form of speech (a free conversation with extended remarks, which sometimes turns into a discussion). In an official setting (pedagogical, methodical meeting), dialogue and monologue alternate and appear in various combinations: dialogue (organizational) — monologue — dialogue (questions — answers) — micro-monologue; monologue — dialogue (questions — answers) — micromonologue. Demarcating where the dialogue ends and the micromonologue begins is mostly difficult, because the communicators' lines can be so elaborate that the entire system of used language means turns into a monologue.

Speech etiquette formulas (greetings, farewells, compliments, apologies, condolences, requests, etc.) are quite actively used, as they contribute to maintaining non-antagonistic contacts in the team.

In the "specialist - manager" situation, the following communication model is typical: one - one, one - a group of specialists. Communication involves receiving information for the purpose of improving pedagogical activity. Such situations arise at pedagogical meetings, when the specialist is mainly the addressee, who perceives instructions and orders. Under such conditions, the teacher should be able to listen to the text, highlight the main points in it, and fix the most important things in memory.

The content of communication according to the scheme "specialist - visitor" mostly consists in solving a problem situation that worries the visitor. During the dialogue, the communicators' cues are usually extended, each consisting of several sentences, although the specialist's cues are somewhat larger in volume than the visitor's cues. However, all features of the dialogue are preserved. Dialogue and monologue statements are based on commonly used vocabulary, special terminology is used to a limited extent, the use of words with a hint of contempt, offensive irony, with negative expression, elements of professional jargon is unacceptable.

In general, the process of business-pedagogical communication is implemented through monologic or dialogic speech, which interact and change each other. Monologue speech is used at the stage of explaining the task, dialogic speech is used during the clarification of works in the form of a question and answer or in the form of a conversation, in which replicas disproportionate in volume alternate.

SPEECH MODELS OF "TEACHER - STUDENT" INTERACTION

In the interaction between the teacher and the students, the participants can use general techniques (characteristic of any educational situation) and individualized techniques (characteristic of a particular teacher). Common phrases for each lesson include: "Sit properly! Open your notebooks, listen carefully...". Individualized phrases can be heard when the students discuss the teacher, using his favorite words and lines. These typical phrases are called speech patterns (speech patterns). For example, when

explaining new material, the teacher often uses the speech model "Please listen to me carefully...". In class, it is perceived as possible and justified, but in many pedagogical situations it may be inappropriate.

Catchphrases, eloquent poetic lines, proverbs and sayings are often used as speech models. For example, during the assessment of a completed physical exercise, the teacher can say: "He ate a little porridge." The hidden meaning of this phrase is clear to both him and the student. Such models include the words "We wanted the best, but it turned out as usual", quotes from the works of the classics: "And who are the judges?", "I want to inform you of unpleasant news..." and others. In each teacher's speech model, one can trace a certain evaluative subtext, emotional background, which can be optimizing, neutral and inhibiting.

The organizational moment of the lesson is aimed at preparing students for productive work. For this, the teacher must be able to determine the emotional background of the class, if necessary, to strengthen or correct it. The process of speech interaction between the teacher and the students begins with a greeting, with which the teacher sets the tone for communication, charges with a positive mood, conveys his friendly attitude: "Good morning! Today the weather is good, and I see that your mood is also good." The meaning of the word "see" means that the teacher would like to see a good mood in the students. At the same time, the following models can be used: optimizing ("I'm glad to see you. We're expecting an unusual material today...", "We've already done something similar, so you'll be able to handle this task easily. We'll try to secure success"), neutral ("Check readiness workplaces. Get ready for serious work. Today we will need...", "Half the class doesn't have notebooks! Why do you go to school - I don't understand"). However, stop phrases should be used very carefully. If the teacher, for example, discovered that most students lack workbooks, it is better to immediately take care of organizing their work than to waste time and energy on notation.

Preparation for the presentation of the material is connected with the elements of instruction, which also contains speech models, the purpose of which is productive activation of attention, emotional and intellectual support of students. In the typical

models of the teacher's speech, optimizing (“Is everyone ready to solve the next task?”), “Thank you, I see that everyone is ready to understand the material.”), neutral (“When the teacher speaks, you need to put aside all your work and carefully listen to him listen”), inhibitory (“Petrenka, if you are so smart, take a chalk and explain the material!”). At the same time, it should be taken into account that the condemnation of the personality of the interlocutor has a negative effect on the results of joint activities. If this is repeated from lesson to lesson (students who are not liked by teachers feel emotional and intellectual pressure), it is difficult to hope for the formation of an atmosphere conducive to cooperation.

The speech of some teachers is characterized by verbal aggression, which can cause undesirable consequences for the pedagogical process. In many respects, aggression as a thought-out speech activity (for example, a teacher's desire to demonstrate a dominant position over students) differs from a teacher's purely behavioral reaction to an annoying situation (for example, a violation of discipline in class).

