Postmodern Openings
ISSN: 2068-0236 | e-ISSN: 2069-9387
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2022, Volume 13, Issue 2, pages: 77-96 | https://doi.org/10.18662/po/13.2/444
Submitted: November 19th, 2021 | *Accepted for publication:* January 18th, 2022

Developing Communicative Professional Competence in Future Economic Specialists in the Conditions of Postmodernism

Oksana ZAHORODNA[1],
Volodymyr SAIENKO[2],
Hanna TOLCHIEVA[3],
Nataliia TYMOSHCHUK[4],
Tetiana KULINICH[5],
Natalya SHVETS[6]

[1] Vinnytsia National Agrarian University, Vinnytsia, Ukraine, askania@ukr.net, https://orcid.org/0000-0002-2863-5361
[2] Academy of Management and Administration, Opole, Poland, saienko22@gmail.com, http://orcid.org/0000-0003-2736-0017
[3] Luhansk Taras Shevchenko National University, Starobilsk, Ukraine, asergeeva29@gmail.com, http://orcid.org/0000-0001-7023-8194
[4] Vinnytsia Institute of Trade and Economics of KNUTE, Vinnytsia, Ukraine, redish_fox15@ukr.net, http://orcid.org/0000-0001-5638-5825
[5] Lviv Polytechnic National University, Lviv, Ukraine, tetiana.v.kulinich@lpnu.ua, http://orcid.org/0000-0003-0110-7080
[6] Separate Subdivision "Khmelnytsky Professional College of Trade and Economics of Kyiv National University of Trade and Economics", Khmelnytsky, Ukraine, natalka_on@ukr.net, https://orcid.org/0000-0003-3511-6794

Abstract: A detailed analysis of psycho-pedagogical, methodological and linguistic sources in the article has allowed one to justify and build a holistic model of developing communicative professional competence in economics students. This author's model includes the interrelated components of communicative professional activities (motivation and goals; orientation and cognition; functions and activities; evaluation and correction), criteria for their assessment and levels of communicative professional competence in economics students (high, average, low). The following pedagogical conditions have been presented in the context of the research: modelling probable professional communicative situations in the educational process; ensuring communicative professional orientation of information and communication technologies; strengthening the subjective position of students during communicative professional training. Their effective use in the educational process contributes to developing the motivational sphere of students, improving their knowledge of languages and other academic courses, enhancing their ability to apply the obtained knowledge in practice and adequately assess themselves as specialists. The international relevance of the article lies in offering guidelines for educational institutions that strive to enhance the educational processes in a postmodern society.

Keywords: *a contextual approach; ICT; positive educational motivation; economics students; educational computer programmes.*

How to cite: Zahorodna, O., Saienko, V., Tolchieva, H., Tymoshchuk, N., Kulinich, T., & Shvets, N. (2022). Developing Communicative Professional Competence in Future Economic Specialists in the Conditions of Postmodernism. *Postmodern Openings, 13*(2), 77-96. https://doi.org/10.18662/po/13.2/444

Introduction

The educational events of the last decade have given impetus to significant changes in the education system in Ukraine. The training of specialists in various fields is aimed at developing key competencies that correlate with postmodern changes in Ukrainian society. The latter, unfortunately, is belatedly adjusting to the Western European experience of globalization. The problem of developing communicative professional competence as a component of general professional competence acquires special value in the course of preparing economic specialists. Learning English as a second language has become especially relevant (Canale, 1980).

In the light of regional socio-cultural areas of postmodernism (in this case – post-totalitarian Ukraine), one should consider the stability of traditional educational values within which teachers bear responsibility for creative activities, develop innovative interactive courses with optional components and critically evaluate culturally-oriented pedagogical strategies (Bulankina, Malahova, Egorova, Seredintseva, & Tsybaneva, et al., 2020; Onishchuk, Ikonnikova, Antonenko, Kharchenko, Shestakova, Kuzmenko, & Maksymchuk, 2020). At the same time, multiculturalism and multilingualism reflect a real social situation. The very concept of innovation in education involves mentoring students who strive for self-determination and deny unilateral transmission of the knowledge with its subsequent uncritical acquisition.

Frohmann (1994) claims that communication technologies and the politics of postmodern information science have determined the nature of human subjectivity. Indeed, they have transformed social and professional relations, which are now built on bottom-up initiatives. It follows that the essence of educational, economic or any other interaction relies on subjective identity in a cloud-based environment, often without direct interpersonal interaction (Frohmann, 1994). Thus, the hierarchy of dominance and dependence of subjects is relative, and personal spontaneous decision-making becomes especially important.

In this regard, one can see why so much focus is put on the professional competence of future specialists: due to certain problems in both economic and social spheres. Besides, Ukraine's integration into European space has prioritized the development of communicative professional competence. Therefore, the problem of the question is indeed relevant: Ukraine's education still develops within the postmodern socio-cultural paradigm.

