

**Rivne State University of the Humanities
Philological Faculty
Department of Theory and Practice of Foreign Languages and
Teaching Methodology**

**Diploma research of the educational qualification level «Bachelor
Degree»**

«Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School»

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SUMMARY

Romanovych Sofia (2025). Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School. Diploma research of the educational qualification level «Bachelor Degree». Rivne State University of the Humanities. *The manuscript.*

The object of our research is: Cultural and Sociolinguistic Paradigm for the best Developing of Productive Skills of students in a Higher School.

The subject of our research is: Cultural and Sociolinguistic Aspects in the process of teaching and studying students for Developing Productive Skills of future teachers in a Higher School.

The purpose of this research is to show the analysis of the categorical and conceptual apparatus of the research of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School and to propose our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School as a Methodological category.

The tasks of our research there are:

1. To show the theoretical analyses of the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School.
2. To analyze Modern Pedagogical and Methodological theories and practice face an urgent task of understanding theoretical experience, determining current development trends, as well as the prospects for building up a new educational paradigm that reflects a new view of the relationships between Education and Culture, which, in turn, is a universal mechanism for the formation of a harmonious, holistic person.
3. To propose the definition of culture, which contains a number of general, axiomatic in nature.
4. To show the analysis of the categorical and conceptual apparatus of the research of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School.

5. To describe the leading scientific and theoretical approaches to the consideration of the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School: systemic, axiological, culturological, sociocultural, competence-based, sociolinguistic approaches.

6. To explain Intercultural communication in the paradigm of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School.

7. To show a complex system of productive skills (gnostic, designing, constructive, communicative, organizational, evaluative, applied ones).

8. To describe the practical level of Cultural and Sociolinguistic Aspects for Developing Productive Skills of students in a Higher School, which is expressed in the creation of cultural values by a person.

9. To describe Intercultural English Methodology, which acquires an important theoretical significance.

10. To solve the problem of forming intercultural productive communicative skills in the process of studying humanitarian disciplines.

11. To describe the concepts of the researches into the problem of forming intercultural communicative skills of students of linguistic specialties in the process of studying humanitarian disciplines allows us to name the following functions of this process in higher education institutions. These researches include the descriptions of functions: cognitive, communicative, diagnostic-prognostic, normative, cognitive, emotional-motivational, educational-educational ones.

12. To propose our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School as a Methodological category.

The theoretical value of the research:

We firstly determined

Firstly, in our research we showed the main task of intercultural productive communication at the current stage of development of society is to activate the humanitarian potential, to aim it at developing and affirming the priority of universal human values, bringing together cultures of different countries by introducing into the minds of future specialists a sense of unity and values of our

civilization. Intercultural productive communication as *a productive dialogue of cultures is a multidimensional phenomenon*. Its content traces the interaction of:

- a) language, which reflects the culture of the people;
- b) culture, which conveys the uniqueness of socio-historical conditions;
- c) the personality of a specialist, which is formed in the course of practical activity.

Firstly, we showed, that cultural competence is considered as the ability and readiness for a dialogue of cultures in accordance with the complex of acquired linguistic knowledge, Productive skills, abilities, knowledge of the socio-cultural situation in the country of the studied language, as well as the historical conditions that influenced its formation; country-specific knowledge and Productive skills that allow for a comparative analysis of the native and foreign-language culture. In accordance with the goals of our study, we will also provide a definition of the concept of intercultural competence, by which scientists understand the ability to act in a certain situational context and communicate in a foreign language with the orientation of their linguistic behavior to the cultural characteristics of their country and the country of the studied language.

Firstly, on the basis of the experimental research we proposed our author's Structural components and content characteristics of the formation of Intercultural Productive Communicative Skills of students of higher pedagogical educational institutions in the process of humanitarian English Language training.

Firstly, we propose our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School as a Methodological category. In the process of the educational activity at the university, a person acts as its subject, and his actions are aimed at the corresponding changes.

Key words: Cultural Aspects, Sociolinguistic Aspects, Productive Skills, Intercultural communication, gnostic skills, designing skills, constructive skills, communicative skills, organizational skills, evaluative skills, applied skills, cultural values, Intercultural English Methodology.

Романович Софія Сергіївна (2025). Культурологічні та соціолінгвістичні аспекти розвитку продуктивних навичок здобувачів освіти у вищій школі. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис.*

Об'єктом дослідження є: культурологічна та соціолінгвістична парадигма найкращого розвитку продуктивних навичок здобувачів освіти у вищій школі.

Предмет нашого дослідження: культурологічні та соціолінгвістичні аспекти навчання здобувачів освіти з метою розвитку продуктивних умінь у майбутніх учителів у вищій школі.

Мета дослідження полягає в тому, щоб показати аналіз категоріально-понятійного апарату дослідження культурологічних і соціолінгвістичних аспектів розвитку продуктивних умінь здобувачів освіти у вищій школі та запропонувати власну структуру культурологічних і соціолінгвістичних аспектів розвитку продуктивних умінь у вищій школі як методологічної категорії.

Завданнями дослідження є:

1. Здійснити теоретичний аналіз проблеми культурологічних та соціолінгвістичних аспектів розвитку продуктивних умінь здобувачів освіти у вищій школі.

2. Осмислити теоретичний досвід, визначити сучасні тенденції розвитку, та перспективи побудови нової освітньої парадигми, що відображує новий погляд на взаємозв'язки освіти і культури, що, у свою чергу, є універсальним механізмом формування гармонійної, цілісної особистості.

3. Запропонувати визначення культури, яке містить низку загальних, аксіоматичних за характером компонентів.

4. Здійснити аналіз категоріально-понятійного апарату дослідження культурологічних та соціолінгвістичних аспектів розвитку продуктивних умінь здобувачів освіти у вищій школі.

5. Охарактеризувати провідні науково-теоретичні підходи до розгляду проблеми культурологічних та соціолінгвістичних аспектів формування продуктивних умінь здобувачів освіти у вищій школі: системних, аксіологічних, культурологічних, соціокультурних, компетентнісних, соціолінгвістичних тощо.

6. Пояснити міжкультурну комунікацію в існуючій парадигмі культурологічних і соціолінгвістичних аспектів розвитку продуктивних умінь здобувачів освіти у вищій школі.

7. Виявити складну систему продуктивних умінь (гностичних, проєктувальних, конструктивних, комунікативних, організаційних, оцінювальних, прикладних).

8. Описати практичний рівень культурологічних і соціолінгвістичних аспектів розвитку продуктивних умінь здобувачів освіти вищої школи, що виражається у створенні людиною культурних цінностей.

9. Описати методологію міжкультурного викладання англійської мови, яка набула в даний період часу важливого теоретичного значення.

10. Вирішити проблему формування міжкультурних продуктивних комунікативних умінь здобувачів освіти у процесі вивчення ними гуманітарних дисциплін.

11. Описати концепції досліджень проблеми формування міжкультурних комунікативних навичок здобувачів освіти лінгвістичних спеціальностей у процесі вивчення гуманітарних дисциплін, що дозволяє назвати такі функції цього процесу у вищих закладах освіти. Ці дослідження включають опис та аналіз таких функцій: когнітивної, комунікативної, діагностично-прогностичної, нормативної, когнітивної, емоційно-мотиваційної, навчально-виховної.

12. Запропонувати власну структуру культурологічних та соціолінгвістичних аспектів розвитку продуктивних умінь здобувачів освіти у вищій школі як методологічної категорії.

Теоретична цінність дослідження.

Ми вперше визначили:

у своєму дослідженні ми показали, що основним завданням міжкультурної продуктивної комунікації на сучасному етапі розвитку суспільства є активізація гуманітарного потенціалу, спрямування його на розвиток і утвердження пріоритету загальнолюдських цінностей, зближення культур різних країн шляхом впровадження у свідомість майбутніх фахівців почуття єдності та цінностей нашої цивілізації.

Міжкультурна продуктивна комунікація як продуктивний діалог культур є багатовимірним явищем. У його змісті простежується взаємодія:

- а) мова, яка відображає культуру народу;
- б) культура, яка експлікує своєрідність суспільно-історичних умов;
- в) особистість фахівця, яка формується в процесі практичної діяльності.

Вперше ми показали, що культурна компетенція має розглядатися як здатність і готовність до діалогу культур відповідно до комплексу набутих лінгвістичних знань, продуктивних умінь, навичок, знання соціокультурної ситуації в країні, вивчення іноземної мови, а також врахування історичних умов, що вплинули на її формування; знання про країну, мова якої вивчається, та формування продуктивних навичок здобувачів освіти, що дозволяють порівняти рідну та іншомовну культуру. Відповідно до цілей нашого дослідження ми запропонували визначення поняття міжкультурної компетентності, під якою науковці розуміють уміння діяти в певному ситуативному контексті та спілкуватися іноземною мовою з урахуванням механізмів орієнтації своєї мовної поведінки на культурні особливості своєї країни та країни, мова якої вивчається.

Вперше на основі експериментального дослідження нами запропоновано авторські структурно-змістові характеристики формування міжкультурно-продуктивних комунікативних умінь здобувачів освіти вищих педагогічних навчальних закладів у процесі їх гуманітарної підготовки та вивчення англійської мови.

Вперше ми запропонували власну структуру культурологічних і соціолінгвістичних аспектів розвитку продуктивних навичок здобувачів освіти у вищій школі як методологічної категорії. У процесі навчальної діяльності у вищій школі здобувачів освіти виступає її суб'єктом, а її дії в цьому разі спрямовані на досягнення відповідних змін.

Ключові слова: культурологічні аспекти, соціолінгвістичні аспекти, продуктивні навички, міжкультурна комунікація, гностичні навички, навички проєктування, конструктивні навички, комунікативні навички, організаційні навички, навички оцінки, прикладні навички, культурні цінності, міжкультурна англійська методологія.

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Introduction

Relevance of the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School. In the context of Ukraine's accession to the European international community, one of the guiding ideas of the professional training of future teachers is the provision of intercultural communication, which necessitates the training of a new generation of specialists capable of understanding modern realities, implementing the socio-cultural experience of the past, and effective life in a multicultural educational environment. The directions of State Policy in the field of education, which specify the trends in the development of professional training of future teachers (the Law of Ukraine "On Higher Education" (2014), the State Program "Teacher" (2002), "Strategy for the Development of Higher Education in Ukraine for 2022-2032" (2022)), are outlined by the need to improve the Cultural, Linguistic, Cultural and Sociolinguistic, Psychological and Pedagogical, Computer, Methodological and Practical Training of future specialists in the educational sector as a condition for the effective functioning of our State Ukraine.

This involves not only the production of a positive attitude towards the humanities, the acquisition of knowledge about the culture, history, religions and traditions of different countries, the inclusion of students in the dialogue of cultures, but also the formation of appropriate skills, which ensures intercultural communication of future specialists regardless of their specialization. This problem requires close attention from scientists, since intercultural communication skills are an important component of the professional readiness of students of pedagogical higher educational institutions to fulfill their professional duties.

The need to solve a scientific problem of forming intercultural skills of students of linguistic or philological specialties, to study Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School in the process of humanitarian training is also due to the presence of contradictions between: the growing need of the younger generation for interpersonal productive

communication with foreign-language partners and the lack of development of communicative interaction skills; the need to train a future teacher capable of intercultural productive communication, and the insufficient development of productive ways to form the relevant productive skills in the pedagogical educational system; the need to intensify the productive training of future specialists for productive intercultural communication and the actual advantage of extensive productive ways of its implementation in the process of studying humanitarian disciplines; the need for higher education in theoretical substantiation and scientific and methodological productive support for the problem of forming intercultural productive communicative skills and the lack of the necessary technological productive support for this process by teachers of linguistic or philological specialties faculties.

According to the relevance of the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School the topic of our research is: ***“Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School”***.

The **object** of our research is: Cultural and Sociolinguistic Paradigm for the best Developing of Productive Skills of students in a Higher School.

The **subject** of our research is: Cultural and Sociolinguistic Aspects in the process of teaching and studying students for Developing Productive Skills of future teachers in a Higher School.

The **purpose** of this research is to show the analysis of the categorical and conceptual apparatus of the research of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School and to propose our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School as a Methodological category.

The **tasks** of our research there are:

1. To show the theoretical analyses of the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School.

2. To analyze Modern Pedagogical and Methodological theories and practice face an urgent task of understanding theoretical experience, determining current development trends, as well as the prospects for building up a new educational paradigm that reflects a new view of the relationships between Education and Culture, which, in turn, is a universal mechanism for the formation of a harmonious, holistic person.

3. To propose the definition of culture, which contains a number of general, axiomatic in nature.

4. To show the analysis of the categorical and conceptual apparatus of the research of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School.

5. To describe the leading scientific and theoretical approaches to the consideration of the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School: systemic, axiological, culturological, sociocultural, competence-based, sociolinguistic approaches.

6. To explain Intercultural communication in the paradigm of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School.

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9. To describe Intercultural English Methodology, which acquires an important theoretical significance.

10. To solve the problem of forming intercultural productive communicative skills in the process of studying humanitarian disciplines.

11. To describe the concepts of the researches into the problem of forming intercultural communicative skills of students of linguistic specialties in the process of studying humanitarian disciplines allows us to name the following functions of this process in higher education institutions. These researches include the

descriptions of functions: cognitive, communicative, diagnostic-prognostic, normative, cognitive, emotional-motivational, educational-educational ones.

12. To propose our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School as a Methodological category.

Theoretical and Methodological Foundations of our research there are: theories which proposed the theoretical analyses of the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (Mykhalchuk, Natalia, Bihunova, Svitozara, Fridrikh, Alla, & Vietrova, Iryna (2021)); Modern Pedagogical (McCarthy, M. & O'Dell, F. (2017)), Psychological (Lacan, J. (1966)) and Methodological (Murphy, S., Melandri, E. & Bucci, W. (2021)) theories and practice face an urgent task of understanding theoretical experience, determining current development trends, as well as the prospects for building up a new educational paradigm that reflects a new view of the relationships between Education and Culture, which, in turn, is a universal mechanism for the formation of a harmonious, holistic person; the conceptions, which deal with the problem of the definition of culture, which contains a number of general, axiomatic in nature (Guevara Erra, R., Mateos, D.M., Wennberg, R., Perez, & Velazquez, J.L. (2016)); the analysis of the categorical and conceptual apparatus of the research of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (Ehri, L.C., Nunes, S.R., Willows, D.M., Schuster, B.V., Yaghoub-Zadeh, Z. & Shanahan, T. (2001)); the conceptions, which explained Intercultural communication in the paradigm of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (Dubovyk, Svitlana H., Mytnyk, Alexander Ya., Mykhalchuk, Nataliia O., Ivashkevych, Ernest E. & Hupavtseva, Nataliia O. (2020)); the theories, which showed a complex system of productive skills, such as gnostic, designing, constructive, communicative, organizational, evaluative, applied ones (Cheng, Y., Zhang, J., Wu, X., Liu, H. & Li, H. (2016)); the theories, which have a purpose to describe Intercultural English Methodology, which acquires an important theoretical significance (Berninger, V.W. & Abbott, R.D. (2010)).

Research methods. In our research, we used theoretical methods and practical research methods, such as:

- the method of the analysis of scientific literature (we used it with the aim to show the theoretical analyses of the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School);

- the method of synthesis (it was used with the purpose to analyze Modern Pedagogical and Methodological theories and practice face an urgent task of understanding theoretical experience, determining current development trends, as well as the prospects for building up a new educational paradigm that reflects a new view of the relationships between Education and Culture, which, in turn, is a universal mechanism for the formation of a harmonious, holistic person);

- the method of concretization (to propose the definition of culture, which contains a number of general, axiomatic in nature);

- the method of generalization (to show the analysis of the categorical and conceptual apparatus of the research of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School and to propose our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School as a Methodological category).

The theoretical value of the research:

We firstly determined

Firstly, in our research we showed the main task of intercultural productive communication at the current stage of development of society is to activate the humanitarian potential, to aim it at developing and affirming the priority of universal human values, bringing together cultures of different countries by introducing into the minds of future specialists a sense of unity and values of our civilization. Intercultural productive communication as ***a productive dialogue of cultures is a multidimensional phenomenon***. Its content traces the interaction of:

- a) language, which reflects the culture of the people;

- b) culture, which conveys the uniqueness of socio-historical conditions;

c) the personality of a specialist, which is formed in the course of practical activity.

Firstly, we showed, that cultural competence is considered as the ability and readiness for a dialogue of cultures in accordance with the complex of acquired linguistic knowledge, Productive skills, abilities, knowledge of the socio-cultural situation in the country of the studied language, as well as the historical conditions that influenced its formation; country-specific knowledge and Productive skills that allow for a comparative analysis of the native and foreign-language culture. In accordance with the goals of our study, we will also provide a definition of the concept of intercultural competence, by which scientists understand the ability to act in a certain situational context and communicate in a foreign language with the orientation of their linguistic behavior to the cultural characteristics of their country and the country of the studied language.

Firstly, on the basis of the experimental research we proposed our author's Structural components and content characteristics of the formation of Intercultural Productive Communicative Skills of students of higher pedagogical educational institutions in the process of humanitarian English Language training.

Firstly, we propose **our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School** as a Methodological category. In the process of the educational activity at the university, a person acts as its subject, and his actions are aimed at the corresponding changes. Any Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is carried out thanks to a set of interconnected actions - units of activity that are not decomposed into simpler ones, as a result of which the achievement of a specific goal is realized. The very goal of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is determined by a certain need, the satisfaction of which determines the implementation of a specific range of actions. The task of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is a need that arises under certain conditions and can be realized thanks to a certain structure of activity, which includes: the subject of

Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (elements of the environment that have a subject before the beginning of their activity and which are subject to transformation into its product) - in our case, an information resource; means of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – an object that mediates the influence of the subject on the subject of activity (what it is usually called as “a tool of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School”) and stimuli used in a certain type of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – sources of information; product of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (result of transformation of the subject in the process of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School) – educational information and forms of its presentation; procedures of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – technology (way, method) of obtaining the desired product of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – technology of designing educational information by a teacher of a higher educational institution in the course of professional and pedagogical activity.