Verbal aggression of the teacher is often a kind of defensive reaction to the manifestation of aggression towards him by schoolchildren. It, not being conscious and thought out, is caused by a momentary stimulus (disobedience to a demand, an annoying remark of a student, noise in the classroom, etc.). Thanks to such verbal behavior, the teacher spills out negative emotions, protecting himself from the manifestation of aggression. Aggression is often immediately transmitted to students, which is due to the tendency of children to adopt and copy aggressive speech acts. First of all, this applies to younger schoolchildren, who are most prone to imitation. Therefore, seeking instant obedience, discipline in the lesson, the teacher involuntarily produces a corresponding aggressive reaction in the students (objects of his aggression). Hostile remarks about the student (“You annoy me!”) or the class (“Your class got me!”) are inadmissible.

The teacher's verbal aggression is embodied most often in open forms (threats, hostile remarks, insults, categorical demands), which create communication barriers. Thus, threats and promises of negative consequences (“If this happens again, I will be

kicked out of the class...", "...I will call the parents") can only be effective in relation to obedient students or cowards. The blocking effect of these language forms is most often due to the fact that they are used by a teacher who was unable to cope with the situation in a productive way, thus proving his powerlessness.

A defiant student may have a counter-desire to test how the teacher will behave if he does not respond to this threat. Instead of scaring the student or making him think about his behavior, verbal aggression can provoke an increase in tension ("I won't leave the class because I didn't do anything", "Let's see if the teacher dares to call my father, because I know that he is from it depends on him").

Condemnation, criticism, accusations ("Everything you did is useless", "I don't have the strength to argue with you anymore", "All this happened only because of you") make it impossible to achieve the communicative goal. After all, any individual does not easily perceive negative information about himself, often isolates himself from it, looks for excuses or weak points in the opponent's position, less analyzing his behavior in this situation or trying to change it.

Avoiding the problem, diverting attention ("Put it out of your head", "Let's talk about something else", "I found something to worry about", "You are so worried, as if the world is collapsing") signals to the student that the teacher either does not care about his problems, or he considers them trivial, or considers the student a child who does not understand anything. In all cases, he perceives the teacher's words negatively.

Often, even the well-deserved praise of a student ("And how do you do it so well?", "No one but you can do this") can be negatively perceived by him. Because the teacher can use this technique in order to gain the trust of children, forgetting that they are very sensitive to falsehood and insincerity. If the student has an inadequately low self-esteem, even sincere, frank praise can be rejected by him ("He praises me on purpose, because he feels sorry or wants something from me").

The word is a very powerful tool in the hands of a teacher. In order to achieve mutual understanding with students and their parents, he must avoid (do not demonstrate in words, tone, intonation) skepticism, intemperance, mistrust or doubt in the positive qualities of children, even if they do not study well, violate discipline. The

teacher is one of the iconic, authoritative figures for parents and their children, his evaluations, prognostic judgments are of great importance for them. Therefore, his words should contain both a vision of the child's positive qualities and an optimistic scenario for his future. At the same time, it is appropriate to keep in mind that neuroses (neurasthenia, hysteria, psychosthenia), mental injuries (fear, complexities, various syndromes), moral fatigue and exhaustion of the student are the result of ignorance and low ethical and speech culture of the teacher.

The speech interaction of the teacher with students should be based on the principles of equality, mutual respect, morality of partners, accompanied by the use of the necessary etiquette formulas in speech. An equally important feature is its adequate tone (calm, neutral) and motivated pace of speech, avoidance of sharp evaluative judgments, ironic remarks, scathing hints and other negative speech manifestations addressed to the interlocutor. His word can inspire a child's self-belief, empower him, inspire him to do good deeds, or he can humiliate, discourage, isolate him from people. Therefore, the teacher should always remember this.

COMMUNICATION MODELS AND TEACHER SETTING

In the process of communication, the leading personal need is the need for self-expression and self-realization in activities, words, and thoughts out loud, which is modified and individualized every time. An external indicator of this is the means chosen by a person for self-expression, which affects the communicative behavior of the individual.

The teacher's communicative behavior is the organization of the language process, the teacher's nonverbal behavior, which affects the creation of an emotional and psychological atmosphere of pedagogical communication, the relationship between the teacher and students, and the style of their activity.

It is evaluated on the basis of what and how the teacher says, what gestures, movements, and facial expressions he has, what connotations his words have, what reaction the students are expecting.

The American scientist M. Talen proposed a typology of communicative behavior of teachers, which covers their following roles: "Socrates" (a teacher who

likes discussions, debates and provokes them in the classroom); "Leader of group discussion" (considers the main thing in the educational process is to achieve agreement, establish cooperation between students, assuming the role of a mediator); "Master" (the teacher is a role model in attitude to life that students should follow); "General" (a teacher who avoids ambiguity, is emphatically demanding, strictly demands obedience, believing that the student must obey his orders); "Manager" (a style characterized by an atmosphere of effective class activity, individual approach to students, encouragement of their initiative); "Coach" (the atmosphere in the classroom is imbued with the spirit of teamwork, the teacher is assigned the role of the one who inspires group efforts, for whom the final result, victory, is the most important thing); "Guide" ("a walking encyclopedia", it is characterized by brevity, accuracy, endurance, technical perfection, which often cause boredom).