A postmodern society shows that economic specialists perform both technical and communicative functions. Professional activities of economic specialists involve several responsibilities: obtaining, providing, collecting,

storing, systematizing, analyzing and synthesizing information. To perform these functions effectively, specialists should have a sufficient level of proficiency in the field. Importantly, not the last place in the list of the necessary competences is the knowledge of a foreign language to obtain and process information coming from abroad due to the rapid pace of integration between different countries (Bialystok, 1990).

The need to introduce innovative learning technologies to develop communicative professional competence in economics students is also timely. Its expediency is caused by dramatic updates of educational information, lack of classroom hours and teaching materials, teachers' conservatism in the use of educational technologies.

The relevance of the chosen topic is also determined by the fact that: 1) globalization processes require a good command of a foreign (English) language for effective cooperation at the level of national – international enterprises (companies), as well as specialist's self-development by obtaining professionally significant information from foreign sources; 2) the dynamic development of education in different countries offers a significant number of educational products (curricula, methodological complexes, information educational technologies), which, in turn, necessitates their more thorough analysis and implementation in the educational process; 3) communicative professional competence of economics students has not been profoundly analyzed yet and requires a more detailed study in terms of its content, as well as effective technologies for its development.

Some researchers emphasize that the use of innovative technologies in the educational process in a postmodern society will promote personal development and cultivate the necessary professional qualities (Canale, 1980; Flyvbjerg, 2006; Honan, 2002). However, they also note that the absolutization of innovative technologies is not productive. Training in which traditional technologies are combined with innovative ones, complementing them, is effective (Scholz, 2002). Undoubtedly, only a well-elaborated combination of traditional technologies and innovations in the classes will allow one to achieve the set goals and objectives to develop communicative professional competence.

Current research approaches to the innovation concept prove the lack of its common understanding, which is due to the diversity of this concept: innovation as a process; innovation as a product of activity; innovation as an idea (Bialystok, 1990; Honan, 2002; Flyvbjerg, 2006). On the other hand, the innovation of postmodernism has long been the multimodality of educational conditions, rather than a computer-based environment. The more specific these conditions, the more specialized the educational institu-

tion. Thus, the problem of future economic specialists' professional competence in the postmodern era remains open.

Given the justified relevance, **the article aims to** theoretically justify and experimentally verify certain pedagogical conditions of using innovative technologies to develop communicative professional competence in economics students in a postmodern society.

The introduction of innovation in training involves the use of appropriate technologies. The scientific-pedagogical literature uses similar concepts, namely, "pedagogical technology", "educational technology", "learning technology". Scholars have not developed a single approach to defining these concepts. The authors of the article believe that the use of technology as a tool of the educational process is the key to obtaining a positive result in the training of future economists.

Literature Review

In a postmodern society, the relevant context acts as an important category determining human activity. It emerges in a globalized world with unpredictable or uncertain domestic, social and industrial situations. In this regard, it is crucial to adjust educational conditions to those in the industry. Contextual learning that brings together both methodical-educational component and real life has already proved effective. It highlights performatively acquired knowledge, sensory experience and the ability to come up with non-standard solutions to industrial problems. All these are stored in students' long-term memory in the form of awareness, intuition and the ability to model and detect new links between the elements of the transformed object. Thus, one can assume that contextual learning in the framework of economics students' communication looks rather promising in terms of creating and implementing educational models.

Innovative thinking first fell in demand within social sciences and humanities. At the same time, one could observe how significantly humanities and socio-economic sciences converged. The "teacher – student – knowledge – curriculum" system underwent crucial changes, given that the student, as well as relevant practical knowledge generated and interiorized by them in educational discourse, became the centre of an educational activity (Zhao-hui, 2003).

It must be noted that over the last 30 years, economic education has been profoundly influenced by informatization (marketing, customer data management, networking of global markets, remote customer service) (Dholakia, 1996). This requires future economic specialists to revolutionize

professional consciousness, enhance digital and multilingual competences and be ready to act and make decisions in real time.

As noted by Steyn (1996), postmodernism challenges classical views on every-day and professional communication, whose goals and tools are characterized by total uncertainty and corporative participation by interests and intentions. It is all happening in the context of deconstructing static knowledge and values, within which one should discover relevant versions of truth and reconsider "the nature of knowledge and truth, culture and personhood" (Steyn, 1996, p. 97).

In the innovative and informatized Ukrainian society that has only begun to adopt the values of postmodernism, such aspects as learning interactivity and feedback determine the whole essence of educational and social reforms. This is especially important during the COVID-19 pandemic, which has accelerated the implementation of distance and independent forms of educational activities, as well as the use of information and communication technologies in the educational process. However, the introduction of such technologies remains not so much technological as a psychological and didactic problem. This implies the flexibility of competences, the recognition of social values' relativity and the total subjectivization of the educational process (Frohmann, 1994). By creating information-communication space in a particular institution and a relevant information-communication cluster of each student, one can develop adequate professional competences.