Firstly, on the basis of the experimental research we proposed our author’s Structural components and content characteristics of the formation of Intercultural Productive Communicative Skills of students of higher pedagogical educational institutions in the process of humanitarian English Language training.

The first group also includes orientational, developmental, mobilization and informational functions. Given the essence of intercultural communicative Productive skills, the structure of intercultural Productive communication, the functions of the communicative activity of a future specialist, the specifics of humanitarian subjects, in particular “Foreign Language” for students of non-linguistic specialties, as well as the understanding of Productive communication as a Productive communicative and cognitive process accepted in the scientific literature, we have identified the following structural components of the formation

of intercultural Productive communicative skills.

We added data on the presentation:

- cognitive, communicative, diagnostic-prognostic, normative, cognitive, emotional-motivational, educational-educational functions, which determine Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School;

- types of the activities of students of philological, linguistic specialties of pedagogical universities in the process of forming intercultural communicative skills are complex in nature and ensure the effectiveness of professional training in a certain direction;

- the essence of the category “productive skills” within the problem of forming intercultural communicative skills in students of linguistic specialties in the process of humanitarian training should, in our opinion, be considered in relation to the categories of “knowledge” and “productive skills”, since they, as the basis of learning, are inextricably linked and interdependent and constitute a dialectical unity. The category of “knowledge” is more established in pedagogical theory, which in psychological and pedagogical literature is interpreted as a system of concepts that are assimilated by humanity. Regarding the essence of the category of “productive skills”, there is no unanimity in modern pedagogical theory and practice. Thus, by the terms “skills” and “productive skills” we denote certain levels of formation of action. A skill brought to a certain level of automatism is characterized by him as productive skills. The scientist also identifies the stages of the skill formation process: diagnostics of the formation of the productive skills, instruction (content and methods of mastering), practical exercises and operational control over this process, the stage of applying the acquired skill in various situations and automation (transformation of skill into a habit).

The practical value of the research.

For students we proposed the plans of the lessons, which were in the paradigm of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School. These lessons had their approbation for students of the 1st

course of philological faculty of Rivne State University of the Humanities during 2024.

Approbation and implementation of the results of our research were tested and implemented into Secondary School №7, town Rivne, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Romanovych S. (2025). THE PROBLEM OF EMPHASIZING OF CULTURAL AND SOCIOLINGUISTIC ASPECTS FOR DEVELOPING PRODUCTIVE SKILLS IN A HIGHER SCHOOL.** Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології»* (20 травня 2025 року). Рівне: РДГУ. С. 368–370.

CHAPTER I.

The theoretical and Methodological Analyses of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School

1.1. The problem of emphasizing of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School

Modern Pedagogical and Methodological theories and practice face an urgent task of understanding theoretical experience, determining current development trends, as well as the prospects for building up a new educational paradigm that reflects a new view of the relationships between Education and Culture, which, in turn, is a universal mechanism for the formation of a harmonious, holistic person, who is able to think critically and appreciate the spiritual and material treasures of people's native and foreign cultures, has a sense of responsibility, and who is capable of self-realization.

Scientists in their studies note that in the process of training a future teacher of the English language, the most important role is played by professional skills, which are formed during the study of pedagogical disciplines and they are implemented through a system of productive skills (gnostic, designing, constructive, communicative, organizational, evaluative, applied), with the aim of achieving a specific result of professional activity. The author determines that the technologies for forming professional skills of future teachers are based on the principles of self-development and consistent learning of their methods that develop the specified system of skills. Of great importance for our study it is the proposed complex of developmental teaching methods (Carhart-Harris, Leech, Hellyer, Shanahan, Feilding, Tagliazucchi, Chialvo & Nutt, 2014).

In today's dynamic conditions of social development there is an urgent need

to ensure intercultural communication, readiness for which becomes especially relevant in the context of including a national-cultural component in the content of education, which entails reviewing the status of a future teacher of a non-linguistic specialty as an expert in the culture of other countries, the culture of communication, rules of etiquette, non-verbal forms of communication (facial expressions, gestures), as well as the national character of communicants, national-specific features of thinking (Astle & Scerif, 2011).

The problems of culture have been studied by a number of domestic and foreign scientists. The word “Culture” (from lat. “Cultura” it is cultivation, upbringing, formation, development) initially meant a purposeful human influence on nature, later it is on the upbringing and education of the person himself/herself. In the 20th century, culture began to be seen as a specific (national) system of values and ideas, determined by a real history of the people and its spiritual and psychological makeup. Many foreign authors believe that culture can be the most generally represented as a system of samples of knowledge, skills, types of behavior, attitudes and beliefs, as well as material values, developed by human society and passed down from one generation to another one. In their opinion, culture should be considered as a set of standards and control mechanisms by which members of the society designate and evaluate its objects, events and actions (Cover & King, 1978).

In the understanding of domestic researchers, Culture is the sum of spiritual achievements of humanity, the result and the process of creativity, the creative self-expression of people, the memory of humanity, the set of sign systems and universally significant contents, the system of norms and patterns imitated and having been improved by the community of people, the way of life (community and being individual in the community). Culture is also viewed as a set of material and spiritual values, the internal achievements of the individual, which include it in the sum of human achievements. It is also a technology of human life, which is passed down from generation to generation as a process and result of the inclusion of people in the community, a Picture of the World and the basis of social behavior

inherited from previous generations (El-Zawawy, 2021).

In our opinion, the definition of culture contains a number of general, axiomatic in nature, and the ideas that often dialectically complement each other. Within the paradigm of studying the problem of the formation of intercultural communicative skills, we adhere to the classical interpretation of culture as a set of material and spiritual values created and being created by humanity in the process of socio-historical practice, which characterize the historically achieved stage in the development of the society. The main purpose of culture is to be a means of spiritual enrichment of the individual, which, in our deep conviction, is possible under the condition of effective intercultural communication. In this context, the scientific views of M. Kagan are relevant, who distinguishes three levels of relations in the system “Man – Culture”: practical, practical-spiritual, spiritual-theoretical ones (Guevara Erra, Mateos, Wennberg, Perez & Velazquez, 2016).

The practical level of Cultural and Sociolinguistic Aspects for Developing Productive Skills of students in a Higher School is expressed in the creation of cultural values by a person, as well as the creation of culture by a person himself/herself. The practical-spiritual level is expressed in the mythological, religious, artistic understanding of culture. The spiritual-theoretical level is expressed in the study of culture by a person and a person by culture (Jung, 1969a). Therefore, it can be argued that at all three levels the interdependence and interconnection of a person and culture can be traced: a person creates culture, and vice versa, thanks to culture, the formation of a personality occurs, which is carried out, in particular, in the process of professional training. It is worth noting that in modern pedagogical theory and practice, the problem of forming intercultural skills is often considered in the context of ensuring intercultural contacts, in conditions of cultural dispersion, which, however, does not mean the mutual destruction of the cultural potential of each people, but allows preserving its most stable components. We hold the view that the national character of culture does not deny, but, on the contrary, presupposes the interaction of languages and

cultures of different peoples, their mutual enrichment into a holistic “fundamental basis”, which it is World Culture, the achievement of the humanity in the whole.

In this sense, the teaching and upbringing of students on the principles of cultural dialogue is important, which implies such a form and method of communication of two or more cultures, when each of the parties recognizes the other as equal, shows interest in it, recognizes its differences, respects its uniqueness and, at the same time, through cognition and comparison, deepens its self-identity. The formation of intercultural communicative skills in the process of studying humanitarian disciplines also involves the expansion of the cultural picture of the world, which, according to scientists, is an image of the world refracted in the consciousness of a person, that is, his worldview, formed as a result of his/her physical experience and spiritual activity (Mykhalchuk & Kryshevych, 2019).

The expansion of the cultural picture of the World is associated with the statement that a student, acquiring knowledge about a foreign language, a foreign culture, its values and norms, simultaneously expands his understanding of the features of his native language and culture, and the formation of intercultural skills in the process of humanitarian training provides for the communicative needs of the individual. According to scientists, in the process of mastering a new language, there is a transition to a new image of the world, necessary for mutual understanding and cooperation with speakers of this language and culture. Meeting such requirements in the process of intercultural communication, a specialist will be able to effectively carry out professional activities, implementing a system of relevant knowledge, skills and abilities, among which intercultural communicative skills provide direct action in the process of communication. In modern conditions, it becomes obvious that increasing the level of professional training of students for professional activities in the context of interethnic, interfaith, and intercultural communication can be achieved by mastering a developed system of relevant knowledge, skills and abilities formed on their basis, which serve as the basis for the development of relevant competence (Onufrieva

& Ivashkevych Ed., 2021).

The above text, according to the scientists, is possible provided that the humanistic paradigm of education is implemented as one of the leading directions of modern pedagogical science and practice of professional training (Phani Krishna, Arulmozi, Shiva Ram & Mishra, 2020). In this context, the problem of forming intercultural communicative skills in students of non-linguistic specialties in the process of humanitarian training is actualized in modern concepts of education and upbringing in Ukraine. In particular, the National Doctrine of the Development of Education in Ukraine in the 21st Century speaks of the formation of a personality that is aware of its belonging to the Ukrainian people, modern European civilization, which, in our deep conviction, directly depends on the level of formation of professional skills, in particular intercultural communicative skills, the implementation of which will ensure effective intercultural interaction in the process of communication, preservation and enrichment of domestic cultural and historical communicative traditions. The paradigm of professional training of students of non-linguistic specialties is also determined by an important educational aspect, which also involves the formation of the personality of a future specialist who not only possesses the relevant competencies, but is a nationally conscious person, a bearer of the achievements of Ukrainian and world cultures, which is realized in the process of intercultural communication.

In the context of the problem under study, Intercultural English Methodology acquires an important theoretical significance, which directs the process of learning and upbringing to the assimilation of cultural heritage. Thus, according to scientists (Pepperell, 2018), one can be an expert in a certain culture, feeling more or less antipathy towards individuals and groups belonging to it. The state of the problem of forming intercultural communicative skills is also connected with the need to transform the socio-cultural context of studying foreign languages in European countries, in particular in Ukrainian universities. Thus, the recommendations of the Council of Europe on language education have

defined a social order for teaching foreign language communication, the preparation for the effective implementation of which should be aimed at forming a personality on the border of cultures, ensuring the ability to effectively resolve intercultural misunderstandings and conflicts.

Our author's approach to solving the problem of forming intercultural productive communicative skills in the process of studying humanitarian disciplines is based on the ideas about the significance of psychological and general cultural readiness for future professional activity, which were substantiated in the studies of such scientists, as: Mykhalchuk, Nataliia, Zlyvko, Valeriy, Lukomska, Svitlana, Nabochuk, Alexander & Khrystych, Nina (2022). We agree with the opinion of scientists about the special mission of a higher educational institution regarding the professional orientation of the individual, which is interpreted in modern psychological theory as the upbringing of a positive attitude towards the future profession, interest, abilities, inclinations, desire to improve their qualifications, develop ideals, views, thoughts. A positive attitude towards the implementation of intercultural communication skills in future professional activity is determined by the presence of professional interest as a basis for orientation towards professional dialogue, a certain type of activity and lifestyle. This applies to the entire process of professional training, the use of the potential of humanitarian disciplines in this context, the implementation of effective forms, methods, techniques and means.

Taking into account the interests of students of non-linguistic specialties in the course of studying humanitarian disciplines in terms of the formation of intercultural communicative skills is of great importance, since it is based on any incentives for educational activity, and, therefore, the formation of relevant competencies in the context of mastering the system of relevant knowledge, skills and abilities. The presence of cognitive interests in the process of forming the studied productive skills contributes to:

- involving students in active cognitive activity, which determines the system of social orientation in the process of intercultural communication;

- manifestation of the individual's predisposition to cognitive educational activity based on the social and cultural needs of the implementation of future professional duties, which is characterized by a positive selective attitude to the object of knowledge (Jung, 1969b);

- increasing the cognitive (constant need for new intercultural information), activity (desire to implement intercultural communicative knowledge and skills in future professional activities) and emotional level in the process of studying humanitarian disciplines in particular and professional training in general (Lubin & Polloway, 2016).

Theoretical analysis of the problem of forming intercultural productive communicative skills in students of non-linguistic specialties indicates the possibility of considering it in the context of: modern pedagogical technologies (Hamedei & Pishghadam, 2021), educational technologies (Engle, 2002); ensuring innovativeness of professional training (Connors, 2009); cultural approach in professional training of future specialists in the process of teaching foreign languages (Greco, Canal, Bambini & Moro, 2020). In particular in the context of the study of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School, the theoretical and methodological developments of students' deserve attention (Cui, Wang & Zhong, 2021), which consider the formation of relevant skills and abilities, the implementation of which ensures the process of intercultural communication and intercultural interaction.

Researches into the problem of forming intercultural productive communicative skills in students of non-linguistic specialties in the process of studying humanitarian disciplines allows us to name the following functions of this process in higher education institutions. These researches include: *cognitive, communicative, diagnostic-prognostic, normative, cognitive, emotional-motivational, educational-educational functions*.

The cognitive function is aimed at ensuring that the future teacher has a holistic analysis of pedagogical phenomena, processes, activities and the environment based on the formed system of knowledge, as well as studying,

understanding and analyzing their individual psychological characteristics, experience, level of cultural formation, this function is implemented in the process of activities related to mastering the system of intercultural knowledge, skills, abilities and the formation of value relations. *The communicative function*, which consists in establishing contacts by all subjects of the educational process; contributes to the exchange of intercultural information, establishing feedback.

Diagnostic and prognostic functions involve diagnosing, forecasting and timely responding to changes in the content of humanitarian disciplines, which must meet the socio-cultural requirements of today. *The normative function* is associated with the organization of the process of professional training, educational activities and communication, which ensures its high effectiveness in the formation of intercultural communication skills. *The cognitive function* determines the need to master the norms and rules of behaviour, communication in the course of professional activity, the need to know another person, his level of intercultural communication, the ability to understand his interests, needs in communication.

Emotional-motivational function involves emotionally positive attitude towards another person in the process of intercultural communication (manifestations of emotional sensitivity, kindness, mercy, care, attention, compassion, empathy, etc.). The educational function is realized in the ability to independently acquire intercultural knowledge, form and develop appropriate skills and abilities in the process of studying humanitarian disciplines; educational, which is designed to ensure the assimilation of accumulated and objectified human experience in cultural values, to create conditions for the development of a person as such: not only knowledgeable, but also for the development of his physical, mental, spiritual, and generic essence (Drigas & Karyotaki, 2017).

The above-mentioned *types of the activities of students of philological, linguistic specialties of pedagogical universities* in the process of forming intercultural communicative skills are complex in nature and ensure the

effectiveness of professional training in a certain direction. The requirements for a specialist with formed intercultural communicative productive skills include the following:

- * knowledge of the world picture, which means possession of a system of concepts, which leads to the assimilation of information necessary for future professional activity;

- * knowledge of the socio-cultural characteristics of foreign-speaking partners; knowledge of norms, rules and rituals of behavior in a foreign-speaking environment (Tao, 2018).

However, along with knowledge, students must be able to practically use them; in this regard, skills must be formed that ensure intercultural communication in the process of professional activity. It should be noted that the content of intercultural interaction as a certain type of communication is carried out at three levels: informational, interactive, perceptual. Cultural interaction at the informational level means the implementation of the rules and traditions of communication. At the interactive level – it is considered as the organization of interpersonal communication, which is based on the personal and value characteristics of the subjects of this process. The perceptual level allows us to identify the mechanism of mutual knowledge and rapprochement of representatives of different cultures.

It is worth noting that mastering a foreign language in the context of the problem under study assumes the formation of skills not only in reading literature by specialty, but also in free communication in a foreign language, as well as knowledge of the ethno-national characteristics of the behavior of the peoples of different countries. To know the spiritual sources of one's people, to be enriched by the culture of others, to join the values of world civilization, to show tolerance and openness, to avoid nationalism, interethnic attitudes and stereotypes, we have to see the solution of these main tasks in teaching a foreign language in the context of a dialogue of cultures and the development of skills necessary for positive intercultural relations and cooperation of students of higher pedagogical

educational institutions. Such intercultural communicative skills cannot arise by themselves, they must be purposefully formed (Shannon, 1951).

At the present stage of development of Ukrainian society, contacts in various spheres of economic, socio-political, social and cultural life are expanding and deepening at the international, interpersonal and individual-group levels. Awareness of belonging to a single pan-European space and the desire to find a way out into a multilingual Europe with specific cultural features of the peoples inhabiting it indicate overcoming the cultural isolation of Ukraine and the development of intercultural interaction. To communicate with representatives of different cultures, students need well-formed intercultural communication skills, which, in our opinion, are an integral part of general communication skills. However, the content of modern educational programs, especially for students of non-linguistic specialties of pedagogical universities, does not satisfy the multifaceted problems of training a competitive specialist capable of effective intercultural communication. Therefore, the study of the problem of forming intercultural communicative skills involves determining the content, effective forms and methods of professional training of future teachers of non-linguistic specialties, which involves updating the content of the educational process in pedagogical institutes and universities in the context of implementing relevant scientific approaches.

1.2. Scientific approaches to solving the problem under study: Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School

Based on the subject and purpose of the study, we consider it necessary to determine the following scientific and theoretical approaches that will allow us to present the outlined problem in the integrity of its methodological basis and experimentally verify the effectiveness of the content, forms and methods of forming intercultural communicative skills of future teachers: sociocultural

(reflects the essence of intercultural processes in the student environment); competence-based (describes the content and specifics of intercultural skills as a component of the general professional competence of a future teacher); sociolinguistic (reflects the specifics of the formation of intercultural communicative skills in the process of studying non-linguistic specialties of foreign languages by students).