Many psycho-communicative elements were used in their classification of communication models. It covers the following communication models:

— "*Mont Blanc*" (dictatorial). The teacher rises above the class like a mountain peak. He is detached from the students, he is not interested in their interests, relations with them, his communication is reduced only to informing the students, which causes their passivity. The teacher exaggerates the informative function of the word;

— "*Chinese Wall*" (non-contact). During such communication, the teacher constantly emphasizes his superiority over the students, shows contempt for them, overestimates the role of speech, personal example;

— "*Locator*" (differentiated attention). In such communication, the selectivity of the teacher in the organization of relations with students prevails. It focuses attention on a group of weak or strong students, which destroys a coherent and continuous system of communication, arbitrarily combines dialogue and monologue in communication;

— "*Robot*" (inflexible response). The teacher acts purposefully and consistently on the basis of a certain program, despite the circumstances that require changes in communication. He combines monologicity with intentional and unmotivated dialogicity;

— "*I myself*" (authoritarian). The teacher is the main actor, often inhibiting the initiative of students. Dialogue under this model of communication is reduced to a minimum, it is used only as a tactical technique;

— "*Hamlet*" (hyperreflexive). The teacher's actions are accompanied by doubts about whether they will understand him correctly, whether they will respond adequately to his remarks, etc. He exaggerates the self-presentational and sensual function of speech;

— "*Friend*" (active interaction). This model can cause the teacher to lose business contact in communication. He adequately uses dialogue, professional and universal speech;

— "*Teteruk*" (hyporeflexive). During interaction with students, the teacher hears only himself, does not respond to the student, is not aware of his experiences and needs, and exaggerates the informative function of speech.

V. Satyr's classification is built on other bases, in which the following communicative types are distinguished:

- preventive. He constantly tries to please others, asks for forgiveness, avoids arguments, acts as if he cannot do anything himself without the approval of others, agrees with any criticism directed at him, is grateful for being talked to;

- accusative. He is a dictator who looks for culprits, behaves defiantly, speaks harshly, interrupts others, seeking in this way to gain authority and power over them. In the depths of his consciousness, he knows that he is worthless without others, and therefore he is happy if they obey him, feeling guilty;

- prudent (computer). The person is extremely correct, calm, calculates everything in advance, has a monotonous voice, builds long phrases;

- remote. He does not respond to any questions, often speaks inappropriately, untimely and out of place;

- balanced. This is a complete personality that behaves consistently, harmoniously, treats others openly and honestly, does not degrade human dignity, finds a way out of difficult situations, can unite others for joint activities. Such a person

directly conveys his thoughts, openly expresses his feelings, it is easy to communicate with him.

According to the transactional concept of E. Bern, people in their behavior implement three positions: Adult (perceives the world as it is, understands the interests of others, knows how to distribute responsibility between himself and others), Father (does not understand what the world really is, but knows what he should be; educates, instructs, punishes, but can take responsibility for himself) and Children (emotional, direct, irresponsible, dependent on others). Each person is endowed with these qualities, but uses them differently. At a certain stage, each of the three positions is appropriate and necessary. However, often the position of Father or Adult can be inappropriate, even comical, if it does not correspond to the situation, age and individual characteristics of the people communicating. Most people prefer to communicate from the "Adult-Adult" position. In order to achieve the goal of communication, it is important to correctly identify the position of the interlocutor, to determine your own.

A communicatively effective teacher must create his own model of communication, creatively reacting to changes in external circumstances, the behavior of partners, skillfully achieving a constructive goal.

A teacher's communicative behavior is also significantly influenced by his attitudes - persistent tendencies to a certain form of response, with the help of which a need can be satisfied. They orient his activity in a certain direction, reflect the state of the individual, ensure ease, automaticity and purposefulness of behavior, and mediate his active interaction with the social environment. Attitudes can be positive (the student's behavior is based on his positive attitude toward the teacher) and negative, biased (the teacher's attitude toward underachieving students who also violate discipline).

The role of attitude in pedagogical communication was investigated during an experiment known in the history of pedagogy as the "Pygmalion effect". American psychologists Rosenthal and Jacobson, after psychological examination of schoolchildren, determining the level of their mental development, informed the

teachers that there are students with high intellectual potential in the classes, naming their names. At the same time, children who actually had different successes and abilities were named. After some time, psychologists found the most noticeable successes in the development of those children who were named among the best, but had mediocre grades. This happened because the teachers, having learned about the remarkable abilities of their pupils, changed their attitude towards them. Even if the child's level of knowledge was very low, the teacher began to pay more attention to it, creating conditions for its effective development. He treated the child as talented and did everything to develop his talent. Therefore, the teacher's attitude should always be positive, dynamic, optimistic.

The figure of a teacher

A teacher is, first of all, a person who should have the right to his emotions and experiences. But the educational profession requires you to displace all your personal experiences, and to be completely absorbed by the experiences of your pupils, and to be guided by children's needs when forming your model of behavior at school. The teacher's behavior is often reflected on his pupils, and carries with it certain consequences. And it is very important that such influence is exclusively positive and for the benefit of children. Such responsibility is very serious. And although it rests on the shoulders of the teacher, the role of the student, in this case, should not be diminished.