The analysis of relevant scientific sources (Bialystok, 1990; Canale, 1980; Flyvbjerg, 2006; Hutchinson, 1991; Soy, 1997; Nerubasska & Maksymchuk, 2020; Nerubasska, Palshkov, & Maksymchuk, 2020) shows that the issue of developing communicative professional competence in economics students via innovative technologies has not been widely covered yet. In particular, researchers ignore the role of innovative technologies in the development of communicative professional competence in future economists, as well as in the definition of structural components, levels and indicators of such competence. It is also essential to explore the potential of a contextual approach in teaching a foreign language to economic specialists. Although scientific literature often emphasizes the need to use innovative technologies in the educational process, it should still address the issue of combining traditional and innovative technologies in developing communicative professional competence in economics students.

Unfortunately, in Ukraine and other young democracies, the implementation of ICT in higher education institutions is at the level of government initiatives. Consequently, it requires the global investment of financial

and human capital (Andoh, 2012). Under such conditions, participants in the educational process should be able to recognize personal, institutional and technological factors that are now available resources. Such countries struggle with numerous barriers to the multifaceted use of innovative technologies, which apply more to teachers than to students. According to Andoh (2012), these barriers include "lack of teacher ICT skills; lack of teacher confidence; lack of pedagogical teacher training; lack of suitable educational software; limited access to ICT; rigid structure of traditional education systems; restrictive curricula". Students, on the contrary, are more open to innovation and are technology-proficient. This fact once again confirms the benefits of the student-centred educational process, especially in terms of developing multi-channel educational and professional communication.

Personality- and group-oriented contextual learning is considered to be the most effective in a postmodern multimodal society. In practice, contextual learning faces several personal determinants. These are individual differences between group members, as well as their deconstruction to equalize or creatively use social and ontological differences. Burnham, Alvis Palma, & Whitehouse, 2008) believe that such differences reflexively affect the learning process.

Research Methodology

Research goals lie in verifying the effectiveness of the developed methodology as part of a quasi-experiment at the premises of Vinnytsia Institute of Trade and Economics by an expert assessment of learning outcomes in control and experimental groups (in %).

Research hypothesis. A detailed analysis of relevant sources has allowed one to suggest that one can develop communicative professional competence in economics students under the following pedagogical conditions: a) by implementing a contextual approach; b) by using ICT; c) by boosting positive educational motivation.

These pedagogical conditions act as the basis of the quasi-experimental research aimed at developing structural components of communicative professional competence in economics students.

Research methods include a detailed theoretical analysis of educational aspects in the context of postmodernism and, consequently, generalization of the following specific tools for developing and assessing communicative professional competence in economics students: a) contextual learning technologies (case studies); b) information and communication technologies; c) technologies for developing motivation aimed at ensuring students' subjective position.

Besides, it was crucial to model educational conditions and forecast their effectiveness. The implementation stage involved the use of didactic methods based on the case-study technology, as well as diagnostic methods (assessing intermediate results of educational activities) in the framework of the quasi-experiment to prove the effectiveness of the author's model.

Sampling. The research sample involved two academic groups of first-year students majoring in accounting and auditing from Vinnytsia Institute of Trade and Economics (32 respondents in the experimental group and 30 respondents in the control group). The sample is not representative throughout Ukraine as it only demonstrates typical trends in the central region of the country. Importantly, all the participants in the quasi-experiment have provided written consent for it. Plans to implement the new conditions have been agreed upon with the ethics committee of the mentioned institution. The quasi-experiment itself lasted for one semester.

Data analysis. The first part of the formative quasi-experiment mostly relied on quantitative formative methods and the second part on qualitative ascertaining ones. Theoretical methods were used to process the obtained data. Even though the thematic axes of the experiment cannot fit into the scope of this article, the reader can find examples of questions and tasks in the next section. At the second stage, specific research tools included the following: the verification of the effectiveness of developing communicative professional competence in economics students via innovative technologies by conducting diagnostics. Statistical verification was performed using the Wilcoxon T-test. The obtained results have confirmed the positive qualitative impact of innovative technologies on the development of communicative professional competence in economics students.

Results

The article views the development of communicative professional competence as a set of four interrelated components (motivation and goals; orientation and cognition; functions and activities; evaluation and correction).

The "motivation and goals" component is determined by the ratio of the levels of motivation to achieve success and avoid failure. The most important motives in professional communication are communicative, cognitive, linguistic, professional, integrative, financial, pragmatic, self-affirming, cooperative.

The "orientation and cognition" component is considered as a set of three components, such as knowledge of professional activities, communication and language.

The "functions and activities" component is characterized by the unity of the ability to use professional terminology, the ability to communicate (perception, interaction) and the ability to use the means of language in communication normatively.

The "evaluation and correction" component is interpreted in the perspective of the ability or inability to adequately assess levels of communicative professional competence. It is presented at three levels: high (adequate self-esteem), average and low (inadequate self-esteem).