The development of democracy in our country, the humanization of social relations create appropriate conditions for establishing trust between people of different nationalities, respectful attitude towards their culture, language, traditions, which becomes possible, in our opinion, only with the awareness of the unity of all people, the interdependence of peoples and states in the conditions of intercultural communication. Therefore, one of the leading approaches to the problem of our research was chosen socio-cultural, which determines the general socio-cultural basis of the educational process in a pedagogical educational institution. This scientific and pedagogical concept is presented by the scientific developments of scientists (Rezaei & Mousanezhad Jeddi, 2020). We completely agree with the opinion of scientists (Mykhalchuk, Ivashkevych Er., Nohachevska, Nabochuk & Voitenko, 2021), that the socio-cultural approach provides for a holistic complex of opportunities and means of the professional environment, where pedagogically appropriate organization of professional education takes place. It should be noted that the socio-cultural approach regulates the ratio of national, universal and other cultural elements in the content of the education of the future teacher, and allows for the formation of a system of cultural values. The importance of a foreign language in this context is difficult to overestimate.

The sociocultural approach is the basis of intercultural pedagogy as one of the branches of pedagogical science. The main principle of Intercultural English Methodology is the education of the culture of the world, which is understood as a set of ethical values and norms of relations to another person and to the environment, traditions and customs, behavior and lifestyle, human personality, its dignity and rights: understanding and acceptance of differences between people

in culture, traditions and customs: mutual understanding both between peoples and between ethnic and religious groups.

Based on the research of scientists (Onufriieva & Ivashkevych Ed., 2021), we'll note that intercultural communication is the interaction of cultures, carried out in a certain space and time, in which the phenomenon of culture is considered as a generic concept, cultural contacts, taking various forms, find their expression in collision, relationship, synthesis and dialogue. Intercultural communication reveals the mechanism of culture functioning, the objectification of the ways of its objectification in human activity, cognitive and communicative. In it, culture acts as a system and a method of communication, mediated by the activity of the subject, when there is an exchange of information, perception and mutual knowledge of people, as well as the establishment of relationships.

The main task of intercultural productive communication at the current stage of development of society is to activate the humanitarian potential, to aim it at developing and affirming the priority of universal human values, bringing together cultures of different countries by introducing into the minds of future specialists a sense of unity and values of our civilization. Intercultural productive communication as ***a productive dialogue of cultures is a multidimensional phenomenon***. Its content traces the interaction of:

- a) language, which reflects the culture of the people;
- b) culture, which conveys the uniqueness of socio-historical conditions;
- c) the personality of a specialist, which is formed in the course of practical activity.

Mastering a foreign language culture involves the assimilation of not only the relevant cultural facts, but also the specific national mentality of the native speakers. Scientists (Adachi & Willoughby, 2015) define mentality as a system of values, norms, ideas, symbols, stereotypes, determined by historical heritage, original traditions. A personality that has the appropriate linguistic and cultural status can be considered as a cultural-linguistic personality. Also, scientists (Berninger & Abbott, 2010) give the following definition of a cultural-linguistic

personality: this is an integrative and holistic quality of a subject that has a certain ethno- and socio-cultural status, linguistic and cultural information stock, presented in the form of thesauri, and the ability to adequately apply it.

Thus, we are talking about the need for a deeper and more thorough study of the world of native speakers, their culture in the broad ethnographic sense of the word, their way of life, and national character, because language does not exist outside of culture, that is, outside of the socially inherited set of practical skills and ideas that characterize our way of life (Bucci, Maskit & Murphy, 2016). Thus, the sociocultural approach to the problem of forming intercultural communicative skills of future specialists in non-linguistic specialties makes it possible to outline the need for knowledge of the cultural identity of representatives of other cultures by studying their language in the process of professional training. The specified knowledge, combined with intercultural communicative skills and abilities, becomes an element of the general professional competence of the future teacher. Therefore, we chose ***the Competency-based Cultural and Sociolinguistic Approach*** as the second leading theoretical approach to the research problem.

The Competency-based Cultural and Sociolinguistic Approach in Pedagogical and Methodological Science is developing, on the one hand, as a result of the need to bring the domestic education system into line with the European system, on the other hand, as a reflection of general qualification requirements for professional competence and the need to build a national framework of qualifications taking into account the requirements of intercultural, multicultural, cross-cultural competence. The Competency-based Cultural and Sociolinguistic Approach is presented in various ways in scientific studies:

- as a justification of the general principles of developing a competency-based approach in the domestic education system based on borrowing positive foreign experience (Mykhalchuk, Bihunova, Fridrikh & Vietrova, 2021);
- as a study of the structure of competencies and components of the competency approach in the practical activities of educational institutions

(Alderson, Nieminen & Huhta, 2016);

- as a justification of the specifics of the competency approach in the professional training of future specialists, including teachers (Whittier, 2021);
- as developments in the field of intercultural, multicultural, cross-cultural competence of a future specialist (Vasilyuk, 1991).

In the context of considering the problem under study, scientific research in the field of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School, in the paradigm of the Competency-based Cultural and Sociolinguistic Approach (Shymko, 2016) is of great importance, as it defines professional competence in a broad sense as a set of theoretical knowledge, practical skills, experience, and personal qualities of a teacher, the dialectical course of which ensures the effectiveness and efficiency of pedagogical action, as well as other scientists (Witkin, 1974), who, developing the concept of professional development, notes that competence is an important component of a teacher's activity and can be interpreted as a harmonious combination of knowledge, abilities, skills, as well as methods and techniques for their implementation in activity, communication, development (self-development) of the individual. Based on this definition of the content of the concept of “competence”, the authors developed its structure, consisting of two components:

- activity (knowledge, abilities, skills, and methods of carrying out pedagogical activity);
- communicative (knowledge, abilities, skills, and methods of carrying out pedagogical communication (Jung, 1923).

The researchers (Arrington, Kulesz, Francis, Fletcher & Barnes, 2014) consider the psychological condition for the development of pedagogical competence to be the awareness by the individual of the need to improve his/her own culture, the level of communication organization as the basis for Developing Productive Skills in a Higher School. According to other scientists (Cheng, Zhang, Wu, Liu & Li, 2016), in the content of professional competence, procedural

(pedagogical activity, pedagogical communication and the personality of the teacher) and productive skills (education and upbringing) components can be distinguished in the Cultural and Sociolinguistic Aspects or according to the Competency-based Cultural and Sociolinguistic Approach. Each block combines the necessary knowledge and skills, as well as requirements for the psychological qualities of the teacher.

Of particular interest to our research it is the formation of the skills to perform speech actions in a foreign language environment. Such skills imply a certain level of formation of communicative competence. Scientists (Ehri, Nunes, Willows, Schuster, Yaghoub-Zadeh & Shanahan, 2001), characterizing the essence of communicative competence in the language under study, defines it as the ability to correctly use language in various socially determined situations. In addition to knowledge of the language, in our opinion, communicative competence includes the ability of communicators to correlate speech utterance with the goals and situation of communication, with an understanding of the relationships between the communicating parties, as well as the ability to correctly organize speech communication taking into account cultural and social norms of communicative behavior of students.

It is worth noting that we consider this type of competence as a set of communicative knowledge, skills and abilities that ensure the effectiveness of the communicative process. Therefore, communicative competence includes, in addition to the possession of communicative knowledge and skills, also the possession of communicative abilities. Thus, the competence approach to the problem of forming intercultural communicative abilities of future teachers of non-linguistic specialties allows us to outline them as an important component of the general set of professional abilities of the future specialist, and therefore - a component of the professional competence of the future teacher of non-linguistic specialties in general. Since the experimental part of our study is built taking into account the capabilities of foreign languages in the process of forming intercultural communicative abilities, we attach great importance to the

sociolinguistic approach in the theoretical analysis of the specified problem.

The foundations of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School are developed mainly in the field of English Language Methodology and Philology, so there are few interdisciplinary pedagogical studies in this area. The classic sociolinguistic developments were the researches of foreign scientists (Falé, Costa & Luegi, 2016). Sociolinguistics developed and rightly pointed out, at the intersection of the methodological foundations of linguistics, social psychology and ethnography and studies problems related to the social content and social functions of various languages, the possibilities of the influence of social factors on the development and transformation of language, etc. It is important that sociolinguistics studies the concepts of bilingualism, multilingualism, communicative situations taking into account the resource of foreign languages, as well as the concepts of linguistic behaviour, rules of linguistic communication, communicative competence of native speakers, etc.

Using the basic principles of the Sociolinguistic Approach, we would like to note that the most complex and highest order of communication is human communication. The traditional definition of communication is its interpretation as a process of transmitting information, as influencing others with the help of this information. Without entering into a discussion about the identity of the concepts of “communication” and “communicate”, we agree with the opinion of those researchers who consider communication as a concept that includes communication of living beings, including people. Communication is a special type of communication. A specific characteristic of communication that distinguishes it from all other types of activity is the presence of subject-subject relationships based on the social exchange of thoughts, considerations, impressions, interpretations, etc. (Gathercole, Pickering, Ambridge & Wearing, 2004).

The attempts to bring the learning process closer to the communication process have been known for a long time and have led to the development of the

theory and practice of communicative learning. The development of the communicative direction of the educational process was carried out by many teacher-researchers (Wong, 2021); methodologists and psychologists (Shiva Ram, Bhardwaj & Phani Krishna, 2017); many foreign scientists (Scrimali, 2008). Despite the differences in methodologies and teaching technologies, all these scientists have contributed a lot of valuable things to theory and practice. The research of each scientist has the right to further development. We share the point of view of scientists (Mykhalchuk & Khupavsheva, 2020), who claim that the essence of communicative learning is that the learning process is a model of the communication process. Therefore, in his opinion, it is worth preparing students to participate in the process of foreign language communication in the conditions of foreign language communication.

Undoubtedly, the practice of communicative productive learning can be implemented in the process of studying any academic subject in higher education. We rely on the communicative capabilities of foreign languages, since, in our opinion, it is precisely through the mastery of these disciplines in the educational process of higher education institutions that an effective system for the formation of intercultural communicative skills can be built. The communicative orientation of foreign language teaching implies, regardless of the level of implementation of practical goals, such an organization of the educational process that provides students with the opportunity to adequately navigate in a communicative situation, that is, to some extent perform the role of a real communicator within a specific fragment of communication. Communicatively-oriented foreign language teaching contributes to the formation of communicative competence in students.

Solving the problem of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School, we'd like to pay special attention to the term "competence" (from the Latin *competere* is to be capable of something) was introduced by the linguist-theorist (Wong, 2017). Initially, it denoted the ability necessary to perform a certain linguistic activity in the native language. A competent speaker/listener, according to the scientists (Pimperton & Nation,

2010), must: form/understand an unlimited number of sentences regarding models; have a judgment about the statement, that is, see the formal similarity/difference in the meaning of two expressions. In sociolinguistics, the concept of communicative competence has a somewhat broader character - as the possession of linguistic competence, knowledge of information about the language, the ability to correlate language means with the tasks and conditions of communication, the ability to organize linguistic communication taking into account the social norms of behavior and communicative expediency of those being taught.

Another way to determine the conditions for the successful development of content, forms and methods for the formation of intercultural communicative skills is to use the possibilities of systemic, axiological and culturological approaches. The introduction of a systemic approach into the system of professional training of future teachers of non-linguistic specialties allows us to focus attention on determining the set of interdependent properties, methods and processes necessary to create an organized and purposeful influence on the formation of professional skills of the individual, including intercultural ones. The implementation of axiological and culturological approaches ensures the formation of the personality of a future specialist, capable of cultural identification, a positive attitude towards cultural values, expressed in the awareness of cultural values as needs that motivate behavior and form a tolerant attitude towards manifestations of foreign language culture.

Summing up the theoretical analysis of the problem of forming intercultural communicative skills of future specialists in non-linguistic specialties, we note that, by analyzing the state of the problem of forming intercultural communicative skills in students of higher pedagogical educational institutions, we confirmed the relevance of our research, which is explained, first of all, by evolutionary trends in education, the existing social order for intercultural training of future teachers, as well as insufficient theoretical and practical development of this problem. Summarizing the analysis of the state of the problem of forming intercultural

communicative skills in pedagogical theory, we note that until now it remains insufficiently studied and substantiated in the theoretical, methodological and practical aspects of the educational process.

Based on the topic and subject of our research, we have identified the leading scientific and theoretical approaches to its consideration - systemic, axiological, culturological, sociocultural, competence-based, sociolinguistic. The justification of the above-mentioned approaches allowed, in our opinion, to holistically and comprehensively consider the methodological principles of the research problem as interdisciplinary in nature and purely pedagogical in the form of presentation and interpretation. Despite the fact that the problems of communication, communication, and the formation of various types of professional and pedagogical skills in students are quite developed in the scientific literature, the problem of the formation of intercultural communicative skills in students of higher pedagogical educational institutions remains insufficiently studied. In particular, the essence and classification of intercultural communicative skills, the system of their formation have not been determined. Thus, there is reason to consider the problem of the formation of intercultural communicative skills in students of higher pedagogical educational institutions as a multifaceted phenomenon that has social and scientific significance.

Conclusions to the first Chapter

Researches into the problem of forming intercultural productive communicative skills in students of non-linguistic specialties in the process of studying humanitarian disciplines allows us to name the following functions of this process in higher education institutions. These researches include: *cognitive, communicative, diagnostic-prognostic, normative, cognitive, emotional-motivational, educational-educational functions*, which determine Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School.

The cognitive function is aimed at ensuring that the future teacher has a

holistic analysis of pedagogical phenomena, processes, activities and the environment based on the formed system of knowledge, as well as studying, understanding and analyzing their individual psychological characteristics, experience, level of cultural formation, this function is implemented in the process of activities related to mastering the system of intercultural knowledge, skills, abilities and the formation of value relations. *The communicative function*, which consists in establishing contacts by all subjects of the educational process; contributes to the exchange of intercultural information, establishing feedback.

Diagnostic and prognostic functions involve diagnosing, forecasting and timely responding to changes in the content of humanitarian disciplines, which must meet the socio-cultural requirements of today. *The normative function* is associated with the organization of the process of professional training, educational activities and communication, which ensures its high effectiveness in the formation of intercultural communication skills. *The cognitive function* determines the need to master the norms and rules of behaviour, communication in the course of professional activity, the need to know another person, his level of intercultural communication, the ability to understand his interests, needs in communication.

Emotional-motivational function involves emotionally positive attitude towards another person in the process of intercultural communication (manifestations of emotional sensitivity, kindness, mercy, care, attention, compassion, empathy, etc.). The educational function is realized in the ability to independently acquire intercultural knowledge, form and develop appropriate skills and abilities in the process of studying humanitarian disciplines; educational, which is designed to ensure the assimilation of accumulated and objectified human experience in cultural values, to create conditions for the development of a person as such: not only knowledgeable, but also for the development of his physical, mental, spiritual, and generic essence.

The above-mentioned *types of the activities of students of philological, linguistic specialties of pedagogical universities* in the process of forming

intercultural communicative skills are complex in nature and ensure the effectiveness of professional training in a certain direction. The requirements for a specialist with formed intercultural communicative productive skills include the following:

- * knowledge of the world picture, which means possession of a system of concepts, which leads to the assimilation of information necessary for future professional activity;

- * knowledge of the socio-cultural characteristics of foreign-speaking partners; knowledge of norms, rules and rituals of behavior in a foreign-speaking environment.

Firstly, in our research we showed the main task of intercultural productive communication at the current stage of development of society is to activate the humanitarian potential, to aim it at developing and affirming the priority of universal human values, bringing together cultures of different countries by introducing into the minds of future specialists a sense of unity and values of our civilization. Intercultural productive communication as ***a productive dialogue of cultures is a multidimensional phenomenon***. Its content traces the interaction of:

- a) language, which reflects the culture of the people;
- b) culture, which conveys the uniqueness of socio-historical conditions;
- c) the personality of a specialist, which is formed in the course of practical activity.

Summing up the results of the categorical and conceptual analysis of the concepts presented above, it is worth recognizing that, despite the variety of terms correlated with the definition of “intercultural”, there is no single approach to delineating the terminology of intercultural characteristics of the educational process, in particular, teaching humanitarian disciplines, in particular, a foreign language. We share the opinion of those researchers who consider the terms “Cultural and Sociolinguistic Aspects” and “Intercultural Aspect” to be synonymous, because in translation from German “inter” means “between” in

English. In addition, the study of scientific and pedagogical literature has shown that the concept of “Intercultural” undoubtedly has a common semantic field with the concepts of “Transcultural”, “Cross-cultural”, “Cultural”, “Sociolinguistic”. Therefore, they can be called related, however, not identical, and by no means interchangeable.

The concept of “Interculturality” expresses the international, interethnic aspect of the mutual influence of cultural traditions of different peoples and ethnic groups. “Poly-culturality” or “Meta-culturality” outline the substantive state of socio-cultural development of peoples, which expresses both the originality of cultural traditions and their globalization and universal human aspect. The term “cross-culturality” is usually used in studies devoted to the comparative analysis of different cultures. The concept of “communicative skills” is directly related to the interpretations of interculturality, multiculturalism, cross-culturality, which includes two components – “communicative” and “productive skills”.

Firstly, let us turn to the definition of the interrelated concepts of “knowledge” and “productive skills”. Note that the problem of skills is one of the most complex in pedagogical science, and therefore there are different points of view on the essence of this concept. The statement about the formation of skills based on the assimilation of knowledge is generally recognized in pedagogical theory and practice. We consider this category within the framework of a system-activity approach, knowledge underlies the theoretical and practical training of a teacher for the implementation of his professional activities. Therefore, knowledge in pedagogical science is often defined as: understanding, retention in memory and reproduction of the basic facts of science and the corresponding theoretical generalizations (rules, laws, theories, etc.); as a conceptual and factual component of educational material, which contains interrelated facts, patterns, theories, generalizations, terms.