Children are not born with the skills to follow certain rules of behavior or etiquette. Such things are first learned by them from childhood subconsciously, simply by observing the behavior of adults around them. Later, upbringing, which depends directly on parents, has a significant influence.

As a result, children come to school already with the skills they were taught at home, or simply demonstrated by their parents. And how they will react to another, foreign adult who tries to become an authority for them, it is impossible to guess. After all, children can, for example, transfer their aggressiveness, which is the result of communication with relatives at home, directly to the teacher. Or close up in yourself and not let anyone in.

This pushes the teacher to search for a given model of behavior in order to give the child the opportunity to open up in the team in the future when communicating with her. The same can be said about their behavior in the classroom and in the children's team. This is where the teacher's first task begins - to identify the individual characteristics of each child that affect their upbringing.

The teacher must consider all aspects when planning further educational work. Therefore, maintaining communication between the teacher and parents is a very important part of the interaction between the teacher and students. The child must see their interaction, and understand that he can completely trust the teacher, following the example of his parents. Not all children come into contact with a "stranger" adult. And it is in such cases that it is appropriate to observe those etiquette rules of interaction with the student, which will allow the teacher not to cross the boundaries and not to injure the child's vulnerable psyche.

There is a certain distance dictated by certain etiquette rules of communication, which the student and the teacher must observe when interacting in an educational institution. In my opinion, this also applies to love for children, emotions, personal experiences and influence, or expressing them in one's behavior.

You need to know how and when to express your feelings, when exactly it will be appropriate and in what form. For example, during the lesson, it will not be correct to call students by diminutive and endearing words (bunny, ladybug), single out favorites, forgive students' bad behavior, or even encourage it, give undeserved grades, encourage children to study using incorrect or non-pedagogical methods. The opposite behavior of the teacher is also unacceptable.

Meeting the needs of communication between students and the teacher directly during the learning process is quite a difficult task.

Unprofessional behavior of a teacher, which does not meet ethical requirements, can cause a number of conflict situations and cause a negative attitude towards himself on the part of the student. As a result of improper behavior of the teacher, there may be deterioration of learning, alienation of students, reluctance to think and participate in the educational process, work capacity decreases, various fears and self-doubt arise.

From studying a single subject, or directly from communicating with the teacher who teaches it, such problems can drag on for several years.

The rules of etiquette, which indicate how a teacher and a student should interact with each other, clearly form and predict all situations that may arise during such interaction. This provides parents with peace of mind that their child will not be harmed, and a guaranteed solution to any problems that may arise during their stay at school, under the responsibility of the teacher.

The interaction between the student and the teacher should have both a creative character and an educational effect, and should include motivation for learning and its effectiveness. However, the most important task of such interaction is directly the process of knowledge transfer. No matter how many rules children have to follow, the main thing is that their bright heads are not clouded by what society imposes on them, and they have the opportunity to grow freely in their thoughts and actions and acquire real knowledge that plays an important role in their lives. And I sincerely believe that every teacher consciously approaches his difficult, but very noble mission!

Speech etiquette of the student

And what about our youth? Students speak Ukrainian mainly in classes, immediately after the bell, unfortunately, some of them forget about it during the break.

And let's listen to what our young people say. It is known that the culture of language behavior is a kind of mirror of a person, his external and internal intellectual face. The language of the youth is gibberish, sometimes a set of Ukrainian words... What kind of speech culture can we talk about here, when a young person not only does not know his native language, but also elementary ethical rules of behavior that are laid down in the family from childhood.

Many questions were discussed during the educational lesson using the examples of: language etiquette; etiquette units used to express greetings, farewells, apologies; speech units accompanying requests; formulas of gratitude, constructions of morality; typical phrases of the dating ritual; etiquette formulas of appeals; rules of family etiquette; dialogues on topics proposed by students, etc.

The main field of activity, on which the educational hour was built, is an educational session. It combined different forms, genres, functional varieties of communication, and it was at this educational hour that the best formation of speech etiquette of a modern student was considered.

So, according to the students, both teachers and students should possess speech etiquette. Its formation is facilitated by the use of commonly used phrases, phrases, stable sayings; simulation of communicative situations of different thematic focus and stylistic color; practicing the skills and application skills of various models and formulas of speech and behavioral etiquette in terms of form and content.

It is necessary to remember the saying of V. Sukhomlynskyi: "I would like to advise teachers: if you want your education to become an art, sharpen your words. Search in the inexhaustible treasury of our native language for pearls that light the fire of admiration in children's eyes. Find the finest shades on the multifaceted palette of folk wisdom. Talk to children beautifully about the beauty of the surrounding world."

Speech communication is a means in which speech is used as a sign system (a system of phonetic signs containing two principles: lexical and syntactic).