This research has made it possible to establish three levels of communicative professional competence (high, average, low).

Contextual learning technologies involve subjective and social modelling of professional activities of specialists and their acquisition of abstract knowledge of the profession. The most common for this are the following active forms and methods of learning: case studies, problem-solving methods, business and role-playing games, research activities, internships. The use of these technologies in language learning helps to combine the use of task-oriented methods and problem-based learning since students face a specific (authentic) problem to be solved by analyzing the material presented in the language they are learning. The authenticity of situations and material has an extremely positive effect on students' motivation and stimulates the study of language in general.

The objectives of using contextual learning technologies are as follows: 1) to boost students' motivation via the use of authentic materials in the context of contextual learning; 2) to create new and accessible curricula which will promote professional development. The use of contextual learning technologies is a promising and effective tool in preparing economics students since it helps one to effectively master professional learning material, enhances communication skills, increases motivation to learn languages and promotes economic thinking.

The use of information and communication technologies enables the implementation of the following pedagogical actions: presenting educational material; expanding resources for its study; improving the monitoring of learning outcomes.

The use of information and communication technologies implies the opportunities for applying certain computer programmes ("VymovaPro – Ukrainian Speech & Language & Resources & Software", "ABBYY Lingvo", "RUTA", "ULIS", "PLAY", "MTSearch"), educational sites, electronic libraries and electronic dictionaries at different stages of developing communicative professional competence in economics students.

It has become possible to strengthen the subjective position of students during communicative professional training based on 1) the concept of joint solutions to educational problems, which is aimed at forming some motives (cognitive, creative, cooperative and communicative); 2) the theory of self-determination and internal motivation, which contributes to boosting positive internal motivation.

The ascertaining stage of studying the "motivation and goals" component has shown that students' internal aspirations to educational activities are quite limited. This fact is due to various factors, including the immaturity of the linguistic-cognitive motive, the lack of internally organized motivation, a low level of achievement, self-development and self-improvement motives.

The study of the "orientation and cognition component" has made it possible to identify mostly low and average levels among students. The knowledge of norms and speech rules is insufficient for effective communicative interaction.

Most of the students also demonstrate the "functions and activities" component of communicative professional competence. However, their level is no higher than average. The component manifests itself in the ability to use special language knowledge in solving professional economic problems.

The "evaluation and correction component" indicates that the levels of self-esteem in both control and experimental groups do not differ significantly. The vast majority of students are at low and average levels of self-esteem, resulting in the inability and unwillingness to communicate, low productivity, lack of desire for self-improvement and self-development.

Also, the ascertaining research reveals that 26% of EG students and 26% of CG students were at a high level of communicative professional competence; 38% of EG students and 39% of CG students – at an average level; 36% of EG students and 35% of CG students – at a low level. In this regard, there is a need for a deeper study of pedagogical conditions and justification of effective ways to develop communicative professional competence in economics students.

The authors of the article have chosen ProFile 1: Pre-Intermediate Student's Book (the topic "Quality") for first-year students to demonstrate the methodology applied during the quasi-experiment. This topic was allocated 6 study hours and conditionally divided into three blocks, including independent work (Naunton, 2006a).

It must be noted that this topic involves professional vocabulary related to prices and pricing, quality, market positioning, ISO standards. Students need to use it to describe the quality of goods, read about the ways to

increase efficiency and reduce energy consumption and practice writing an e-mail complaint about the low quality of goods.

Block 1.

As part of independent work (before studying the topic), students need to choose the well-known brands depicted in block 1. Their task is to find additional information about the chosen brand on the Internet, including visiting the company's official websites and obtaining information from online encyclopedias.

All lessons in the book are built on a communicative approach. If necessary, students can use electronic translators, in particular, ABBYY Lingvo 12. It is also advisable to highlight interdisciplinary links embedded in oral tasks.

Block 2.

Concerning preparation for lessons, students are encouraged to find more information on ISO (International Organization for Standardization).

Block 2 aims to develop students' reading, speaking and grammar skills. One should also pay particular attention to group work as it reduces emotional stress and insecurity in students. These types of activities, as well as simple additional tasks, help to boost students' motivation to communicate and enhance their reflection and self-efficiency.

Block 3 also focuses on speaking, listening and writing skills. It is crucial to nurture students' monologue speaking (by describing the technological process) and writing (with the help of e-mails). Home assignments may include writing a letter of complaint which should be sent to the teacher by e-mail as well.

Teaching with different innovative technologies ignites students' interest in the course and develops their communication, teamwork, argumentation and listening skills. Besides, it helps them to understand the grammatical and lexical material much better. Importantly, independent work allows one to use a creative approach to solving problems and individualize the educational process.

Case studies can be used in the following sequence.

Students can be divided into two groups (up to six students) to discuss different aspects of the same task, so it is advisable to use tasks with two different parts. Also, students should be reminded that they may not have all the information to solve the problem. Using the suggested data, however, they can prepare some relevant recommendations.