The essence of the category “productive skills” within the problem of forming intercultural communicative skills in students of linguistic specialties in the process of humanitarian training should, in our opinion, be considered in

relation to the categories of “knowledge” and “productive skills”, since they, as the basis of learning, are inextricably linked and interdependent and constitute a dialectical unity. The category of “knowledge” is more established in pedagogical theory, which in psychological and pedagogical literature is interpreted as a system of concepts that are assimilated by humanity. Regarding the essence of the category of “productive skills”, there is no unanimity in modern pedagogical theory and practice. Thus, by the terms “skills” and “productive skills” we denote certain levels of formation of action. A skill brought to a certain level of automatism is characterized by him as productive skills. The scientist also identifies the stages of the skill formation process: diagnostics of the formation of the productive skills, instruction (content and methods of mastering), practical exercises and operational control over this process, the stage of applying the acquired skill in various situations and automation (transformation of skill into a habit).

We also outline the Productive skills of a future specialist in the field of pedagogical activity as elements of pedagogical activity that allow it to be performed with high quality. That is, skills are a manifestation of the ability to perform an action in accordance with the goals and conditions in which a person has to navigate. The most important for our research there are the scientific views of scientists, that knowledge, Productive skills and abilities constitute a dialectical unity. Therefore, Productive skills cannot be defined as a simple synthesis of knowledge and Productive skills, which involves clarifying the specific nature of skills. Based on the basic principles of the theory of the psychology of human activity (Shannon & Weaver, 1949), we define productive skill as an extremely complex structural combination of sensory, intellectual, volitional, and emotional qualities of a person that are formed and manifested in the conscious, expedient, and successful implementation of a system of perceptual, mental, mnemonic, volitional, sensorimotor, and other actions that ensure the achievement of the set goal of activity in the changing conditions of its course.

In our research, we also rely on the generally accepted definition of

Productive skill in pedagogical science is a complex structural combination of sensory, intellectual, volitional, emotional qualities of a person that are formed and manifested in the system of mental, mnemonic, volitional, sensorimotor and other actions, ensuring the achievement of the set goals of activity in the changed conditions of its course. Let us turn to the views of domestic psychologists who define specific characteristics of Productive skills. These include: the absence of automation in the performance of actions; constant use of reliance on knowledge and previous experience in the process of actions; parallel use in the process of non-automated actions in general, along with knowledge, also of individual simple Productive skills that are components of these actions; the presence of extensive self-control in the process of performing actions. The above-listed features of Productive skills, presented in domestic general psychology, are extrapolated into General Pedagogy and Methodology of teaching foreign languages.

Using the scientific statements of scientists, who not only expanded and specified the definition of the concept of Productive skill, but also revealed their specific nature, we will outline the features of intercultural communicative activity, namely: awareness, which is manifested in defining intercultural communication, its goal and establishing connections between the conditions and means of achieving its effectiveness; purposefulness, planning, which involves preliminary planning of communication in the intercultural educational field; forecasting the course and result of intercultural communication; the need to control the correct execution of actions; intentionality and arbitrariness of actions; the inextricable unity of intellectual, sensory and practical aspects of speech action; creative application of knowledge; organic combination of theory and practice; variability of ways to achieve the goal of intercultural communicative activity.

We consider it important to consider the process of forming intercultural communicative Productive skills in students of philological, linguistic specialties in the process of humanitarian training to refer to the works of scientists who consider the problem of forming in future specialists the relevant competencies or

competence in teaching, in particular, foreign languages. The scientific pedagogical literature also considers the concepts of: linguistic and local knowledge competence, cultural competence, intercultural competence. The linguistic and local knowledge competence of a non-authentic linguistic personality is understood as the ability to carry out intercultural communication, which is based on knowledge of lexical units with a national-cultural component of semantics and the Productive skills of their adequate application in situations of intercultural communication, as well as the use of background knowledge to achieve mutual understanding in situations of intercultural communication.

Firstly, we showed, that cultural competence is considered as the ability and readiness for a dialogue of cultures in accordance with the complex of acquired linguistic knowledge, Productive skills, abilities, knowledge of the socio-cultural situation in the country of the studied language, as well as the historical conditions that influenced its formation; country-specific knowledge and Productive skills that allow for a comparative analysis of the native and foreign-language culture. In accordance with the goals of our study, we will also provide a definition of the concept of intercultural competence, by which scientists understand the ability to act in a certain situational context and communicate in a foreign language with the orientation of their linguistic behavior to the cultural characteristics of their country and the country of the studied language.

The formation of communicative, linguistic and linguistic-local studies competences should serve the formation of intercultural competence as the main goal of foreign language teaching. The concepts of “competence” and “Productive Skills” in the vast majority of analyzed scientific sources are used virtually as synonyms. In our research, we share the point of view of those researchers (Adachi & Willoughby, 2015) who define competence as awareness, knowledge, experience of any activity, and competence as professionally formed qualities of a person, and consider competence as a basis or base for the further formation and development of competence.

CHAPTER II.

Practical research of studying Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School

2.1. Scientific substantiation of the essence, structure and classification of Intercultural Productive skills in the process of humanitarian training according to Cultural and Sociolinguistic Aspects of education and teachers' training

The further logic of the research involves determining the essence, structure and classification of intercultural communicative skills. There are different approaches to the classification of professional and pedagogical Productive skills that ensure the implementation of pedagogical activity. Thus, scientists (Astle & Scerif, 2011) identify the following groups of pedagogical Productive skills: organizational and constructive, technological and methodological, communicative (social and pedagogical). These scientists define the following groups of teacher Productive skills: diagnostic and prognostic, value-orientation, organizational and developmental, professional and creative, managerial and communicative, social and pedagogical.

Scientists (Astle & Scerif, 2011) attach great importance to the organizational, applied and creative (singing, drawing, dancing, etc.) Productive skills of the class teacher. The classification of professional skills of the class teacher by scientists, who identified the following groups of Productive skills, is noteworthy: analytical (gnostic, research), design, constructive, communicative, organizational, applied Productive skills and possession of pedagogical techniques. The problem of structuring professional Productive skills of specialists of various

profiles has found its reflection in pedagogical science. Thus, these scientists identify didactic, educational, personal Productive skills in the specified structure; other scientists (Carhart-Harris, Leech, Hellyer, Shanahan, Feilding, Tagliazucchi, Chialvo & Nutt, 2014) talk about organizational, design, educational, diagnostic, cognitive Productive Skills of students; scientists (Chen, 2016) underline constructive, communicative, organizational, didactic, perceptive, cognitive, practical, Productive skills in the field of pedagogical technology. However, the structure of each individual professional Productive skill is revealed quite rarely in pedagogical research, since much more attention is paid to the structuring of professional competencies of specialists than to specific professional Productive skills.

We share the point of view of scientists (Cui, Wang & Zhong, 2021) that when analyzing pedagogical activity, considering general pedagogical Productive skills, along with gnostic, design, organizational, constructive, one should highlight communicative Productive skills, which include the ability to enter into positive emotional contact, establish and maintain emotional and business contact, communicate spontaneously, listen and understand a communication partner, interact with a partner, manage the attention of the audience. Analyzing the experience of foreign scientists (Drigas & Karyotaki, 2017) on the problem of forming communicative Productive skills, it is worth noting that scientists consider them from the point of view of the processes of message transmission and perception between partners. We, from the position of organizing and implementing interaction with others, notes that the formation of communicative skills involves the development of verbal and non-verbal behavior in interaction. Therefore, the development of communication Productive skills, in his opinion, is nothing more than the ability to communicate verbally and visually with partners.

Our point of view differs from the views adopted in domestic pedagogy. The researcher believes that communicative Productive skills, which include individual and social components, are initiative, organization of self-education, ability to communicate, application of digital and information technology. We, supporting the

point of view of scientists (El-Zawawy, 2021), also distinguishes individual and social types in the composition of communicative Productive skills, adding to them also self-organization, self-expression, self-confidence, self-discipline, reliability and problem solving. In the process of analyzing the content of communicative Productive skills, we found different approaches to their classification, as a result of which we made an attempt to systematize them. Let us present the positions of different authors on the classification of the concept of “communicative Productive skills” summarized in the form of Table 2.1.

Thus, having considered the problem of defining and classifying communicative Productive skills in the studies of domestic and foreign authors, we can state that so far there is no single definition and structuring of communicative skills due to the presence of different positions of researchers on the description of this concept. Having analyzed the existing approaches to the characterization of communicative Productive skills taking into account the main levels of intercultural interaction, we came to the conclusion that to determine the process of forming intercultural communicative Productive skills, it is worth taking into account the pedagogical functions of the teacher’s communicative activity.

Table 2.1

Content characteristics of the concept of “communication Productive skills” in the general structure of professional Productive skills

Communication Productive skills in the general group of professional Productive skills	Communicative content of the specified professional Productive skills
gnostic, design, organizational, constructive, communicative Productive Skills	They imply the ability to enter into positive emotional contact, establish and maintain emotional and business contact, communicate spontaneously, listen to and understand a communication partner, and manage the audience’s attention.
gnostic, constructive and design, organizational, special Productive Skills	Determined by the adequate use of all means of communication in accordance with the goals, conditions, and subjects of communication
the ability to regulate Productive	They are characterized by the formation of a

Skills and Productive relationships; combine demandingness with respect; objectively evaluate the process and results of Productive communication	way of expressing ideas, thoughts, feelings, experiences, and relationships, which determine the way of influencing the subject of communication and establishing appropriate interaction.
communication Productive skills; verbal and non-verbal communication Productive skills	They assume the possession of social perception, the ability to adequately model the student's personality, his mental state, etc. according to external signs, to "present oneself" in Productive communication with students; to optimally produce one's own speech and language, taking into account the psychological characteristics of this process, that is, the Productive ability to verbal communication, verbal and non-verbal contact with students; the ability to organize cooperation in the process of Productive communication
Productive Skills to design; combinatorial; constructive, Productive ability to interact	They are characterized by the Productive ability to ensure that students master educational competencies (knowledge, Productive skills, Productive abilities, methods of educational Productive activity), decision-making options; communication Productive techniques in new or non-standard situations, which also implies the Productive ability to construct adequate methods and techniques for solving a specific communicative situation Productively.
individual Productive Skills; social (interpersonal) communication Productive skills	Associated with a developed ability to organize self-education in the field of Productive communication, to use information and Productive communication technologies, in particular, Productive digital ones
verbal and non-verbal behavior Productive skills	They assume an optimally developed ability for oral and written Productive communication, interpersonal and intergroup Productive communication
Individual, social Productive skills; ability to establish Productive interaction	They are characterized by an appropriate level of Productive self-organization, Productive self-expression, Productive self-

	confidence, Productive self-discipline, and Productive reliability; they involve Productive teamwork aimed at solving problems Productively, and the ability to use modern information technologies also Productively
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2.2. Structural components and content characteristics of the formation of Intercultural Productive Communicative Skills of students of higher pedagogical educational institutions in the process of humanitarian English Language training

The complex process of forming intercultural Productive communicative skills in students of non-language specialties in the process of humanitarian training will be considered in the context of the essence of pedagogical activity. Researchers (Falé, Costa & Luegi, 2016) have identified the main functions of the teacher's Productive activity: constructive, organizational, communicative, gnostic, design, research, mobilization, etc. The developers of the outlined problem (Greco, Canal, Bambini & Moro, 2020) in the general pedagogical context and within the framework of a foreign language divide all pedagogical Productive functions into two groups: goal-setting and organizational-structural functions.

The first group also includes orientational, developmental, mobilization and informational functions. Given the essence of intercultural communicative Productive skills, the structure of intercultural Productive communication, the functions of the communicative activity of a future specialist, the specifics of humanitarian subjects, in particular “Foreign Language” for students of non-linguistic specialties, as well as the understanding of Productive communication as a Productive communicative and cognitive process accepted in the scientific literature, we have identified the following structural components of the formation of intercultural Productive communicative skills.

The motivational and value component of the studied process involves the

development of personally significant motives and value attitudes in the conditions of intercultural Productive interaction, which is carried out during the humanitarian training. The communicative and regulatory Productive component is determined by the development of perceptual, interactive, expressive skills in the future specialist. The informational and educational component involves the Productive formation of orientational, constructive, organizational skills that play an important role in intercultural Productive communication; cognitive and humanistic, such as design, research, compensatory skills; special-intercultural, such as ensures mastery of the norms of intercultural communication, the formation of susceptibility to a new culture. Based on the goals of our study and using the decomposition of Productive methods, we presented each component of the formation of intercultural Productive communicative skills of students of non-linguistic specialties in the process of humanitarian training in the form of a set of components, as shown in Table 2.2.

Table 2.2

**Content characteristics of the process of forming intercultural
Productive communication skills**

Structural component of Productive communication skills	Characteristics of intercultural communicative Productive skills	Productive Skills that determine the corresponding component
Motivational and value-based component	Perceptive, Interactive, Axiological	- to maintain and develop an active positive attitude towards a foreign language and the process of intercultural communication; - to determine the goal of intercultural communication; - to deepen and improve knowledge of foreign languages and cultures of the countries whose language is being studied through self-education; - to realize the value of one's national culture and form one's own opinion about the specifics of a

		foreign language culture
Communicative-regulatory component	Perceptive	- to listen and perceive information in the process of intercultural communication; - to perceive the internal state of a foreign-speaking partner, the ability to mentally put oneself in his place; - to find a common language, the right tone in situations of intercultural communication; - to take into account the reaction of the communication partner to one's actions (verbal and behavioral) and the degree of manifestation of intercultural communication skills in communicative interaction - both in written and oral communication
Communicative-regulatory component	Interactive	- to anticipate possible difficulties in situations of intercultural communication and find ways and means of overcoming them; - to maintain a conversation or written communication on various intercultural topics; - to manage a productive conversation, that is, to form its beginning, course and result, to find an opportunity to interrupt, end, change the course of productive communication; - to adequately answer (react) to the questions (statements) of the partner in intercultural communication
Communicative-regulatory component	Expressive	- to express one's opinion clearly and competently in a foreign language; - the ability to argue one's opinion, to formulate one's own attitude to the discussed problem both in writing and orally; - to select expressions, colloquial

		clichés to formulate one's own thoughts, the ability to stylistically competently construct sentences, statements, etc. both in oral and written intercultural Productive communication; - verbally and non-verbally reflect one's own emotional state and influence the emotional state of the interlocutor
Informational and educational component	Indicative	- to find and isolate the necessary or significant key information in accordance with each situation of intercultural Productive communication; - to observe one or another linguistic phenomenon in a foreign language, the ability to compare and contrast linguistic phenomena in a foreign and native language, formulate (orally and in writing) the main idea of the message; - to build a plan for written or oral intercultural Productive communication, the ability to compose a message thesis Productively
Informational and educational component	Constructive	- to design the strategy and tactics of linguistic and non-linguistic behavior in the process of a real or virtual situation of intercultural Productive communication; - to plan actions depending on the task of intercultural Productive communication in a foreign language, the ability to choose rational and effective ways to implement the specified actions; - independently or by analogy, design and develop a game model of an intercultural Productive communication situation depending on the academic discipline, correlating a specific linguistic

		situation with real life; - to master intercultural Productive communicative skills in real life; - to adjust and restructure one's actions, change the degree of manifestation of intercultural Productive communicative skills in the process of communication
Informational and educational component	Organizational	- to organize their own educational activities to master intercultural Productive communication skills without a proposed model, involving their own knowledge, skills and experience gained in foreign language classes, as well as in studying other disciplines; - to organize pair, group and collective work to solve intercultural Productive communication tasks both in class and out of class; control their actions and the actions of partners in intercultural Productive communication, objectively evaluate these actions
Cognitive-humanistic component	Design and research	- to correlate knowledge about the culture of the country whose language is being studied with knowledge about one's own culture; - to search and systematize information about the traditions and customs of the country whose language is being studied; - to find familiar lexical units and grammatical constructions in a foreign language; - to conduct an elementary diagnosis of the level of formation of intercultural Productive communicative skills
Cognitive-humanistic component	Compensatory	- to use linguistic and contextual approaches when learning a foreign language, use dictionaries of

		various types; - to use paraphrases, synonyms, words describing general concepts, explanations, examples in situations of intercultural Productive written and oral communication; - to practice “word creation”; - to switch to other topics during foreign language Productive communication; - to use various Productive sign systems of the information process: opto-kinetic (gestures, facial expressions, pantomime), para- and extralinguistic (intonation, pace of speech, accentuation, diction, non-verbal expressions, etc.)
Specially and intercultural component	Axiological, Expressive	- to compare and discuss various aspects of native and foreign-language culture within the framework of the topics proposed by the program; - to apply Productive cultural information in the process of Productive intercultural interaction; - to use the norms of intercultural Productive communication; - to perceive new cultures and, using a variety of methods, combine the influence of native and foreign-language cultures; - to mediate between native and foreign-language cultures, successfully

Designing the formation of intercultural communicative Productive skills involves determining the main stages of this process, outlining the main forms and methods that should ensure its effectiveness. The above requires, in our opinion, modeling a phased methodology for the formation of intercultural communicative Productive skills in the course of humanitarian training of students of non-linguistic specialties, that is, outlining: the goal is ensuring the effectiveness of the process

under study; the leading principles of its organization (humanization and humanitarianization, communicative-activity professional orientation, intercultural orientation, subjective significance, etc.) and correlating them with the stages, forms, methods, techniques and means of Productive educational activity of university students (Appendix A).