In psychology, a communicative act is often distinguished into an orientational and an executive part. The first includes the analysis of the interaction situation, the formation of an action plan, that is, the communication strategy necessary to achieve the goal. An important point of orientation is also the assessment of the possible consequences of certain actions and the prediction of the neutralization of negative results. The executive part is most often implemented taking into account the rules for the regulation of joint actions: speech etiquette, self-presentation, feedback. The latter means the subject's reaction to what he heard, because he sends information about it in the opposite direction. This reaction indicates whether the subject understood the received signals, whether he trusts the message and how he emotionally relates to the partner and the specific content of the message.

In order for the communicative act to be successful, it is necessary to pay attention to the code and context at the orientation stage. This is the perception and understanding of the contact situation and the selection of a communication strategy.

In this case, attention is focused on the addressee (interlocutor), and not on oneself. At the execution stage, own actions are already controlled, messages are constructed and contact is maintained.

The culture of speech communication contains two components: the culture of speaking and the culture of listening. It is said about one person that she speaks as she sings, about another - that she can not only listen, but also hear.

Research by scientists shows that only some of those people who communicate are marked by a high culture of listening. At the same time, the inability to listen is often the main cause of ineffective communication, misunderstandings and even conflicts. Why are we sometimes unable to listen and understand our communication partner? Because, first of all, our attention is not stable, it fluctuates. So-called words distort the content of messages. Our emotional state also distracts us from what the interlocutors are talking about, and we tune out.

Even the phenomenon of "perceptual distortion" has been recorded. It turned out that people are able to change or completely ignore information that seems dangerous to them, disturbing, causes a feeling of insecurity, does not correspond to the image of themselves or the picture of the world that is reliable for them. If a person does not want to, he may not hear criticism directed at him, or he may not remember someone's request, which is difficult to fulfill.

Listening is not just silence, but an active activity, a kind of work, preceded by a desire to hear, an interest in the interlocutor. How a person reacts to another's message depends on the level of his morality, his culture.

Both verbal and non-verbal aspects of listening are important, especially "whole body" listening. When we are interested, we unconsciously turn to face the interlocutor, lean towards him, establish visual contact with him, that is, at the unconscious level, attention is focused on the interlocutor. Cultured people with high moral attitudes do it consciously.

You can listen to your partner and provide verbal feedback in different ways. The following types of human reactions to the interlocutor's speech will be distinguished: evaluation, interpretation, support, clarification, sensitivity and

understanding. Most often we deal with assessment and feedback, less often with interpretation. Clarification, support and understanding are very rare.

**In order for listening to be effective, it must correspond to a high level of
culture**

communication, in particular moral, evaluative judgments and interpretations should be minimized or better not used at all. Otherwise, we begin to "measure" the interlocutor's thoughts and feelings with our standards, comparing them with our scale of values. At the same time, the communication partner turns to us with a completely different desire.

Of course, this does not mean that you should not express your own opinion. However, it is always desirable to remember the purpose of listening, especially when the interlocutor and the contact with him are significant for us. If the basis of communication is an informative function (for example, in a lecture) or a speech control function (for example, when learning a foreign language), then the requirements for the listening process must also be appropriate. In this case, both evaluation and interpretation can take place.

There are two types of listening: non-reflexive and reflective. In the first case, we are talking about attentive listening with minimal linguistic interference. It often helps people express their feelings. Sometimes such a hearing is called minimal support. Non-reflective listening should be used when it is difficult for the interlocutor to convey his feelings (for example, he is very excited) or when the different status of partners becomes a barrier to communication. Reflective listening involves the regular use of feedback in order to achieve greater accuracy in understanding the interlocutor. For this, clarifying questions are used. They help reveal the meanings "encoded" in the words-messages. Using speech etiquette, commonly used words, we put a personal meaning in them. Checking the correctness of what has been heard makes it possible not to attribute to the partner any of his own thoughts, feelings and attitudes regarding a specific issue.

There are four types of human reactions during listening: clarifying, paraphrasing, reflecting feelings, and summarizing.

Clarification consists in asking the interlocutor for clarification and asking him "open" questions (that is, those that cannot be answered with one word: "Yes" or "No").

Paraphrasing is the formulation of the interlocutor's thoughts in his own words in order to determine the accuracy of understanding. When it comes to the reflection of feelings, it means that the emphasis is placed in the process of listening not on the meaningful side of the interlocutor's speech, but on his emotional reactions. During feedback, we try to show the interlocutor that we understand his feelings. Very often, this is what is important for a partner, and this is exactly what he expects from us. In addition, such feedback can contribute to the fact that the person who speaks will better understand his experiences. He will notice the inaccuracy in the interpretation of his condition, and this will help him better understand himself and his feelings.

Answers-clarifications make it possible to generalize the thoughts and feelings of the sender of the information in a certain way. They are used primarily to assess whether the interlocutors understood each other correctly. We say: "If I understood you correctly...". Such a reaction relatively quickly leads to mutual understanding and understanding of the content of the problem. Summarizing is also used if, during the conversation, attention switches to another, often secondary issue. This type should be used in the conversation in order to sum up the results. It is also useful to use it to prevent and resolve conflicts.