For instance, a one-and-a-half-hour lesson can consist of the following stages: getting to know (30 minutes) – group A and group B discuss their parts of the task; introducing (15 minutes per group) – group A presents its

results and vice versa; discussing (30 minutes) – students discuss and present their recommendations.

In particular, ProFile 2: Intermediate Student's Book (Naunton, 2006b) includes 12 economic topics, each of which is divided into learning new lexical material, listening, reading, grammar, speaking, writing and case studies. The topic "Market Research" suggests the following task:

The structure of the task:

Siegfried Farinelli is an Italian fashion designer famous for classic designs for men and women. His main customers have been professionals working in financial services, the media, and the legal and medical professions. A Farinelli classic two-piece suit costs $800. Ever since he started, his customers have been about 7:3 men and women.

Task 1.

Study the research below.

- What danger does Farinelli Fashion Empire face?
- How could Farinelli:

a) make his products more popular with the younger age group?
b) Stretch the blend into other areas?
c) Increase overall sales?

- What would happen if Farinelli moved downmarket?

Age breakdown of customers			
Age group by %	10 years ago	5 years ago	This year
18-25	25	15	10
26-35	45	40	25
36-50	20	30	45
50+	10	15	20

Recent market research

A large sample of 20-30-year-old men and women were interviewed. All had finished high school and were either still in higher education, or had completed higher education.

Farinelli is for mum and dad.	Agree 60	Disagree 30	Don't know 10
Farinelli is a symbol of success.	Agree 70	Disagree 25	Don't know 5
Farinelli is a timeless classic.	Agree 70	Disagree 20	Don't know 10
Farinelli is old-fashioned and boring.	Agree 45	Disagree 40	Don't know 15
Farinelli is too expensive for me.	Agree 85	Disagree 10	Don't know 5
Farinelli is for my generation.	Agree 30	Disagree 55	Don't know 15
People look cool and sophisticated in Farinelli.	Agree 45	Disagree 40	Don't know 15
I'd buy other goods with the Farinelli brand.	Agree 20	Disagree 30	Don't know 50

Task 2.

Farinelli has decided to launch a new range of eau de cologne and perfume for men and women. In turn, groups decide on the following:

1. Price: medium [ ] high [ ] luxury [ ]

Name: SF [ ] Ziggy's [ ] Fragrances by Siegfried Farinelli [ ]

Image: urban and retro [ ] outside and sporty [ ] young and fun-loving [ ]

2. Decide which sales outlets you will use:

- Discount stores [Y] [N]
- Supermarkets [Y] [N]
- Specialist boutiques [Y] [N]
- Airport shops and hotels [Y] [N]
- Department stores [Y] [N]

3. Advertising

- What kind of image do you want to project?
- Which media will you use?
- What will your slogan be?
- What pictures or photographs will you use?
- Will you use famous people or models to advertise the product?

4. Promotion

How do you react to these ideas?

"*Why don't we work together with a hotel chain? We could offer a weekend in a four-star hotel for people who spend 50 euros on our products!*"

"I've got a great idea – we'll offer two for the price of one."

"I think we should have a free gift with every packet. We could give away a shower cap with every packet."

"We could issue a voucher giving a 20% discount for anything in the Farinelli range, including clothes."

1. *"I think we should spend the money on advertising and protecting the brand image."* (Naunton, 2006b, pp. 84–85).

Task 1 requires students to study the information and discuss three issues in small groups or pairs before the general discussion.

Task 2 offers students to consider the ways of expanding the company's range of products and promoting it on the market. It consists of four parts that should be completed in a short time.

2. Finally, each group should present their solutions to the problem, write a corresponding report and present the author's recommendations to the company (Hughes, 2005, p. 51).

It seems clear that learning with case studies improves one's ability to solve problems when solutions are rather relative, facts are realistic and structural relationships depend on the circumstances. Therefore, such learning is primarily aimed at developing understanding, judgment and intuition.

It is also essential to show how students interact when working on special projects.

One of such projects involves analyzing the activities of commercial banks in the framework of the topic "Currency Market". For this purpose, students are divided into representatives of two commercial banks. It must be noted that they can choose any bank they want. In particular, students need to a) search, systematize and synthesize information about the chosen bank; b) distribute responsibilities among all members of the group in terms of the scope and deadline; c) appoint the project leader; d) prepare the report and visual aids. Methods and tools to do this are not limited to any particular type.