As a result of a theoretical study of the problem of forming intercultural Productive communication skills in students of non-linguistic specialties during humanitarian training, as well as using our own experience of teaching and considering the specified process as a natural and mandatory component of the professional development of a future specialist, we determine the following stages of its implementation.

At the organizational and design stage of the formation of the studied skills, the activities of the teacher and students should be aimed at creating favorable psychological and pedagogical conditions for organizing Productive intercultural interaction of all subjects of the educational process. This involves creating an atmosphere of openness, psychological readiness for the perception of intercultural social norms, rules and norms of communicative behavior of foreign-speaking representatives of different cultures, as well as the inclusion of students of non-linguistic specialties in intercultural Productive communication at the level of game design, the perception of relevant educational and cultural information, the means of presentation of which is the teacher's speech, authentic video and audio materials, statements of future specialists regarding the cultural content of the information, the problem being discussed, the features of language and culture, etc. At this stage, the current problems of intercultural Productive communication that may arise in the process of professional training and future professional activity should be outlined, educational goals and objectives should be defined regarding the perception of the material and awareness of the formation of the necessary system of educational competencies and intercultural Productive communicative content of humanitarian disciplines, and group options for educational projects should be developed.

The most effective forms of organizing the educational process at this stage include group and collective ones, which include, in particular, the use of game design methods, the implementation of which ensures the development of intercultural Productive communicative skills due to their focus on mastering a system of local history, intercultural, sociolinguistic and other knowledge for the productive implementation of interaction and understanding between representatives of different cultures, ethnic groups, confessions, etc. In the process of forming intercultural Productive communicative skills, conditions are created for achieving mutual understanding with representatives of other cultures. Educational activities at this stage are aimed at forming skills and improving skills in organizing the learning process on the basis of unique subjective experience with the involvement of one's own, previously acquired knowledge of foreign languages, as well as other humanitarian disciplines.

Of particular relevance are the skills of organizing pair, group and collective work to solve problems of intercultural Productive communication both during the study time and in the process of Productive communication, which requires direct control of one's own actions and reactions of partners in intercultural Productive communication and their objective assessment. Of priority importance at this stage are the skills of adequately responding to conflict Productive communication situations that arise on the basis of linguistic, cultural, ethnic, confessional differences of representatives of the diverse multicultural Productive space of Ukraine and are accompanied by personal emotional Productive reactions.

The result of the effective implementation of the specified stage should be updated and formed skills in the ability to correlate knowledge about the culture of the country whose language is being studied with knowledge about one's own culture, which are based on the ability to search for and systematize various information about the traditions and customs of the country whose language is being studied, determining one's own level of formation of intercultural Productive communicative skills to outline further prospects for one's own educational activities in a certain direction. The purpose of implementing the second

productive-sweeping stage of the formation of intercultural Productive communicative skills in students of non-linguistic specialties in the process of humanitarian training is the direct formation of knowledge and skills of intercultural Productive communication in students, further practical improvement of relevant skills in the course of studying humanitarian disciplines, in particular, foreign languages.

Educational activities at this stage should be aimed at designing strategies and tactics of linguistic and non-linguistic behavior in the process of real or virtual situations of intercultural communication during professional training, as well as future professional activity. In the process of mastering humanitarian disciplines, students of non-linguistic specialties use linguistic and contextual approaches in learning a foreign language, use dictionaries of various types, use paraphrases, synonyms, words-descriptions of generally recognized concepts, explanations, examples in situations of intercultural written and oral Productive communication. Such types of activities ensure the implementation of "word creation", variation of topics during foreign language Productive communication, the use of various sign systems of the information process (optico-kinetic sign systems: gestures, facial expressions, pantomime, para- and extralinguistic sign systems: intonation, speech tempo, accentuation, diction, etc.).

The tasks during the preparation of students for practical classes should include the design of their own Productive communicative actions in the context of the features of intercultural Productive communication in a foreign language, which requires an adequate choice of rational and effective ways of implementing intercultural Productive communicative interaction. The educational activity of students of non-linguistic specialties during humanitarian training is aimed at forming skills in independent design and development of game models of intercultural Productive communication depending on the context of studying the academic discipline, correlation of specific language situations with real life circumstances, correction of their own Productive communicative actions, which requires the ability to restructure their actions, and appropriate response to the

manifestation of the interlocutor's intercultural Productive communicative skills in the process of Productive communication.

This involves the active development and implementation of language projects under the guidance of a teacher and independently, the introduction of active teaching methods, the implementation of search and creative activities, which contributes to the stimulation of intellectual and speech activity of subjects of educational activity, primarily future specialists, awareness of the need to systematically master educational material, increased attention to the implementation of the facilitatory function of the teacher, etc. At the third side it is effective and generalizing stage, a diagnosis of the degree of formation of intercultural communicative skills is carried out, taking into account the existing system of Productive knowledge, their characteristics regarding the development of the ability of future specialists of non-linguistic specialties to cooperation, co-creation, expression of creativity, tolerance, initiative, etc.

In practical and seminar classes during the study of humanitarian disciplines, students should demonstrate a desire to participate in the discussion, analysis, comparison and discussion of various aspects of domestic and foreign-language culture within the framework of the topics proposed by the program, the application of cultural knowledge in the process of intercultural Productive interaction, the effective application of the rules and norms of intercultural Productive communication, the tolerant perception of the achievements of a new culture, the use of teaching methods aimed at the internalization of the achievements of native and foreign-language cultures. We believe that this ensures effective mediation between representatives of different cultures, as well as the ability to successfully resolve conflict situations arising on the basis of intercultural differences.

The fourth reflective stage of the methodology for the formation of intercultural Productive communicative skills involves the use of forms and methods of self-analysis and self-assessment of the effectiveness of the educational activity carried out in a certain direction, in particular, the joint experience of a situation of success, adjusting the content of humanitarian disciplines regarding

their intercultural Productive content, determining further prospects for building intercultural communication, outlining the areas of its application in the process of life and future professional activity. Taking into account the structural components of the formation of intercultural Productive communicative skills of students of non-linguistic specialties within the framework of the proposed step-by-step methodology involves determining pedagogical conditions, the implementation of which ensures the effectiveness of this process.

Conclusions to the second Chapter

In the 2nd Chapter we propose **our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School** as a Methodological category. In the process of the educational activity at the university, a person acts as its subject, and his actions are aimed at the corresponding changes. Any Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is carried out thanks to a set of interconnected actions - units of activity that are not decomposed into simpler ones, as a result of which the achievement of a specific goal is realized. The very goal of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is determined by a certain need, the satisfaction of which determines the implementation of a specific range of actions. The task of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is a need that arises under certain conditions and can be realized thanks to a certain structure of activity, which includes: the subject of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (elements of the environment that have a subject before the beginning of their activity and which are subject to transformation into its product) - in our case, an information resource; means of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – an object that mediates the influence of the subject on the subject of activity (what it is usually called as “a tool of Cultural and Sociolinguistic Aspects

for Developing Productive Skills in a Higher School”) and stimuli used in a certain type of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – sources of information; product of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (result of transformation of the subject in the process of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School) – educational information and forms of its presentation; procedures of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – technology (way, method) of obtaining the desired product of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – technology of designing educational information by a teacher of a higher educational institution in the course of professional and pedagogical activity.

Firstly, on the basis of the experimental research we proposed our author’s Structural components and content characteristics of the formation of Intercultural Productive Communicative Skills of students of higher pedagogical educational institutions in the process of humanitarian English Language training.

The first group also includes orientational, developmental, mobilization and informational functions. Given the essence of intercultural communicative Productive skills, the structure of intercultural Productive communication, the functions of the communicative activity of a future specialist, the specifics of humanitarian subjects, in particular “Foreign Language” for students of non-linguistic specialties, as well as the understanding of Productive communication as a Productive communicative and cognitive process accepted in the scientific literature, we have identified the following structural components of the formation of intercultural Productive communicative skills.

The motivational and value component of the studied process involves the development of personally significant motives and value attitudes in the conditions of intercultural Productive interaction, which is carried out during the humanitarian training. The communicative and regulatory Productive component is determined by the development of perceptual, interactive, expressive skills in the future specialist.

The informational and educational component involves the Productive formation of orientational, constructive, organizational skills that play an important role in intercultural Productive communication; cognitive and humanistic, such as design, research, compensatory skills; special-intercultural, such as ensures mastery of the norms of intercultural communication, the formation of susceptibility to a new culture. Based on the goals of our study and using the decomposition of Productive methods, we presented each component of the formation of intercultural Productive communicative skills of students of non-linguistic specialties in the process of humanitarian training in the form of a set of components.

Structural component of Productive communication skills there are:

1. **Motivational and value-based component** (it includes Perceptive, Interactive, Axiological intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to maintain and develop an active positive attitude towards a foreign language and the process of intercultural communication;
- to determine the goal of intercultural communication;
- to deepen and improve knowledge of foreign languages and cultures of the countries whose language is being studied through self-education;
- to realize the value of one's national culture and form one's own opinion about the specifics of a foreign language culture.

2. **Communicative-regulatory component** (it includes Perceptive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to listen and perceive information in the process of intercultural communication;
- to perceive the internal state of a foreign-speaking partner, the ability to mentally put oneself in his place; - to find a common language, the right tone in situations of intercultural communication;
- to take into account the reaction of the communication partner to one's actions (verbal and behavioral) and the degree of manifestation of intercultural

Productive communication skills in communicative interaction - both in written and oral communication.

Communicative-regulatory component (it includes Interactive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to anticipate possible difficulties in situations of intercultural Productive communication and find ways and means of overcoming them;
- to maintain a conversation or written Productive communication on various intercultural topics;
- to manage a Productive conversation, that is, to form its beginning, course and result, to find an opportunity to interrupt, end, change the course of Productive communication;
- to adequately answer (react) to the questions (statements) of the partner in intercultural Productive communication.

Communicative-regulatory component (it includes Expressive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to express one's opinion clearly and competently in a foreign language;
- the ability to argue one's opinion, to formulate one's own attitude to the discussed problem both in writing and orally;
- to select expressions, colloquial clichés to formulate one's own thoughts, the ability to stylistically competently construct sentences, statements, etc. both in oral and written intercultural Productive communication;
- verbally and non-verbally reflect one's own emotional state and influence the emotional state of the interlocutor.

3. Informational and educational component (it includes Indicative intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to find and isolate the necessary or significant key information in accordance with each situation of intercultural Productive communication;

- to observe one or another linguistic phenomenon in a foreign language, the ability to compare and contrast linguistic phenomena in a foreign and native language, formulate (orally and in writing) the main idea of the message;

- to build a plan for written or oral intercultural Productive communication, the ability to compose a message thesis Productively.

Informational and educational component (it includes Constructive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to design the strategy and tactics of linguistic and non-linguistic behavior in the process of a real or virtual situation of intercultural Productive communication;

- to plan actions depending on the task of intercultural Productive communication in a foreign language, the ability to choose rational and effective ways to implement the specified actions;

- independently or by analogy, design and develop a game model of an intercultural Productive communication situation depending on the academic discipline, correlating a specific linguistic situation with real life;

- to master intercultural Productive communicative skills in real life;

- to adjust and restructure one's actions, change the degree of manifestation of intercultural Productive communicative skills in the process of communication.

Informational and educational component (it includes Organizational intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to organize their own educational activities to master intercultural Productive communication skills without a proposed model, involving their own knowledge, skills and experience gained in foreign language classes, as well as in studying other disciplines;

- to organize pair, group and collective work to solve intercultural Productive communication tasks both in class and out of class; control their actions and the actions of partners in intercultural Productive communication, objectively evaluate these actions.

4. Cognitive-humanistic component (it includes Design and research intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to correlate knowledge about the culture of the country whose language is being studied with knowledge about one's own culture;
- to search and systematize information about the traditions and customs of the country whose language is being studied;
- to find familiar lexical units and grammatical constructions in a foreign language;
- to conduct an elementary diagnosis of the level of formation of intercultural Productive communicative skills.

Cognitive-humanistic component (it includes Compensatory intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to use linguistic and contextual approaches when learning a foreign language, use dictionaries of various types;
- to use paraphrases, synonyms, words describing general concepts, explanations, examples in situations of intercultural Productive written and oral communication;
- to practice "word creation";
- to switch to other topics during foreign language Productive communication;
- to use various Productive sign systems of the information process: opto-kinetic (gestures, facial expressions, pantomime), para- and extralinguistic (intonation, pace of speech, accentuation, diction, non-verbal expressions, etc.).

Specially and intercultural component (it includes Axiological, Expressive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to compare and discuss various aspects of native and foreign-language culture within the framework of the topics proposed by the program;
- to apply Productive cultural information in the process of Productive

intercultural interaction;

- to use the norms of intercultural Productive communication;
- to perceive new cultures and, using a variety of methods, combine the influence of native and foreign-language cultures;
- to mediate between native and foreign-language cultures, successfully.

The most effective forms of organizing the educational process at this stage include group and collective ones, which include, in particular, the use of game design methods, the implementation of which ensures the development of intercultural Productive communicative skills due to their focus on mastering a system of local history, intercultural, sociolinguistic and other knowledge for the productive implementation of interaction and understanding between representatives of different cultures, ethnic groups, confessions, etc. In the process of forming intercultural Productive communicative skills, conditions are created for achieving mutual understanding with representatives of other cultures. Educational activities at this stage are aimed at forming skills and improving skills in organizing the learning process on the basis of unique subjective experience with the involvement of one's own, previously acquired knowledge of foreign languages, as well as other humanitarian disciplines.

Of particular relevance are the skills of organizing pair, group and collective work to solve problems of intercultural Productive communication both during the study time and in the process of Productive communication, which requires direct control of one's own actions and reactions of partners in intercultural Productive communication and their objective assessment. Of priority importance at this stage are the skills of adequately responding to conflict Productive communication situations that arise on the basis of linguistic, cultural, ethnic, confessional differences of representatives of the diverse multicultural Productive space of Ukraine and are accompanied by personal emotional Productive reactions.

The result of the effective implementation of the specified stage should be updated and formed skills in the ability to correlate knowledge about the culture of the country whose language is being studied with knowledge about one's own

culture, which are based on the ability to search for and systematize various information about the traditions and customs of the country whose language is being studied, determining one's own level of formation of intercultural Productive communicative skills to outline further prospects for one's own educational activities in a certain direction. The purpose of implementing the second productive-sweeping stage of the formation of intercultural Productive communicative skills in students of non-linguistic specialties in the process of humanitarian training is the direct formation of knowledge and skills of intercultural Productive communication in students, further practical improvement of relevant skills in the course of studying humanitarian disciplines, in particular, foreign languages.

Educational activities at this stage should be aimed at designing strategies and tactics of linguistic and non-linguistic behavior in the process of real or virtual situations of intercultural communication during professional training, as well as future professional activity. In the process of mastering humanitarian disciplines, students of non-linguistic specialties use linguistic and contextual approaches in learning a foreign language, use dictionaries of various types, use paraphrases, synonyms, words-descriptions of generally recognized concepts, explanations, examples in situations of intercultural written and oral Productive communication. Such types of activities ensure the implementation of "word creation", variation of topics during foreign language Productive communication, the use of various sign systems of the information process (optico-kinetic sign systems: gestures, facial expressions, pantomime, para- and extralinguistic sign systems: intonation, speech tempo, accentuation, diction, etc.).

Conclusions

Our research allows us to formulate the following **conclusions**:

I. Firstly, in our research we showed the main task of intercultural productive communication at the current stage of development of society is to activate the humanitarian potential, to aim it at developing and affirming the priority of universal human values, bringing together cultures of different countries by introducing into the minds of future specialists a sense of unity and values of our civilization. Intercultural productive communication as ***a productive dialogue of cultures is a multidimensional phenomenon***. Its content traces the interaction of:

- a) language, which reflects the culture of the people;
- b) culture, which conveys the uniqueness of socio-historical conditions;
- c) the personality of a specialist, which is formed in the course of practical activity.

II. Summing up the results of the categorical and conceptual analysis of the concepts presented above, it is worth recognizing that, despite the variety of terms correlated with the definition of “intercultural”, there is no single approach to delineating the terminology of intercultural characteristics of the educational process, in particular, teaching humanitarian disciplines, in particular, a foreign language. We share the opinion of those researchers who consider the terms “Cultural and Sociolinguistic Aspects” and “Intercultural Aspect” to be synonymous, because in translation from German “inter” means “between” in English. In addition, the study of scientific and pedagogical literature has shown that the concept of “Intercultural” undoubtedly has a common semantic field with the concepts of “Transcultural”, “Cross-cultural”, “Cultural”, “Sociolinguistic”. Therefore, they can be called related, however, not identical, and by no means interchangeable.

The concept of “Interculturality” expresses the international, interethnic

aspect of the mutual influence of cultural traditions of different peoples and ethnic groups. “Poly-culturality” or “Meta-culturality” outline the substantive state of socio-cultural development of peoples, which expresses both the originality of cultural traditions and their globalization and universal human aspect. The term “cross-culturality” is usually used in studies devoted to the comparative analysis of different cultures. The concept of “communicative skills” is directly related to the interpretations of interculturality, multiculturalism, cross-culturality, which

III. The essence of the category “productive skills” within the problem of forming intercultural communicative skills in students of linguistic specialties in the process of humanitarian training should, in our opinion, be considered in relation to the categories of “knowledge” and “productive skills”, since they, as the basis of learning, are inextricably linked and interdependent and constitute a dialectical unity. The category of “knowledge” is more established in pedagogical theory, which in psychological and pedagogical literature is interpreted as a system of concepts that are assimilated by humanity. Regarding the essence of the category of “productive skills”, there is no unanimity in modern pedagogical theory and practice. Thus, by the terms “skills” and “productive skills” we denote certain levels of formation of action. A skill brought to a certain level of automatism is characterized by him as productive skills. The scientist also identifies the stages of the skill formation process: diagnostics of the formation of the productive skills, instruction (content and methods of mastering), practical exercises and operational control over this process, the stage of applying the acquired skill in various situations and automation (transformation of skill into a habit).