Let's consider the characteristics of "speech", that is, the mechanisms of speech, the construction of utterances, the individual characteristics of a person speaking.

The phenomenology of speech is extremely diverse. These are the peculiarities of the vocabulary used, and mastery of grammar, and the wealth of associations, and the productivity or stereotypy of speech, its dynamism, and manifestations of a certain attitude towards the interlocutor.

Constructing an utterance is the solution of specific communicative tasks in accordance with the purpose of speech and the specifics of the situation. For this, with the help of speech, it is necessary to stimulate the interlocutor to create an internal image, similar to the one that is transmitted to him.

Dialogue and monologue are important characteristics of speech communication. Communication that uses both dialogue and monologue can be effective. A dialogue is significantly different from a monologue. The latter is considered an ontogenetic later, more complex stage of speech development.

Monologue and dialogue have psychological-situational and linguistic features. Unlike a dialogue, a monologue seems to anticipate the interlocutor's reactions. Utterances here are more detailed, words are chosen more consciously and sentences are constructed, facial expressions and gestures play a smaller role. In dialogue, the so-called dialogical relations, about which M.M. Bakhtin wrote so convincingly, are of great importance: "A dialogical reaction personifies every statement to which it reacts." In a two-voiced word, in dialogue replicas, someone else's word and position are taken into account and reacted to. And this is the main characteristic of a dialogue, compared to a monologue.

Based on this feature of the dialogue, new concepts of the ethics of knowledge, thinking, learning, management, etc. are being developed. At the same time, it is taken into account that the internal dialogue plays an important role in the individual thought process, and the external one in the joint solution of tasks. External dialogue, which is so necessary for the joint thinking activity of partners, primarily children, students, must be specially taught. Therefore, now one of the principles of restructuring education in schools and universities is the principle of dialogization of pedagogical interaction.

The point is that a monologue is an inequality in the exchange of information. One dominates here, for example, a teacher, leader, manager. He is a source of information, asks questions, monitors and evaluates answers, serves as a standard for imitation. Such interaction involves only a superficial, partial understanding and acceptance of the personalities of those with whom they communicate. Dialogic interaction is personally equal positions, cooperation, where motives of self-actualization and self-development of the interlocutors dominate.

In any communication, a distinction is made between the level of content and the level of relationships. To better understand the difference between the two, consider

the following example: a subordinate asks the manager to allow him to use the car to get to the airport (request level). At this time, the manager will also need this car, and at the same time he wants to help (relationship level). Such inseparability of these two levels of communication in the mind is often the cause of misunderstandings between people, interpersonal conflicts, as well as manipulative games in which partners get involved.

It is known that almost 40 percent of the speech text is uttered in order to convey the attitude, the relationship. These are positions, thoughts, situational self-assessment, communication distance, establishing psychological contact, role and social status. Based on the study of speech influence in the conditions of public debate (parliamentary speeches), an even more expressive result was obtained: 64 percent of all methods of influence belong to those when a certain attitude of one person is transmitted to others or to the content of their speech. This is manifested in emphasizing the importance of the discussed problem, discrediting the opponent and his opinion, exaggerating the significance of one's own attitude to the problem, etc. Even within the limits of a rational discussion, the personality of the sender, his attitudes, emotional features and communication skills play a big role. The subjective nature of the perception of those who listen, their bias also affect the course of the discussion, the polylogue.

It has been established that a mismatch or confrontation of positions often pushes partners to move to other levels of meaningful activity, and this, in turn, affects the development of the dynamics of their relationships. In general, the contradiction in the dynamics of the two mentioned lines of communication is considered as a force that contributes to the development of polylogue.

Taking into account the above, it is necessary to understand what activity each of us shows during a dialogue or polylogue, and what specific contribution each made to the discussion. It is good when activity is manifested at the level of morality, then it contributes to mutual understanding and goal achievement. Otherwise, it is desirable to "separate" people from the problem so that the discussion is effective. For example, there are two participants in a polylogue, A and B. The first of them, A, is prone to

opposition and tends to avoid making a decision. He does nothing to bring opposing positions closer, he does not insist on his own. The second participant B also likes this level of relationships where opinions are opposed. But he actively processes the information received during the discussion, builds his analytical concept and seeks to convey it through conviction to other participants in the conversation. Therefore, B, unlike A, adheres to moral principles and norms, so his contribution to the achievement of a common goal is not only noticeable, but also more effective. As follows from the given example, persuasion as a means of influence plays an important role here.

Speaking culture is closely related to speech etiquette, i.e. the rules of greeting, introduction, farewell, gratitude, apology, invitation, approval, etc. People, as a rule, react negatively to violations of etiquette formulas developed by society.

In order for business communication to be effective, it is important that its participants address each other as "You" (both to employees and to customers). Such an appeal is a necessary tool for maintaining normal service relations and labor discipline in the team and establishing partnership relations with clients. It is mandatory to address the other by his first and last name. A timely word "thank you" can be no less effective than a monetary award. Official etiquette has already been discussed. Let's just add that sometimes the effectiveness of communication will also depend on what voice (low or high) a person speaks, diction, accent, etc.