The formative stage of the quasi-experiment has confirmed the effectiveness of the selected pedagogical conditions. EG students have demonstrated positive changes in terms of the components (motivation and goals; orientation and cognition; functions and activities; evaluation and correction) of communicative professional competence. The motivational sphere of students is represented by a set of motives promoting better learning, as well as professional and personal growth. High-level indicators of the "motivation and goals" component have increased by 6% (from 26% to 32%) in the experimental group; average level indicators – by 2% (from 42% to 44%). At the same time, low-level indicators have decreased by 7% (from 31% to 24%). The levels of the "orientation and cognition" component have increased, too. The experimental group is dominated by students with high (40%) and average (43%) levels. Indeed, high-level indicators of the "functions and activities" component have increased from 24% (before the quasi-experiment) to 40% (after the quasi-experiment); average level indicators – from 36% to 42%, respectively. The number of students with a low level of the "functions and activities" component has significantly decreased: from 40% to 18% after the quasi-experiment. Even though certain changes were also observed in the control group, they were not significant (see Fig. 1).

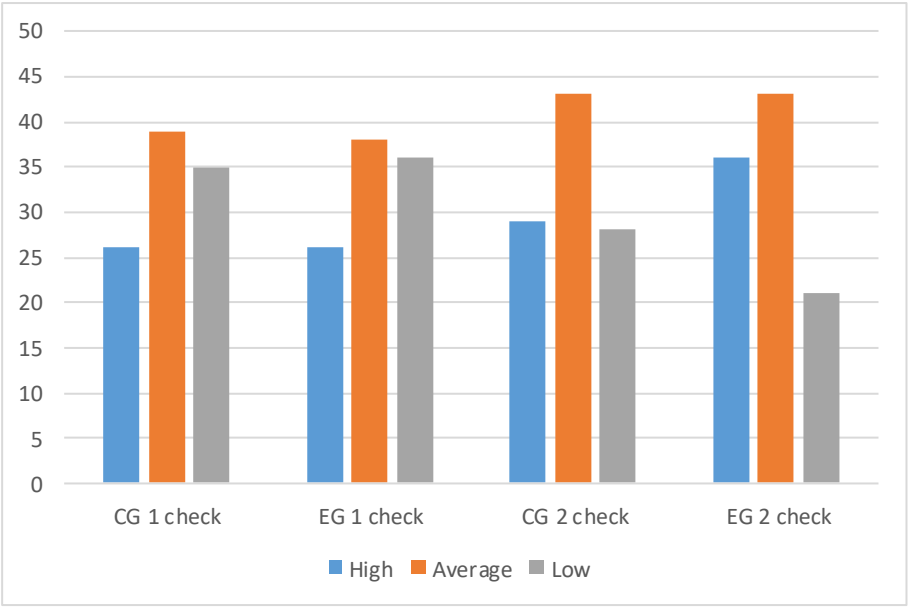

Fig. 1. *Dynamics of levels of communicative professional competence in economics students*

Thus, the analysis of the specified pedagogical conditions proves their positive impact on the educational process by fulfilling its goals. Due to their didactic capabilities, the chosen technologies (contextual learning technologies, ICT) help one to enhance communicative professional competence in economics students.

Discussion

This research scientifically justifies the pedagogical conditions for developing communicative professional competence in economics students. They are as follows: modelling probable professional communicative situations in the educational process; ensuring communicative professional orientation of information and communication technologies; strengthening the subjective position of students during communicative professional training. These conclusions correlate with current provisions of educational deconstruction. As it is known, practical aspects of educational deconstruction (which seems quite natural in a postmodern society) define narratives and intentions when jointly creating contexts. Using their own experience and values-based orientations, students can "have their favourite issues to explore that are within their comfort zone" (Burnham et al., 2008). Contextual learning with the total reconstruction of educational patterns contributes to

students' "travel" between these zones and expands their motivation to educational and industrial practice. Thus, the main goal of the teacher and the group is to create areas of open development that would attract students.

The article proves that information and communication technologies also occupy an important place among the latest innovative technologies. This article considers the term "information and communication technologies" to be the methods of working with information via computers and global computer networks in the educational process. In a broad sense, it reaffirms the opinion of Conlon (2002) who states that IT technologies in education were long associated with handicrafts and technical courses. At the same time, the researcher assumes that postmodern changes in education lead to a new discourse on the philosophy of education and educational thinking, with its pros and cons. Still, the latter can be technologically and methodologically implemented in the nearest future, given that education stakeholders cannot yet fully experience innovative changes in the philosophy of education and the role of technology in it (Conlon, 2002).

As can be seen from the above-mentioned trends, *context, motivation and information technologies* act as the main triad of methodological concepts that can be effectively incorporated in the communication training of economic specialists.

Besides, *the scientific and theoretical value* of the research is as follows:

- *for the first time*, effective pedagogical conditions for developing communicative professional competence in economics students have been scientifically justified: modelling probable professional communicative situations in the educational process; ensuring communicative professional orientation of information and communication technologies; strengthening the subjective position of students during communicative professional training;

- structural components, indicators and levels of communicative professional competence in future economists have been *defined*;

- the concept of "communicative professional competence of economic specialists" has been *clarified*;

- both the content and structure of communicative professional training for economic specialists in the system of continuing professional education *have been further developed*.

The practical value of the research lies in developing and implementing guidelines on the development of communicative professional competence in economics students, as well as using research materials in higher education practice.