We also outline the Productive skills of a future specialist in the field of pedagogical activity as elements of pedagogical activity that allow it to be performed with high quality. That is, skills are a manifestation of the ability to perform an action in accordance with the goals and conditions in which a person has to navigate. The most important for our research there are the scientific views of scientists, that knowledge, Productive skills and abilities constitute a dialectical

unity. Therefore, Productive skills cannot be defined as a simple synthesis of knowledge and Productive skills, which involves clarifying the specific nature of skills. Based on the basic principles of the theory of the psychology of human activity (Shannon & Weaver, 1949), we define productive skill as an extremely complex structural combination of sensory, intellectual, volitional, and emotional qualities of a person that are formed and manifested in the conscious, expedient, and successful implementation of a system of perceptual, mental, mnemonic, volitional, sensorimotor, and other actions that ensure the achievement of the set goal of activity in the changing conditions of its course.

IV. In our research, we also rely on the generally accepted definition of Productive skill in pedagogical science is a complex structural combination of sensory, intellectual, volitional, emotional qualities of a person that are formed and manifested in the system of mental, mnemonic, volitional, sensorimotor and other actions, ensuring the achievement of the set goals of activity in the changed conditions of its course. Let us turn to the views of domestic psychologists who define specific characteristics of Productive skills. These include: the absence of automation in the performance of actions; constant use of reliance on knowledge and previous experience in the process of actions; parallel use in the process of non-automated actions in general, along with knowledge, also of individual simple Productive skills that are components of these actions; the presence of extensive self-control in the process of performing actions. The above-listed features of Productive skills, presented in domestic general psychology, are extrapolated into General Pedagogy and Methodology of teaching foreign languages.

Using the scientific statements of scientists, who not only expanded and specified the definition of the concept of Productive skill, but also revealed their specific nature, we will outline the features of intercultural communicative activity, namely: awareness, which is manifested in defining intercultural communication, its goal and establishing connections between the conditions and means of achieving its effectiveness; purposefulness, planning, which involves preliminary planning of communication in the intercultural educational field;

forecasting the course and result of intercultural communication; the need to control the correct execution of actions; intentionality and arbitrariness of actions; the inextricable unity of intellectual, sensory and practical aspects of speech action; creative application of knowledge; organic combination of theory and practice; variability of ways to achieve the goal of intercultural communicative activity.

V. We consider it important to consider the process of forming intercultural communicative Productive skills in students of philological, linguistic specialties in the process of humanitarian training to refer to the works of scientists who consider the problem of forming in future specialists the relevant competencies or competence in teaching, in particular, foreign languages. The scientific pedagogical literature also considers the concepts of: linguistic and local knowledge competence, cultural competence, intercultural competence. The linguistic and local knowledge competence of a non-authentic linguistic personality is understood as the ability to carry out intercultural communication, which is based on knowledge of lexical units with a national-cultural component of semantics and the Productive skills of their adequate application in situations of intercultural communication, as well as the use of background knowledge to achieve mutual understanding in situations of intercultural communication.

VI. Firstly, we showed, that cultural competence is considered as the ability and readiness for a dialogue of cultures in accordance with the complex of acquired linguistic knowledge, Productive skills, abilities, knowledge of the socio-cultural situation in the country of the studied language, as well as the historical conditions that influenced its formation; country-specific knowledge and Productive skills that allow for a comparative analysis of the native and foreign-language culture. In accordance with the goals of our study, we will also provide a definition of the concept of intercultural competence, by which scientists understand the ability to act in a certain situational context and communicate in a foreign language with the orientation of their linguistic behavior to the cultural characteristics of their country and the country of the studied language.

VII. We proposed our own structure of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School as a Methodological category. In the process of the educational activity at the university, a person acts as its subject, and his actions are aimed at the corresponding changes. Any Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is carried out thanks to a set of interconnected actions – units of activity that are not decomposed into simpler ones, as a result of which the achievement of a specific goal is realized. The very goal of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is determined by a certain need, the satisfaction of which determines the implementation of a specific range of actions. The task of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School is a need that arises under certain conditions and can be realized thanks to a certain structure of activity, which includes: the subject of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (elements of the environment that have a subject before the beginning of their activity and which are subject to transformation into its product) - in our case, an information resource; means of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – an object that mediates the influence of the subject on the subject of activity (what it is usually called as “a tool of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School”) and stimuli used in a certain type of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – sources of information; product of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School (result of transformation of the subject in the process of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School) – educational information and forms of its presentation; procedures of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – technology (way, method) of obtaining the desired product of Cultural and Sociolinguistic Aspects for Developing Productive Skills in a Higher School – technology of designing

educational information by a teacher of a higher educational institution in the course of professional and pedagogical activity.

VIII. Firstly, on the basis of the experimental research we proposed our author's Structural components and content characteristics of the formation of Intercultural Productive Communicative Skills of students of higher pedagogical educational institutions in the process of humanitarian English Language training.

The first group also includes orientational, developmental, mobilization and informational functions. Given the essence of intercultural communicative Productive skills, the structure of intercultural Productive communication, the functions of the communicative activity of a future specialist, the specifics of humanitarian subjects, in particular "Foreign Language" for students of non-linguistic specialties, as well as the understanding of Productive communication as a Productive communicative and cognitive process accepted in the scientific literature, we have identified the following structural components of the formation of intercultural Productive communicative skills.

Structural component of Productive communication skills there are:

1. ***Motivational and value-based component*** (it includes Perceptive, Interactive, Axiological intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to maintain and develop an active positive attitude towards a foreign language and the process of intercultural communication;
- to determine the goal of intercultural communication;
- to deepen and improve knowledge of foreign languages and cultures of the countries whose language is being studied through self-education;
- to realize the value of one's national culture and form one's own opinion about the specifics of a foreign language culture.

2. ***Communicative-regulatory component*** (it includes Perceptive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to listen and perceive information in the process of intercultural

communication;

- to perceive the internal state of a foreign-speaking partner, the ability to mentally put oneself in his place; - to find a common language, the right tone in situations of intercultural communication;

- to take into account the reaction of the communication partner to one's actions (verbal and behavioral) and the degree of manifestation of intercultural Productive communication skills in communicative interaction - both in written and oral communication.

Communicative-regulatory component (it includes Interactive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to anticipate possible difficulties in situations of intercultural Productive communication and find ways and means of overcoming them;

- to maintain a conversation or written Productive communication on various intercultural topics;

- to manage a Productive conversation, that is, to form its beginning, course and result, to find an opportunity to interrupt, end, change the course of Productive communication;

- to adequately answer (react) to the questions (statements) of the partner in intercultural Productive communication.

Communicative-regulatory component (it includes Expressive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to express one's opinion clearly and competently in a foreign language;
- the ability to argue one's opinion, to formulate one's own attitude to the discussed problem both in writing and orally;

- to select expressions, colloquial clichés to formulate one's own thoughts, the ability to stylistically competently construct sentences, statements, etc. both in oral and written intercultural Productive communication;

- verbally and non-verbally reflect one's own emotional state and influence the emotional state of the interlocutor.

3. **Informational and educational component** (it includes Indicative intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to find and isolate the necessary or significant key information in accordance with each situation of intercultural Productive communication;

- to observe one or another linguistic phenomenon in a foreign language, the ability to compare and contrast linguistic phenomena in a foreign and native language, formulate (orally and in writing) the main idea of the message;

- to build a plan for written or oral intercultural Productive communication, the ability to compose a message thesis Productively.

Informational and educational component (it includes Constructive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to design the strategy and tactics of linguistic and non-linguistic behavior in the process of a real or virtual situation of intercultural Productive communication;

- to plan actions depending on the task of intercultural Productive communication in a foreign language, the ability to choose rational and effective ways to implement the specified actions;

- independently or by analogy, design and develop a game model of an intercultural Productive communication situation depending on the academic discipline, correlating a specific linguistic situation with real life;

- to master intercultural Productive communicative skills in real life;

- to adjust and restructure one's actions, change the degree of manifestation of intercultural Productive communicative skills in the process of communication.

Informational and educational component (it includes Organizational intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to organize their own educational activities to master intercultural

Productive communication skills without a proposed model, involving their own knowledge, skills and experience gained in foreign language classes, as well as in studying other disciplines;

- to organize pair, group and collective work to solve intercultural Productive communication tasks both in class and out of class; control their actions and the actions of partners in intercultural Productive communication, objectively evaluate these actions.

4. ***Cognitive-humanistic component*** (it includes Design and research intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to correlate knowledge about the culture of the country whose language is being studied with knowledge about one's own culture;

- to search and systematize information about the traditions and customs of the country whose language is being studied;

- to find familiar lexical units and grammatical constructions in a foreign language;

- to conduct an elementary diagnosis of the level of formation of intercultural Productive communicative skills.

Cognitive-humanistic component (it includes Compensatory intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to use linguistic and contextual approaches when learning a foreign language, use dictionaries of various types;

- to use paraphrases, synonyms, words describing general concepts, explanations, examples in situations of intercultural Productive written and oral communication;

- to practice "word creation";

- to switch to other topics during foreign language Productive communication;

- to use various Productive sign systems of the information process: opto-kinetic (gestures, facial expressions, pantomime), para- and extralinguistic (intonation, pace of speech, accentuation, diction, non-verbal expressions, etc.).

IX. Specially and intercultural component (it includes Axiological, Expressive intercultural communicative Productive skills). Productive Skills that determine the corresponding component:

- to compare and discuss various aspects of native and foreign-language culture within the framework of the topics proposed by the program;

- to apply Productive cultural information in the process of Productive intercultural interaction;

- to use the norms of intercultural Productive communication;

- to perceive new cultures and, using a variety of methods, combine the influence of native and foreign-language cultures;

- to mediate between native and foreign-language cultures, successfully.

X. The most effective forms of organizing the educational process at this stage include group and collective ones, which include, in particular, the use of game design methods, the implementation of which ensures the development of intercultural Productive communicative skills due to their focus on mastering a system of local history, intercultural, sociolinguistic and other knowledge for the productive implementation of interaction and understanding between representatives of different cultures, ethnic groups, confessions, etc. In the process of forming intercultural Productive communicative skills, conditions are created for achieving mutual understanding with representatives of other cultures. Educational activities at this stage are aimed at forming skills and improving skills in organizing the learning process on the basis of unique subjective experience with the involvement of one's own, previously acquired knowledge of foreign languages, as well as other humanitarian disciplines.

Of particular relevance are the skills of organizing pair, group and collective work to solve problems of intercultural Productive communication both during the study time and in the process of Productive communication, which requires direct

control of one's own actions and reactions of partners in intercultural Productive communication and their objective assessment. Of priority importance at this stage are the skills of adequately responding to conflict Productive communication situations that arise on the basis of linguistic, cultural, ethnic, confessional differences of representatives of the diverse multicultural Productive space of Ukraine and are accompanied by personal emotional Productive reactions.

XI. The result of the effective implementation of the specified stage should be updated and formed skills in the ability to correlate knowledge about the culture of the country whose language is being studied with knowledge about one's own culture, which are based on the ability to search for and systematize various information about the traditions and customs of the country whose language is being studied, determining one's own level of formation of intercultural Productive communicative skills to outline further prospects for one's own educational activities in a certain direction. The purpose of implementing the second productive-sweeping stage of the formation of intercultural Productive communicative skills in students of non-linguistic specialties in the process of humanitarian training is the direct formation of knowledge and skills of intercultural Productive communication in students, further practical improvement of relevant skills in the course of studying humanitarian disciplines, in particular, foreign languages.

Educational activities at this stage should be aimed at designing strategies and tactics of linguistic and non-linguistic behavior in the process of real or virtual situations of intercultural communication during professional training, as well as future professional activity. In the process of mastering humanitarian disciplines, students of non-linguistic specialties use linguistic and contextual approaches in learning a foreign language, use dictionaries of various types, use paraphrases, synonyms, words-descriptions of generally recognized concepts, explanations, examples in situations of intercultural written and oral Productive communication. Such types of activities ensure the implementation of "word creation", variation of topics during foreign language Productive communication, the use of various

sign systems of the information process (optico-kinetic sign systems: gestures, facial expressions, pantomime, para- and extralinguistic sign systems: intonation, speech tempo, accentuation, diction, etc.).

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APPENDIXES

APPENDIX A

Сайти з відеоматеріалами:

https://docs.google.com/document/d/1ImQc9-JyBqyh6x3xZak0Ek8wKaYnXxkh_yetsSfEU3U/edit?usp=sharing

Lesson Topic

"Improving Communication Skills: Effective Speaking and Listening"

Overview:

In today's fast-paced, interconnected world, strong communication skills are essential for academic, professional, and personal success. This lesson focuses on equipping high school students with practical tools for effective speaking and listening, encouraging them to apply these skills in real-world situations.

Key Principles:

This lesson emphasizes interactive, student-centered learning with real-world applications. By integrating TED Talks, vocabulary tasks, and role-playing activities, students actively engage in improving their communication abilities.

Lesson Objectives

By the end of the lesson, students will:

1. Understand the importance of effective speaking and listening in daily life.
2. Develop listening comprehension through analyzing authentic material.
3. Enhance their speaking and critical thinking skills through interactive discussions and activities.

Materials Required

- **Video:** TED Talk - *"How to Have a Good Conversation by Celeste Headlee* (~12 minutes; teacher-selected excerpts).
- **Video:** TED Talk *"Your Body Language May Shape Who You Are"* by Amy Cuddy (~12 minutes)
- **Video:** TED Talk *"How to Speak So That People Want to Listen"* by Julian Treasure (~10 minutes)
- **Printed Handouts:** Vocabulary sheet, comprehension questions, and activity worksheets.
- **Technology:** Laptop, projector, and speakers.
- **Interactive Tools:** Whiteboard or flipchart.

Lesson Plan Table

Lesson Stage	Detailed Description	Analysis
1. Warm-Up (7 min.)	Activity: Open with the question <i>"What makes someone a good communicator?"</i> Write this on the board. Have students think for 1 minute and write 2-3 traits they believe define a good communicator.	
	Step 1: Ask students to share their answers with the class. Write responses on the board under two columns: <i>Speaking Skills</i> and <i>Listening Skills</i> .	Analysis: Activates prior knowledge and sets the stage for discussion. Categorizing responses under speaking and listening skills creates a clear framework for the lesson.
	Step 2: Ask: <i>"Why do you think listening is just as important as speaking?"</i> Invite students to share their answers.	Analysis: Encourages critical thinking and invites students to reflect on the role of listening in communication. This connects the theme of the lesson with real-world applications.

2. Vocabulary Pre-Teaching (10 min.)	Activity: Introduce 10 vocabulary words related to communication (e.g., <i>empathy, validate, paraphrase, clarity</i>). Write them on the board and explain meanings with examples.	
	Step 1: Provide a worksheet with the words on one side and definitions/examples on the other. Students work in pairs to match the words with definitions.	Analysis: Pre-teaching vocabulary ensures that students understand key concepts before engaging with the video. Pair work helps reinforce learning through collaboration.
	Step 2: Students create 1-2 sentences using the new words. Encourage them to share with the class.	Analysis: Helps students use vocabulary actively in context, reinforcing retention and providing speaking practice. This builds their confidence to apply new words in real conversations.
3. Video Activity (20 min.)	Step 1: Introduce the video: " <i>How to Have a Good Conversation</i> ". Have students predict its content. Write predictions on the board.	
	Step 2: Play a 3-5 minute excerpt from the video. Ask students to take notes on key ideas and advice shared by the speaker.	Analysis: Pre-watching predictions engage students' cognitive skills and prepare them for active listening. The video serves as an authentic source, enhancing language acquisition.
	Step 3: Group Discussion: In small groups, students discuss: " <i>Which tip did you find most practical?</i> " Each group presents one tip to the class.	Analysis: Small group discussions allow students to reflect on the video and collaborate with peers. This deepens understanding and helps students internalize the content.
	Step 4: Post-Watching Reflection: Revisit the predictions written on the board. Compare them with the content of the video. Discuss how close or far off the predictions were.	Analysis: This reflection encourages critical thinking and helps students connect their pre-existing knowledge with new information, reinforcing their understanding of the lesson.
4. Role-Playing Activity	Step 1: Assign role-play scenarios where students practice active listening and speaking. Examples include: " <i>One person describes a recent experience, the other listens and paraphrases.</i> "	

y (15 min.)		
	Step 2: Students pair up and engage in the role-play, rotating partners every 3 minutes.	Analysis: Role-playing gives students an opportunity to practice speaking and listening skills in a safe, controlled environment. Rotating partners ensures students practice with different peers.
	Step 3: After role-playing, conduct a class debrief. Ask: <i>"What was challenging in this activity? How could you improve your listening skills?"</i>	Analysis: Debriefing allows students to reflect on their communication skills, encouraging self-awareness and growth. Peer feedback also promotes improvement.
5. Wrap-Up and Reflection (10 min.)	Step 1: Conduct a class discussion to summarize the key takeaways: <i>"What are three things you learned today about communication?"</i> Write responses on the board.	
	Step 2: Distribute a self-reflection worksheet. Ask students to answer: <i>"What is one communication tip you will use in your life? Why?"</i>	Analysis: This final reflection helps solidify learning by encouraging students to connect the lesson to their own experiences. It promotes self-assessment and goal-setting for continued growth.
	Step 3: Encourage students to set a goal for improving their communication skills in real-life conversations and consider how to apply what they've learned in their interactions.	Analysis: The self-reflection worksheet and goal-setting task help students personalize the lesson. It reinforces the relevance of communication skills beyond the classroom.