The disease of our time is verbosity. Almost every person thinks that they know more and can do something better than others, so they want to speak for themselves. Only a well-educated person knows when to speak and when to listen to others, even those who criticize him.

So, speech etiquette is a complex system of language signs, which is based on moral rules and requirements and indicates the attitude towards both other people and oneself. The culture of communication is not just a culture of choosing effective strategies and tactics, which are based on humanistic communicative attitudes, knowledge and skills. It is also the result of applying the rules of constructing messages, speaking and listening, it is the active use of the rules and norms of humanistic ethics, constant compliance with the requirements of official etiquette.

Speech etiquette imposes certain requirements on communicating students: their conversation should be polite, polite, and decent, and the communicators themselves should be considerate and courteous to each other. The culture of business communication can be defined as a set of moral norms and ideas that regulate the behavior and relationships of people in the process of their production activities. The culture of business communication contributes to the establishment and development of cooperation and partnership relations between colleagues, managers and subordinates, partners and competitors, largely determining its effectiveness: whether these relations will be successfully implemented in the interests of partners or will become meaningless, ineffective, or even cease altogether, if the partners do not find mutual understanding. That is why the culture of speech is a set of such qualities that best affect the addressee, taking into account the specific situation, set goals and tasks. These include: accuracy, comprehensibility, purity of language, richness and variety, expressiveness, correctness.

Today, there are significant shortcomings in the development of professional broadcasting. These trends are developing against the background of the so-called "philological catastrophe", which has recently been discussed by both linguists and wide circles of the pedagogical community, and which is associated with the fact that for the majority of our youth, not only the book has receded into the background, but also literary language itself, yielding to youth slang or slang. Under such conditions, a significant number of specialists enter higher education institutions with significant gaps in their knowledge of the literary language, and most of them do not speak Ukrainian to a sufficient extent. The students themselves explain the spread of slang among young people by the fact that it is the slang language that helps them express their emotional and expressive state more vividly.

The vocabulary of students, especially in recent years, tends to activate "reduced" lexical means, which have been given the opportunity to communicate without restrictions with all stylistic opponents: youth, criminal slang, musicians' slang, businessmen's slang, computer slang. But can this always be explained by the fact that jargons act as a means of expressive nomination? The interpenetration of the slang of

different slang groups, especially the criminal one, in the student slang can probably be explained by the strengthening of the criminogenic situation, the excessive romanticization of the life of the criminal world by some students. The speech culture of college students is no less influenced by "anti-etiquette" - vulgarisms, insults, curses, etc., which offend, humiliate, wish evil. Such speech leads to the gradual degradation of the personality, to its spiritual impoverishment. Many modern students have a habit of slandering. Some believe that swearing and dirty swearing help relieve stress and mental strain. But this kind of "language" has an anti-social character, it "contaminates" our society, has a negative impact and does not correspond to the traditions of the Ukrainian people, its mentality. "The negativism of these words and expressions extends to the attitude to different and close ones, to nature and people, to national values, to everything holy" [2, p. 16].

Vocabulary with limited use also includes vulgarisms that cause anti-etiquette speech. Vulgarism is "a rude word or expression that is outside the norms of literary language" [1, p. 34]. Such words are not accepted in speech etiquette. Their use leads to lowness, sloppiness, clogging of speech, which must be gotten rid of. If such anti-etiquette units did not exist in the language, they probably would not exist in the minds of speakers. Communicators would not have the main linguistic and behavioral models, the means of expressing unkind, disrespectful attitudes towards other people, so to speak, the toolkit of anti-etiquette. The anti-etiquette behavior of speakers is affected by invective vocabulary and phraseology. Studies of invective vocabulary show that now boys and girls swear equally, only in the swearing of boys there is some self-confidence, and in the swearing of girls - hysteria. A woman who acts as a standard of decency should not be slandered. However, you can hear dirty words from the mouths of modern women and girls. They believe that this will make their speech "cooler". Slander is a sign that a person's heart is full of filth, that is, something unkind and impure. Then morally perishes not only the person who slanders, but also those around him.

Slander brings the most harm to children who, hearing "mother's names" and curses from adults, are "infected" by it themselves. Children, like a sponge, absorb

everything they hear and see and try to imitate it. Invective vocabulary is a pathology, disharmony, pollution of everything around. It causes moral degradation of a person's inner world. This vocabulary penetrated all spheres of cultural life: literature, television, etc. Most of such a phenomenon as slander is observed among students and teenagers. It serves as a standard for entering the teenage subculture and a means of their self-expression. One of the most important and positive features of a person is sociability. It is a person who has the ability to communicate and be sociable with others. Good manners in communication are an example of a highly educated and cultured person. There are so-called "errors in communication", which indicate "violation of standards of cultural behavior, ethical and aesthetic norms in the use of verbal and non-verbal means of communicative interaction" [4, p. 6].