The main conclusions of the research can be incorporated in the development of curricula and specialized courses on communicative professional training for economics students.

Research limitations

This research is limited by at least two factors. The first one is demographic. Given that the research sample is not representative, it is impossible to formulate conclusions about the entire contingent of economics students. Concerning the second factor, the author's component of student training (four interrelated components of communicative professional competence, such as motivation and goals, orientation and cognition, functions and activities, evaluation and correction; criteria and components of professional communication; relevant conditions) is a hypothesis, relatively well-confirmed during the quasi-experiment in a limited educational space. Therefore, the examined topic needs to be studied more in a detail.

Conclusions

The issue of developing communicative professional competence as a component of general professional competence acquires special value in the course of preparing economic specialists. It is possible to develop communicative professional competence in economics students under the following pedagogical conditions: implementing a contextual approach; using ICT; boosting positive educational motivation in economics students. These pedagogical conditions act as the basis of the quasi-experimental research aimed at developing structural components of communicative professional competence in economics students. The use of ICT implies the opportunities for applying certain computer programmes ("VymovaPro – Ukrainian Speech & Language & Resources & Software", "ABBYY Lingvo", "RUTA", "ULIS", "PLAY", "MTSearch"), educational sites, electronic libraries and electronic dictionaries at different stages of developing communicative professional competence in economics students. The formative stage of the quasi-experimental research has proved the effectiveness of these pedagogical conditions with the results of experimental training.

Communicative professional competence consists of the following interrelated components: motivation and goals; orientation and cognition; functions and activities; evaluation and correction. *The "motivation and goals" component* includes *internal* and *external* motivation reflected in different motives. *The "orientation and cognition" component* is presented as a set of knowledge about professional activities, communication and language. *The "functions and*

activities" component is represented by a set of skills to use economic terminology and communicate (interaction, perception and communication). *The "evaluation and correction component"* is considered as one's capacity for adequate self-esteem.

The defined structure and indicators have allowed one to identify three levels of communicative professional competence in economics students (high, average, low).

A high level is characteristic of students who are ready for professional communication and self-education, highly motivated, understand the professional importance of language skills (native and foreign), strive to improve their knowledge, skills and abilities, work quickly in both standard and non-standard situations. Such students can perceive and critically analyze the obtained information. They have deep and strong knowledge of grammar, vocabulary, spelling, orthoepy, language syntax, as well as skills of dialogic and monologic speech. They can apply this knowledge in practice and conduct business correspondence. Besides, they recognize linguistic markers of social relations, rules of politeness, expressions of folk wisdom, differences in speech registers, freely use general and professional vocabulary. Such students are persistent in achieving their goals and aim to find original and non-standard solutions.

When at *an average level,* students understand the importance of a foreign language for future professional activities. They might demonstrate slight deviations from phonetic, orthoepy, orthographic, lexical and punctuation norms of a foreign and Ukrainian language. Their ability to establish and maintain feedback in communication is quite sufficient. It must be noted that this level is determined solely by theoretical knowledge of grammar, vocabulary, phonetics, spelling, orthoepy and syntax. However, speech may include some errors and inaccuracies. Their dialogic and monologic speech sometimes presents difficulties due to limited vocabulary. Also, such students can understand native speakers in the most commonly used situations and demonstrate paraphrase skills. Regarding motivation, instrumental one prevails in this case.

A characteristic feature of *a low level* is the basic knowledge of grammar, vocabulary, phonetics, spelling, orthoepy and syntax. Such students have a low level of motivation. They cannot navigate in speech situations, lack professional vocabulary, as well as demonstrate frequent spelling, orthoepy, punctuation, lexical and phonetic errors. Their ability to establish and maintain contact in communication is insufficiently developed. They tend to fear failure, avoid difficulties and constantly need outside help. These students are not prone to hard and conscientious work. The reasons for

their failures are transferred to teachers, colleagues, relatives, friends. They have low self-esteem.

Effective pedagogical conditions for developing communicative professional competence in economics students have been determined and scientifically justified. They are as follows: 1) modelling probable professional communicative situations in the educational process via contextual learning technologies; 2) ensuring communicative professional orientation of information and communication technologies (electronic dictionaries, translators, reference books, specialized sites for learning Ukrainian and English); 3) strengthening the subjective position of students during communicative professional training (due to the concept of joint solutions to educational problems and the internal motivation theory).

The formative stage of the quasi-experiment has proved the effectiveness of the chosen and justified pedagogical conditions for developing communicative professional competence in economics students. In the experimental group, the levels of communicative professional competence are higher than those in the control group. In particular, the number of EG students with a high level of the specified competence is equal to 36%; with an average level – to 43%; with a low level – to 21%. In the control group, the indicators of a high level are 29%; of an average level – 43%; of a low level – 28%.