Expanded Analysis for Each Stage

1. Warm-Up:

- **Cognitive Engagement:** This stage is designed to prime students' brains for learning by tapping into their existing knowledge of communication. It's a warm-up activity to increase awareness and bring the topic into focus.
- **Analysis of Class Participation:** The open-ended question about good communication allows for broad participation. By categorizing responses, students gain an understanding of the breadth of communication skills required, while also encouraging critical thinking about the interaction between speaking and listening.

2. Vocabulary Pre-Teaching:

- **Language Acquisition:** Introducing the vocabulary ensures students understand and are ready to use communication-related terms. Without this stage, students might struggle with comprehension during the video.
- **Collaborative Learning:** Pair activities ensure that students are actively engaging with new words and using them in meaningful contexts. This is essential for language retention and helps students feel more confident using these terms in real-life conversations.

3. Video Activity:

- **Listening Comprehension:** The video provides an authentic source of language, enhancing the lesson's practical relevance. The pre- and post-watching activities help students engage critically with the material. They will practice identifying key points, understanding ideas, and analyzing content.
- **Critical Thinking:** By encouraging students to predict the video content, analyze the tips, and compare predictions to actual outcomes, this stage fosters analytical thinking. It allows them to connect theory with practice and adjust their perceptions based on real-world examples.

4. Role-Playing Activity:

- **Practical Application:** Role-playing is the core of the lesson, as it allows students to practice both speaking and listening skills in a safe environment. The immediate feedback they receive from peers and teachers helps them refine their skills in real time.
- **Peer Interaction:** Role-play offers a dynamic, hands-on way to experience communication firsthand. By rotating partners, students practice different types of conversations, ensuring they can adapt to various communication styles and scenarios.

5. Wrap-Up and Reflection:

- **Consolidation of Learning:** Wrapping up the lesson ensures that key points are solidified in the students' minds. By reflecting on the main takeaways, students internalize what they have learned and understand how it fits into their broader learning.
- **Self-Assessment and Goal-Setting:** The self-reflection activity encourages students to set specific goals for how they can apply their learning outside the classroom. This helps them become more self-aware communicators and see the value of what they've learned in real life.

Additional Ideas to Expand the Lesson Further:

1. Post-Lesson Assignment:

- Ask students to keep a conversation journal for a week, where they record key interactions, applying the communication tips learned in class. They should focus on listening skills, paraphrasing, and empathy, and reflect on areas they want to improve.

2. Homework Task:

- Have students create a video where they demonstrate effective communication skills based on the strategies from the lesson. This

could involve a mock interview, a conversation on a chosen topic, or a demonstration of active listening in a role-play.

3. **Follow-Up Lessons:**

- In future lessons, revisit the tips from this class and expand on them. You could have students watch another TED Talk or interview a guest speaker on the topic of effective communication, deepening their understanding.

Additional Warm-Up Activities

Alternative or Supplemental Activities

- **Picture-Based Discussion (5 min.)**

Show students two contrasting images: one of a lively conversation with engaged participants and another of a poorly engaged interaction (e.g., distracted participants looking at phones). Ask: "*What differences do you notice? Which group is communicating better, and why?*"

- **Purpose:** Encourages visual thinking and initiates discussion on engagement in communication.

- **Quick Brainstorm: Communication Styles (5 min.)**

Write *Passive*, *Aggressive*, *Assertive* on the board and ask students to brainstorm examples of how each communication style might appear in a conversation. Discuss briefly.

- **Purpose:** Lays a foundation for recognizing communication styles during the main lesson.

Vocabulary Pre-Teaching

Additional Words:

Add words like feedback, compromise, rapport, interrupt, miscommunication.

- **Purpose:** Broadens their vocabulary related to different aspects of communication.
- **Contextual Usage Activity:**
Provide students with incomplete sentences where they must insert the correct vocabulary word. For instance:
 - *Effective ____ can strengthen relationships and resolve conflicts. (Answer: feedback)*
 - *Building ____ requires mutual respect and understanding. (Answer: rapport)*
- **Analysis of Expansion:**
This deepens vocabulary knowledge while encouraging students to process the words in different contexts, ensuring retention and practical application.

Video Activity

Follow-Up Video-Based Tasks:

1. Fact-Finding Challenge:

The teacher provides a handout with specific questions to guide students' understanding of the video, such as:

- What are two key tips Celeste Headlee gives for improving conversations?
- How does Celeste Headlee describe the concept of "being present" in communication?
- Which part of the video did you find most surprising or relatable? Why?

2. **Purpose:** This activity encourages students to listen actively and focus on the central ideas and supporting details presented in the video.
3. **Interactive Note-Taking:**

The teacher introduces Cornell-style note-taking and provides a template for students to use while watching the video. The template is divided into three sections:

 - *Main Points:* Key ideas or principles discussed in the video.
 - *Examples/Supporting Details:* Specific examples or anecdotes shared by the speaker.
 - *Personal Reactions:* Students' thoughts, connections, or questions about the content.
4. **Purpose:** Note-taking enhances comprehension by requiring students to organize information systematically while maintaining an active engagement with the content.
5. **Cross-Cultural Comparison:**

The teacher pauses the video at critical points and facilitates a class discussion with questions like:

 - Do you think these communication strategies would work universally across cultures?
 - Can you think of any cultural differences that might influence how people communicate?
6. **Purpose:** This task fosters critical thinking about the cultural dimensions of communication and helps students reflect on how global perspectives might shape conversational norms.

New Role-Playing Scenarios:

1. Scenario 1: Explaining Game Rules

One student takes the role of explaining the rules of a new game to their partner. The listener must engage actively by asking clarifying questions and summarizing what they've heard to ensure understanding.

- **Focus Skill:** Active listening and paraphrasing.

2. Scenario 2: Group Project Disagreement

Two students simulate a disagreement about their roles in a group project. One student practices being assertive yet respectful in expressing their concerns, while the other works on finding a compromise to resolve the conflict effectively.

- **Focus Skill:** Assertiveness and conflict resolution.

3. Scenario 3: Job Interview

One student acts as a job candidate, responding to questions from their partner, who plays the interviewer. The candidate focuses on speaking clearly and confidently, while the interviewer practices attentively listening and asking relevant follow-up questions.

- **Focus Skill:** Clarity in speaking and attentiveness in listening.

Follow-Up Reflection Questions:

After completing the role-playing activities, students reflect on their experiences by answering the following:

- What aspects of the activity did you find most challenging, and why?
- What strategies worked well for you in this interaction?
- What would you change or improve next time to enhance your communication?

Purpose:

These scenarios provide realistic, relatable contexts for practicing essential

communication skills, while the reflection questions encourage self-assessment and promote continuous improvement.

Self-Assessment Tool

Teacher-Created Communication Skills Checklist:

The teacher provides students with a detailed self-assessment checklist to help them evaluate their communication abilities, reflect on their performance during the lesson, and identify areas for improvement. The checklist includes specific, actionable statements grouped into key communication skill areas.

Checklist Example:

1. Active Listening Skills

- I can maintain consistent eye contact during a conversation.
- I listen attentively without interrupting the speaker.
- I can summarize or paraphrase what someone has said to confirm my understanding.
- I ask relevant questions to show interest and gain clarity.
- I nod, smile, or use verbal affirmations (e.g., “I see,” “Go on”) to show I am engaged.

2. Speaking Skills

- I can express my ideas clearly and confidently.
- I adjust my tone and pace to suit the context and audience.
- I use examples or anecdotes to illustrate my points when appropriate.
- I avoid filler words (e.g., “um,” “like”) to maintain clarity.
- I use polite and respectful language, even during disagreements.

3. Nonverbal Communication

- I am aware of my facial expressions and use them appropriately to convey emotions.

- I use gestures to emphasize key points when speaking.
- I am mindful of my posture and ensure it reflects attentiveness.
- I respect personal space while interacting with others.
- I recognize and interpret others' nonverbal cues effectively.

4. **Conflict Resolution and Feedback**

- I can express disagreement respectfully without raising my voice or being confrontational.
- I offer constructive feedback instead of criticism when addressing issues.
- I remain calm and composed in challenging situations.
- I actively listen to others' perspectives before responding.
- I strive to find solutions or compromises when conflicts arise.

5. **Overall Communication Awareness**

- I can identify and adapt my communication style to suit different cultural or social contexts.
- I stay focused and avoid distractions (e.g., checking my phone) during conversations.
- I make an effort to include quieter or less confident participants in group discussions.
- I reflect on my conversations to identify areas for improvement.
- I feel confident applying these skills in both formal and informal situations.

Implementation of the Self-Assessment Tool:

- **Distribution:** The teacher provides the checklist as a printed handout or digital document at the end of the lesson.
- **Instructions:** Students are guided to reflect on their participation in the lesson activities (e.g., role-playing, video discussions) and rate themselves for each statement on a scale from 1 (Needs Improvement) to 5 (Excellent).

- **Optional Reflection Prompts:** Alongside the checklist, students answer open-ended questions:
 - What are your strongest communication skills?
 - Which area do you think needs the most improvement?
 - What specific actions will you take to enhance your communication skills in the future?

Purpose:

This tool encourages students to engage in metacognition, allowing them to take ownership of their learning and track their progress. The checklist also serves as a valuable resource for teachers to assess the effectiveness of the lesson and provide targeted support in future classes.

Lesson Extensions for Homework or Further Lessons

To extend the learning experience beyond the classroom, the teacher provides students with various engaging and reflective activities that reinforce the communication skills practiced during the lesson. These extensions ensure that students continue to develop their abilities in real-world contexts and apply the principles of effective speaking and listening in diverse scenarios.

Homework Ideas

1. Reflective Writing Task: Enhancing Communication Awareness

Objective: To promote self-awareness and encourage students to reflect on how they apply communication strategies in their everyday lives.

Instructions:

- Students write a journal entry (300–500 words) reflecting on a recent meaningful conversation.
- They should address the following prompts:

- Describe the interaction (e.g., who was involved, the context, the topic of discussion).
- Highlight any communication tips or techniques learned during the lesson that were consciously applied (e.g., paraphrasing, active listening, or being present).
- Analyze what went well during the interaction.
- Discuss any challenges faced and propose strategies for overcoming them in future conversations.

Optional Extension:

- Include a creative element: Students may write their reflection as a letter to themselves or as a fictional narrative inspired by their experience.

2. **Peer Observation Task: Analyzing Real-Life Conversations**

Objective: To help students recognize and evaluate communication skills in real-world interactions, encouraging observational learning and critical thinking.

Instructions:

- Assign students to observe a conversation between two or more people in a natural setting (e.g., between family members, friends, or public figures during a televised interview).
- Students should take notes and answer the following questions:
 - Was the conversation effective? Why or why not?
 - Which communication techniques were evident? (e.g., active listening, summarizing, nonverbal cues).
 - Were any barriers to effective communication present (e.g., interruptions, misunderstandings, distractions)?
 - What could have been done to improve the communication?

Output:

- Students summarize their findings in a one-page report or present their analysis in class the following day.

Optional Extension:

- Students pair up to compare observations, discussing similarities and differences in the conversations they analyzed.

3. **Project Assignment: Creative Communication Scenarios**

Objective: To encourage collaboration, creativity, and practical application of communication skills in simulated scenarios.

Instructions:

- In groups of 3–4, students design and record a 3-minute video demonstrating effective communication in a specific scenario.
- Possible scenarios include:
 - Giving step-by-step instructions for assembling a simple object.
 - Resolving a conflict between two coworkers.
 - Conducting a job interview.
 - Explaining a complex concept (e.g., how a gadget works) to someone unfamiliar with it.
- The video should highlight at least three communication techniques covered in the lesson (e.g., paraphrasing, nonverbal cues, or conflict resolution strategies).

Follow-Up:

- In the next class, each group presents their video to the class.
- Afterward, they explain why they chose their specific scenario, the communication techniques they used, and how they ensured the interaction was effective.

Optional Extension:

- Peers evaluate each group's video using a rubric that assesses creativity, clarity, use of communication techniques, and teamwork.

Additional Extensions for Future Lessons

1. Debate Activity: Putting Communication into Action

Objective: To develop persuasive speaking and active listening skills in a structured, competitive setting.

Instructions:

- Organize a class debate on a topic related to communication, such as *“Technology has improved communication”* or *“Face-to-face communication is more effective than virtual communication.”*
- Divide the class into two teams: one supporting the motion and the other opposing it.
- Each team prepares arguments, rebuttals, and closing statements.
- Emphasize using clear language, logical reasoning, and respectful discourse.

Follow-Up:

- After the debate, facilitate a class discussion to reflect on the experience, focusing on what made arguments convincing and how opposing viewpoints were addressed effectively.

2. Book or Article Analysis: Deepening Understanding

Objective: To expose students to additional perspectives on effective communication and enhance reading comprehension.

Instructions:

- Assign students a short article or excerpt from a book related to communication (e.g., an article on the importance of empathy or cultural differences in conversation styles).
- Provide guiding questions, such as:
 - What is the main idea of the text?

- How does the author support their arguments?
- Do you agree or disagree with the author's perspective? Why?

Follow-Up:

- Students write a one-page summary or participate in a group discussion to share their insights.

3. **Community Outreach Project: Applying Communication Skills**

Objective: To connect classroom learning with real-world applications through service-learning activities.

Instructions:

- Students volunteer to practice their communication skills in community settings, such as:
 - Reading stories to younger children at a local library.
 - Assisting at an information desk or event booth.
 - Conducting brief interviews with community members about their opinions on a chosen topic.
- Students document their experiences, focusing on the communication techniques they used and the feedback they received.

Follow-Up:

- Each student presents a short report or gives an oral presentation reflecting on their learning experience.

These lesson extensions and homework ideas ensure a comprehensive and multi-faceted approach to building effective communication skills. By engaging in reflective, observational, and creative activities, students solidify their understanding and develop confidence in using these skills in diverse contexts.

Additional Analysis of Lesson Stages

Lesson Stage	Additional Insights for Analysis
Warm-Up	Warm-ups like brainstorming or visual discussions create a welcoming atmosphere that lowers anxiety and activates schemata. The specific focus on listening versus speaking prepares students to engage critically with the video and subsequent activities.
Vocabulary Pre-Teaching	Teaching vocabulary ensures students are not hindered by unfamiliar terms, allowing them to focus on higher-order skills like analyzing and synthesizing information from the video. Matching exercises provide kinesthetic learning opportunities.
Video Activity	Video content introduces authentic language, enhancing real-world relevance. The variety of follow-up tasks (e.g., discussions, note-taking, and cultural analysis) ensures that all students can participate meaningfully, regardless of skill level.
Role-Playing Activity	Role-play allows for experiential learning, where students can immediately apply theoretical concepts. By rotating roles and scenarios, students practice flexibility in communication, a key 21st-century skill.
Reflection and Wrap-Up	Reflection solidifies learning and fosters self-awareness. The checklist encourages students to set realistic, personal goals for improving their communication skills, making the lesson's outcomes actionable.

Additional information to consider when creating the following lessons

- **The Role of Empathy in Communication**
- **Advanced Vocabulary and Language Skills**
- **Cultural Considerations in Communication**

The Role of Empathy in Communication

Understanding Empathy

Empathy is a cornerstone of effective communication. It goes beyond merely hearing words; it involves truly understanding and sharing the feelings of another person. Empathy enables individuals to connect emotionally, build trust, and create more meaningful and effective interactions. When speaking and listening, empathy helps to ensure that both parties feel heard, respected, and understood. It also

facilitates conflict resolution, reduces misunderstandings, and fosters positive relationships.

One of the most influential theories that highlight the importance of empathy in communication is **Daniel Goleman's Emotional Intelligence (EI) Theory**. Goleman defines emotional intelligence as the ability to recognize, understand, manage, and influence emotions—both our own and others'. He identifies empathy as one of the key components of EI. According to Goleman, people with high emotional intelligence are not only better at managing their own emotions but also more adept at reading emotional cues from others. This ability to tune into the emotions of others is critical for effective communication, whether in personal, academic, or professional settings.

Empathy enhances communication by enabling listeners to fully engage with the speaker's emotional state and respond appropriately. It allows the speaker to feel validated, which can increase their openness and willingness to engage further in the conversation. Without empathy, conversations can feel superficial, disconnected, or even hostile, as individuals may fail to recognize or acknowledge the emotional undercurrents at play.

Cultivating Empathy in Communication

Empathy is a skill that can be developed and strengthened with practice. Here are some strategies for cultivating empathy in communication:

- 1. Active Listening:** Active listening is perhaps the most effective tool for showing empathy. It requires full attention to the speaker, not just for their words but also for their tone, body language, and emotional cues. Active listening involves:

- **Focusing on the speaker:** Avoid distractions such as phones or side conversations. Show that you are fully engaged with the person speaking.
 - **Reflecting feelings:** Acknowledge the emotions the speaker is expressing. For example, if someone is upset, you might say, "It sounds like you're really frustrated about this situation."
 - **Clarifying understanding:** Ask questions to confirm what you've heard and ensure you've understood the speaker's perspective.
2. **Using Empathetic Language:** The way we speak to others can either foster empathy or undermine it. Empathetic language involves:
- **Validating emotions:** Rather than dismissing or minimizing the speaker's feelings, empathetic speakers acknowledge and affirm the emotions the other person is experiencing. For example, "I can understand why that might upset you" is a validating response.
 - **Avoiding judgment:** A critical or judgmental tone can shut down empathy. Instead, speak with compassion and understanding. For instance, instead of saying, "You shouldn't feel that way," you could say, "I see why you might feel that way."
 - **Expressing care and concern:** Simple phrases such as "I'm here for you" or "That sounds really tough" can go a long way in expressing empathy.
3. **Avoiding Judgment:** Empathy requires an open mind and a non-judgmental approach. It's easy to fall into the trap of assuming we know what the other person is feeling or thinking. However, true empathy requires withholding judgment and focusing on understanding the person's unique experience. It's about listening with an open heart, without imposing your own beliefs or biases onto their feelings.