Linguistic etiquette contributes to the formation of a linguistic personality. Yu. M. Karaulov uses the concept of linguistic identity in his writings. For him, a linguistic personality is "not just any speaker, but only one who takes responsibility for his speech and possesses a set of speech skills" [4, p. 9]. Adhering to the rules of etiquette in language communication means that a person has an ethical culture and knows how to manage and control his feelings and behavior. Summarizing, we can say that speech is extremely important in a person's life, it is not only a means of communication, but also a manifestation of the inner wealth (or poverty) of a person and a powerful means of his growth (or decline).

It is rather unfortunate to observe students who are characterized by a manner of rudeness, impudence in behavior; obscene and vulgar jokes. With such people, it is impossible to avoid communicative deviations, because a decent, educated person will never communicate with a rude person, argue, listen to his arguments. In order to achieve a communicative goal, communication participants need to follow communication, speech etiquette rules, in particular, rules for using non-verbal means of communication. Therefore, work on the speech culture of a modern student is also a great educational work with a young person who needs to accept the spiritual truth - "speech culture is not an intellectual whim, but a vital necessity for the people" [3, p. 18]. And the future graduate of a higher educational institution is a person who will be

responsible not only for the high-quality performance of work, but also for the spiritual microclimate of the team, which is based on communication through words. Therefore, everyone's speech should be meaningful, correct and clean; accurate, logical, rich, relevant, expressive and figurative. The future manager has no right to use slang, obscene, rude words. Students should master the rules of behavior, learn the formulas of language etiquette, remember that situations of "polite contact" between communicators, in particular, situations of greeting, introduction, farewell, thanks, apology, congratulations, are a necessary and important component of communication. The foundations of the communication culture of each person are laid in the family and school. But, obviously, at school as well, and most importantly, in the family environment, children often did not hear polite words from their peers and parents.

Apparently, communication in some families is limited only to imperative forms and not only in the form of literary expressions. This is confirmed by the results of the student survey. Of the 286 students interviewed, only 152 wrote that they constantly use language etiquette formulas and cannot imagine communication without them; used occasionally - 80; believe that it is possible to do without them - 54. That is, the majority of students nevertheless take care of the purity of the language, avoids the use of vulgar words. The speech culture of the future specialist is determined through his speech experience, which includes the practice of language communication, the constant use of language for the purpose of learning about the environment and himself.

One of the first enemies of the pure Ukrainian language are parasitic words. It is not their meaning that makes them parasites, but their excessive use in speech, which over time becomes a habit. It is necessary to fight with enemies in a timely manner. For this, we have found some useful recommendations. What types are the words parasites divided into:

1. Conditional parasites

They appear where a pause should be made in the sentence. Most often these are exclamations. They arise when a person ponders a phrase, stutters or worries when speaking. Thus, we all use the words: "hmm", "mmm", "yee", "eeee", etc.

2. Emotional parasites

They are used when a person wants to make an emotional emphasis on what he is saying, to intensify his impression, to dramatize. Very often such words are: "real", "slipper", "shorter", "straight", "tin".

3. "Migration and landing" parasites

The reason for the appearance, as in conditionals, to some extent can be considered the lack of ability to fill pauses. The peculiarity of these parasites is that they start almost every human thought without performing any useful or informative function. These are the words: "honestly speaking", "shorter", "like".

4. Feedback parasites

This is a kind of artificial way to create the impression of an attentive listener. These include periodic questions: "yes?", "really?", "well?", "really?".

How to deal with word parasites

Eradicating parasitic words from speech is not difficult, but you need to work on yourself and follow simple recommendations.

1. Record the way you speak on a recorder.

Thanks to this, you will understand which words you use the most and what the problem is. Do not be afraid to hear the imperfection of your speech, speak naturally, because you are interested in the result. Do not try to read the studied text. Consider your language not as a disadvantage, but as a small problem that can be easily solved.

2. Endure pauses

This, unlike parasites, can become an intonation decoration of your speech. Resume the conversation only when you want to say something valuable, not a word parasite. Think about the sequence of sentences.

3. Concentrate on the voice, timbre, tempo

Your attention to pronunciation will become attention to the content of what is said. That is, you will stop saying words that do not make any sense.

4. Enrich your vocabulary

Read books. By having more synonyms, interjections, epithets, metaphors, etc., you will be able to avoid awkward pauses. If you always have something to say, there will simply be no need for parasites.

5. Use intonation, facial expressions and gestures

Their absence sometimes causes the appearance of parasites. When there is an opportunity to express emotions by voice, the need to use unnecessary words disappears.

Conclusions. It is necessary to apply the rules of ethics and aesthetics in professional communication, because it is the organic combination of goodness and beauty in communicative interaction that creates the art of communication. In order to be successful in this art, it is necessary to skillfully apply it in daily language practice, namely, to interest people when talking, to learn to criticize without offending a person, to be a pleasant interlocutor, to have the right voice when communicating. Nowadays, the demand of a specialist in the labor market and his competitiveness largely depend on fluency in his native language, the ability to communicate effectively, knowledge, methods of speech influence and persuasion. Therefore, the formation of speech culture plays an important role in the successful professional activity of the future specialist.

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