Acknowledgement

The authors of the article express their gratitude to the administration of Vinnytsia Institute of Trade and Economics for the opportunity to implement the author's model of developing communicative professional competence in future economic specialists during the quasi-experiment at the premises of the institution. Concerning the preparation of the article, the authors' contribution is as follows: Tetiana KULINICH studied and summarized relevant trends in postmodern education in terms of developing communicative competence in a foreign language; Oksana ZAHORODNA and Natalya SHVETS modelled and developed appropriate methodical support for the educational process; Volodymyr SAIENKO was responsible for the implementation of the specified educational conditions; Hanna TOLCHIEVA and Nataliia TYMOSHCHUK dealt with the diagnostic and statistical aspect of effectiveness of the newly created educational conditions and their methodical implementation.

References

Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*, *8*(1), 136 155. http://ijedict.dec.uwi.edu//viewarticle.php?id=1361

Bialystok, E. (1990). The competence of processing: Classifying theories of second-language acquisition. *TESOL Quarterly*, *4*(24), 635 649. https://www.jstor.org/stable/3587112?seq=1

Bulankina, N., Malahova, N., Egorova, E., Seredintseva, A., & Tsybaneva, V. (2020). Dominant values of professional development education spaces of cross-border regions in the aspect of postmodernism. *E3S Web of Conferences*, *210*, Article 22017. https://doi.org/10.1051/e3sconf/202021022017

Burnham, J., Alvis Palma, D., & Whitehouse, L. (2008). Learning as a context for differences and differences as a context for learning. *Journal of Family Therapy*, *30*(4), 529 542. https://doi.org/10.1111/j.1467-6427.2008.00436.x

Canale, V. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, *1*(1), 1–47. https://academic.oup.com/applij/article/I/1/1/181953?login=true

Conlon, T. (2002). Visions of change: Information technology, education and postmodernism. *British Journal of Educational Technology*, *31*(2), 109 116. https://eric.ed.gov/?id=EJ606743

Dholakia, R. R. (1996). New visions of information technology and postmodernism: Implications for advertising and marketing communications. In W. Brenner, & L. Kolbe (Eds.), *The information superhighway and private households* (pp. 319 337). Physica-Verlag HD. https://www.academia.edu/15042849/New_Visions_of_Information_Technology_and_Postmodernism_Implications_for_Advertising_and_Marketing_Communications

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, *12*(2), 219 245. https://doi.org/10.1177/1077800405284363

Frohmann, B. (1994). Communication technologies and the politics of postmodern information science. *Canadian Journal of Information and Library Science*, *19*(2), 1 22. https://eric.ed.gov/?id=EJ486777

Honan, J. P. (2002). *Using cases in higher education: A guide for faculty and administrators*. John Wiley and Sons. https://eric.ed.gov/?id=ED468354

Hughes, J. (2005). *ProFile 2 Intermediate Teacher's Book*. Oxford University Press. https://www.twirpx.com/file/664268/

Hutchinson, T. (1991). *English for specific purposes: A learning-centred approach*. Cambridge University Press. https://doi.org/10.1017/CBO9780511733031

Naunton, J. (2006a). *ProFile 1 – Pre-Intermediate Student's Book*. Oxford University Press. https://ua1lib.org/book/3116837/1bd61a?id=3116837&secret=1bd61a

Naunton, J. (2006b). *ProFile 2 – Intermediate Student's Book*. Oxford University Press. https://www.twirpx.com/file/359774/

Nerubasska, A., & Maksymchuk, B. (2020). The demarkation of creativity, talent and genius in humans: A systemic aspect. *Postmodern Openings, 11*(2), 240– 255. https://doi.org/10.18662/po/11.2/172

Nerubasska, A., Palshkov, K., & Maksymchuk, B. (2020). A systemic philosophical analysis of the contemporary society and the human: New potential. *Postmodern Openings*, *11*(4), 275– 292. https://doi.org/10.18662/po/11.4/235

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

Scholz, R. W. (2002). *Embedded case study methods: Integrating quantitative and qualitative knowledge*. SAGE Publications. https://www.researchgate.net/profile/Roland-Scholz-3/publication/258375437_Embedded_Case_Study_Methods_Integrating_Quantitative_And_Qualitative_Knowledge/links/59784b4f0f7e9b277726e007/Embedded-Case-Study-Methods-Integrating-Quantitative-And-Qualitative-Knowledge.pdf

Soy, S. K. (1997). *The case study as a research method.* http://faculty.cbu.ca/pmacintyre/course_pages/MBA603/MBA603_files/The%20Case%20Study%20as%20a%20Research%20Method.pdf

Steyn, M. (1996). The many faces of competences on intercultural communication competence in the post-modern era. *Communicare: Journal for Communication Sciences in Southern Africa*, *15*(1), 97– 113. https://hdl.handle.net/10520/AJA02590069_357

Zhao-hui, Y. I. N. (2003). *Postmodernism and thought innovation in higher education.* https://en.cnki.com.cn/Article_en/CJFDTotal-MTGJ200306002.htm