Empathy in Practice: Activities and Role-Plays

Incorporating empathy into communication requires practice, which is why role-playing and interactive activities are useful tools for teaching these skills. Below are some exercises that can help students develop and apply empathy in real-world communication:

Exercise 1: Empathetic Listening Exercise

Objective: To practice active listening and empathetic responses in a conversation.

- **Instructions:** Pair up students and assign them roles: one as the speaker and the other as the listener. The speaker will talk about a current issue or something that is bothering them, and the listener must practice active listening skills without interrupting or offering advice. The listener should focus on understanding the speaker's emotions and respond empathetically using phrases like, "I hear that you're feeling..." or "It sounds like this situation is making you feel...".
- After the conversation, switch roles.
- **Debrief:** After the exercise, have students reflect on how it felt to listen empathetically and how they felt as the speaker. Ask questions like:
 - How did it feel when the listener acknowledged your emotions?
 - Was there anything the listener said that helped you feel understood?
 - What did you learn about listening deeply?

Exercise 2: Empathy Mapping

Objective: To explore and understand another person's emotional perspective.

- **Instructions:** In small groups, students will discuss a fictional scenario in which two people have a disagreement (e.g., two classmates are arguing over a group project). Students will create an **Empathy Map** to analyze the feelings, needs, and perspectives of both individuals in the scenario.

- **Empathy Map Template:**
 - **What do they feel?** (Emotions, such as frustrated, happy, stressed)
 - **What do they hear?** (Conversations or influences affecting their emotions)
 - **What do they see?** (Environmental or contextual factors influencing their actions)
 - **What do they think?** (Their internal thoughts or concerns)
 - **What do they need?** (What emotional needs are not being met?)
 - **How can we help?** (Possible empathetic responses to the situation)
- **Debrief:** After completing the empathy maps, students can share their findings with the class. Discuss how understanding the other person's perspective could help resolve conflicts and foster more effective communication.

Exercise 3: "Walking in Someone Else's Shoes"

Objective: To challenge students to practice empathy by adopting a different perspective.

- **Instructions:** Present students with a series of real-world situations (e.g., a disagreement between a teacher and a student, a conversation between a manager and an employee, or a family discussing household chores). Each student takes on a role (such as the teacher, the student, the manager, or the employee) and discusses the situation from that person's point of view.
- The goal is to express thoughts and feelings as if they were the person in that scenario, while remaining as true as possible to the role.
- **Debrief:** After the role-play, students discuss how it felt to take on someone else's perspective. They can reflect on what they learned about the other

person's emotions, needs, and points of view. Prompt questions could include:

- What surprised you about the other person's feelings or reactions?
- How did empathy change the way you responded during the activity?
- What strategies can you use to understand other people's perspectives in your daily interactions?

Reflection and Goal-Setting

Incorporating empathy into everyday communication can significantly improve relationships and enhance both speaking and listening skills. After engaging in these exercises, students should reflect on their own communication styles and identify areas for improvement. Encourage students to set specific goals for how they will practice empathy in their next conversations, whether with peers, teachers, or family members.

Example Goal-Setting Questions:

- How can I ensure that I listen more attentively in my conversations?
- What are three empathetic phrases I can use to validate someone's feelings?
- How can I suspend judgment in a conversation to better understand the speaker's point of view?

By reinforcing empathy as an ongoing practice, students can become more emotionally intelligent communicators, leading to deeper connections and more effective exchanges in both personal and professional contexts.

Advanced Vocabulary and Language Skills

Language as a Tool for Persuasion

Language is not just a means of conveying information; it is also a powerful tool for **persuasion**, helping individuals influence others, express ideas convincingly,

and motivate action. In advanced communication, using persuasive techniques can significantly enhance the impact of your message, whether in speeches, debates, advertisements, or everyday interactions. One of the most effective ways to persuade an audience is through the use of **rhetorical strategies**—namely, **ethos**, **pathos**, and **logos**. These strategies, introduced by Aristotle, focus on different aspects of communication that appeal to the audience's logic, emotions, and ethical considerations.

1. **Ethos:** This refers to the credibility or trustworthiness of the speaker. In persuasive communication, ethos involves establishing your authority on the subject matter and demonstrating your integrity, reliability, and goodwill toward the audience. A speaker with strong ethos will gain the audience's trust, which makes them more likely to accept the speaker's arguments or ideas. For example, a doctor giving advice about health is perceived as credible because they are an expert in the field.
 - **Example:** A lawyer arguing in court might refer to their years of experience or their success rate to build ethos, saying, "With over 20 years of experience practicing law, I can confidently tell you that this case is a clear example of negligence."
2. **Pathos:** Pathos appeals to the emotions of the audience. By evoking emotions such as empathy, anger, fear, or joy, a speaker can engage the audience on a deeper, emotional level. This can be particularly powerful when trying to persuade or motivate action. Pathos helps the speaker create a connection with the audience, making them feel invested in the speaker's message.
 - **Example:** In a charity appeal, a speaker might describe the suffering of children in a war zone, emphasizing how donations could alleviate their pain, thereby stirring feelings of compassion and a desire to help.

3. **Logos:** Logos appeals to reason and logic. It involves presenting a well-structured argument, backed by facts, data, and evidence, to convince the audience of the validity of the speaker's message. Logos is critical in situations where the goal is to inform or persuade an audience based on rational thinking and objective reasoning.
 - **Example:** A scientist presenting a new research finding might use logos by showing statistical data, research studies, and logical arguments to support their conclusion, such as, "Based on the findings of a 10-year study, we can predict that climate change will result in an increase in extreme weather events."

By combining these rhetorical strategies, communicators can create more compelling, multi-dimensional arguments that resonate with their audience on both an intellectual and emotional level. Understanding when to use ethos, pathos, and logos—and how to balance them effectively—can dramatically improve a speaker's persuasive power.

Active Listening Skills

Listening is a dynamic process that requires more than just hearing words. Active listening is an essential skill for effective communication, particularly when engaging in discussions or problem-solving. Advanced active listening goes beyond simply understanding what someone is saying. It involves **paying attention to the speaker's intent, emotion, and nonverbal cues**, as well as ensuring that the message is understood and responded to thoughtfully.

1. **Attentive Listening:** Attentive listening is the first level of listening, where the listener focuses fully on the speaker and their message. This involves maintaining eye contact, nodding in acknowledgment, and eliminating distractions. Attentive listening requires the listener to be present in the

moment, offering their full attention to the speaker and resisting the urge to formulate a response while the speaker is talking.

- **Example:** During a conversation about a class project, a student shows attentive listening by sitting up straight, avoiding distractions like their phone, and focusing on the speaker's ideas. They make mental notes of important points that will help them contribute meaningfully to the conversation.

2. **Reflective Listening:** Reflective listening takes attentive listening a step further. In this form of listening, the listener not only focuses on the speaker's words but also reflects on their meaning and emotions. Reflective listening involves **paraphrasing** or **summarizing** what the speaker has said to ensure understanding and to show empathy.

- **Example:** After a friend expresses frustration about a recent argument with their sibling, a reflective listener might respond, "It sounds like you're feeling really upset because your sibling isn't understanding your point of view. Is that right?" This shows the speaker that their feelings and message have been heard and understood.

3. **Critical Listening:** Critical listening involves analyzing, evaluating, and questioning the information being presented. It's a more complex level of listening that requires the listener to assess the validity of the speaker's arguments, the logic behind their reasoning, and the evidence supporting their claims. Critical listening is particularly useful in settings where decisions need to be made based on information, such as in debates, academic discussions, or business meetings.

- **Example:** A student listening to a classmate's argument in a debate on climate change might critically listen by evaluating the scientific evidence presented, considering the credibility of the sources, and

asking questions like, “What studies are being referenced? Are they reliable?”

4. Paraphrasing, Clarification, and Summarization: These are active listening techniques that ensure the listener’s understanding of the speaker’s message. **Paraphrasing** involves restating the speaker’s message in your own words to confirm understanding. **Clarification** is asking questions to resolve any ambiguities or unclear points. **Summarization** involves providing a concise summary of the key points to ensure that the essential message has been communicated.

- **Example:** After a colleague presents an idea for a new marketing campaign, you might say, “So, if I understand correctly, you’re suggesting we focus on social media influencers to target a younger demographic, and you believe this will increase brand awareness. Is that right?” This shows that you’ve been listening and ensures that everyone is on the same page.

Listening Barriers

Effective listening can be hindered by several barriers that make it difficult to fully understand the message being communicated. Being aware of these barriers and learning strategies to overcome them is crucial for enhancing listening skills.

1. Selective Listening: Selective listening occurs when the listener only hears what they want to hear or focuses only on certain aspects of the conversation, ignoring other important details. This can happen when a listener is distracted or has preconceived ideas about the topic or speaker.

- **Solution:** To overcome selective listening, it’s important to stay open to the entire message and avoid forming judgments before the speaker

has finished. Active listening, where you focus on the speaker's entire message without bias, helps prevent this barrier.

2. **Psychological Noise:** Psychological noise refers to internal distractions, such as stress, anxiety, or preoccupation with personal concerns, which make it difficult to concentrate on the conversation. This kind of noise can create mental blocks that prevent effective listening.
 - **Solution:** To reduce psychological noise, listeners should practice mindfulness techniques, such as deep breathing or focusing on the present moment. If necessary, take a break from the conversation to clear your mind before returning to it.
3. **External Distractions:** External distractions include background noise, such as loud environments, traffic, or technological interruptions (e.g., phone notifications or computer alerts). These distractions can make it difficult to hear or focus on what is being communicated.
 - **Solution:** One way to address external distractions is to choose a quiet, controlled environment for conversations. Additionally, setting aside devices or muting notifications during conversations can help minimize distractions.
4. **Prejudices and Biases:** Prejudices or biases can also act as listening barriers. When listeners have preconceived notions about the speaker or the topic, they may filter the message through their biases, leading to misunderstandings or missed information.
 - **Solution:** To overcome biases, listeners must approach conversations with an open mind, actively questioning their assumptions and focusing on the speaker's message rather than their own preconceptions.
5. **Information Overload:** In situations where there is too much information being presented at once, listeners can become overwhelmed and may fail to

retain key details. This is particularly common in fast-paced or complex discussions.

- **Solution:** To combat information overload, listeners can take notes, ask questions for clarification, or request that the speaker slow down or break the information into smaller, more digestible chunks.

By developing advanced listening skills and understanding the strategies of persuasion, students can significantly enhance their ability to communicate effectively. Mastering these techniques ensures not only that their own messages are conveyed clearly but also that they can understand and respond to others with greater empathy and precision. These skills are invaluable in both personal interactions and professional settings, where the ability to listen actively and persuade effectively can be the key to success.

Cultural Considerations in Communication

Cross-Cultural Communication

Communication is not a one-size-fits-all process; it is shaped by the **cultural norms** and values of the people involved. Culture influences the way individuals express themselves, interpret messages, and engage in conversations.

Understanding the role that culture plays in communication is essential for navigating global interactions and avoiding misunderstandings.

Different cultures have distinct communication styles that influence both **verbal** and **nonverbal** communication. Two key aspects of cultural communication are **direct vs. indirect communication** and **high-context vs. low-context communication**. By exploring these concepts, students can develop a deeper awareness of how cultural backgrounds shape communication and how to adapt their approach in diverse settings.

1. **Direct vs. Indirect Communication:** In direct communication cultures, people value clarity and straightforwardness. They tend to say exactly what they mean, and messages are explicit and unambiguous. In contrast, indirect communication cultures value tact, politeness, and subtlety. Speakers may avoid direct confrontation and instead use hints, suggestions, or nonverbal cues to convey their message.
 - **Example:** In the United States or Germany (direct communication cultures), a person might say, "I disagree with this idea." In contrast, in Japan or many Arab cultures (indirect communication cultures), someone may say, "I see your point, but I think there may be another perspective worth considering," to soften the disagreement and maintain harmony.
2. **Classroom Activity:** Show a clip from a TED Talk or video that illustrates direct vs. indirect communication. Afterward, ask students to discuss how they might interpret each style. Encourage them to reflect on their own communication style and whether they tend to be more direct or indirect.
3. **High-Context vs. Low-Context Communication:** High-context cultures rely heavily on **nonverbal cues**, shared understanding, and the context of the conversation to convey meaning. In these cultures, much of the communication is implied, and there is a strong emphasis on maintaining harmony and respect. On the other hand, low-context cultures prioritize **explicit verbal communication**, where the meaning is conveyed mostly through words rather than context or body language.
 - **Example:** In countries like Japan, China, or Mexico (high-context cultures), people often rely on shared knowledge, nonverbal gestures, and indirect communication to express meaning. In contrast, in countries like the United States, Canada, or Germany (low-context

cultures), direct verbal communication is more valued, and there is a greater expectation that the speaker will be explicit and precise.

4. **Classroom Discussion:** Ask students to reflect on their cultural backgrounds and discuss whether they identify more with high-context or low-context communication styles. Then, present a scenario where one group uses high-context communication and another uses low-context. Discuss how miscommunication might arise if the two groups interact without understanding each other's style.

Case Studies of Cross-Cultural Misunderstandings

Misunderstandings in communication often arise when people from different cultural backgrounds interact without a shared understanding of each other's communication norms. These misunderstandings can occur in both **verbal** and **nonverbal** communication. Exploring case studies of real-world examples can help students understand the complexities of cross-cultural communication and how to avoid conflicts.

1. **Case Study: Nonverbal Cues in Cross-Cultural Contexts:** Nonverbal communication, such as body language, facial expressions, gestures, and eye contact, can vary significantly across cultures. What is considered polite and respectful in one culture can be perceived as rude or inappropriate in another.
 - **Example:** In the United States or Western Europe, maintaining **eye contact** during a conversation is generally seen as a sign of attentiveness and sincerity. However, in some Asian cultures, prolonged eye contact can be seen as confrontational or disrespectful, particularly when interacting with elders or authority figures. Similarly, the **thumbs-up gesture** is commonly interpreted as a

positive sign of approval in many Western cultures, but in some parts of the Middle East or Asia, it can be considered offensive.

2. **Activity:** Show video clips of cultural misunderstandings where nonverbal cues were misinterpreted (e.g., a handshake or a facial expression).

Afterward, ask students to identify the cultural differences that contributed to the misunderstanding and discuss how such situations could have been avoided with greater cultural sensitivity.

3. **Case Study: Misunderstanding Due to Direct vs. Indirect**

Communication: A common source of cross-cultural misunderstanding arises when a direct communicator interacts with someone who is more indirect. The direct communicator may perceive the indirect communicator as evasive or untruthful, while the indirect communicator might feel uncomfortable with the bluntness of the direct communicator's approach.

- **Example:** A German manager, known for their direct communication style, might ask an employee for immediate feedback on a project. The employee, who is from a culture that values indirect communication (e.g., Japan), may offer a vague response to avoid offending the manager, even though they have critical feedback. The manager, perceiving this as a lack of transparency, might think the employee is not engaged or is hiding the truth.

4. **Activity:** Divide the class into groups, with each group representing a different cultural background (e.g., one group represents a direct communication culture and the other an indirect communication culture). Have the groups role-play a business meeting where they need to exchange feedback. Afterward, discuss how each group's approach to communication influenced the conversation.

5. **Case Study: High-Context vs. Low-Context Communication in**

Business: In business settings, high-context and low-context communication

styles can cause tension if not properly understood. A high-context communicator may rely on implied messages, body language, and shared understanding, while a low-context communicator might expect a detailed explanation or a direct statement.

- **Example:** A business negotiation between a Japanese company (high-context) and a U.S. company (low-context) could lead to misunderstandings. The Japanese team may assume that the U.S. team understands the unspoken nuances of the negotiation, while the U.S. team may feel frustrated by the lack of clear, direct statements.
6. **Activity:** Create a role-play scenario where two companies from different cultural backgrounds negotiate a contract. One company uses high-context communication (emphasizing politeness and indirectness), while the other uses low-context communication (focusing on clear and direct language). Afterward, have students discuss the challenges they encountered during the role-play and brainstorm how they could have overcome these challenges through cultural awareness.

Improving Cross-Cultural Communication

To improve cross-cultural communication and reduce misunderstandings, it is crucial to develop **cultural sensitivity** and **awareness**. Being culturally sensitive involves understanding and respecting the different communication styles, values, and expectations of other cultures. Here are some strategies for fostering better communication across cultures:

1. **Educate Yourself on Cultural Norms:** Before engaging in a conversation with someone from a different culture, take the time to learn about their communication preferences and cultural practices. This could include

researching etiquette, understanding nonverbal communication, and learning about cultural values and beliefs.

2. **Adapt Your Communication Style:** Be flexible in adjusting your communication style depending on the cultural context. For example, if you are speaking with someone from a culture that values indirect communication, try to be more subtle and avoid being too blunt.
3. **Ask for Clarification:** If you are unsure about the meaning behind a message, don't hesitate to ask for clarification. This can prevent misunderstandings and demonstrate that you are making an effort to understand the other person's point of view.
4. **Practice Active Listening:** Active listening is especially important in cross-cultural interactions. By actively listening, you show respect for the speaker and ensure that you are accurately interpreting their message. You can also use reflective listening techniques to confirm your understanding and avoid misinterpretation.
5. **Embrace Diversity:** View cultural differences as opportunities for growth and learning. Embracing diversity can lead to richer, more productive conversations and build stronger relationships across cultures.

By exploring the complexities of **cross-cultural communication** and discussing real-life case studies, students can gain a deeper understanding of how cultural norms influence communication. Developing cultural sensitivity not only enhances personal relationships but also improves professional interactions in an increasingly globalized world.