Future Economists' Cultural Competence and Business English Speech Etiquette Formation

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Abstract: The article deals with the process of future economists' cultural competence and business English speech etiquette formation. It makes an analysis of domestic and foreign scientific literature devoted to the research topic. The paper describes an experiment divided into two stages in which 450 economic students of Odessa National Academy of Food Technologies took part. The authors give their own definition of the concepts "general cultural competence" and "business English speech etiquette". The authors claim that the successful culture competence and business English speech etiquette development is possible under the following pedagogical conditions: gradual cultural competence components formation, interactive teaching methods, a system and model of professionally-oriented exercises based on speech etiquette formulae implementation, independent students' work. They showed the successful use of innovative class activities and information technologies in understanding and accepting foreign culture principles. During the research, the authors provided the students with authentic lexical and socio-cultural materials on different topics of business communication inherent to their future profession. The authors proposed an experimental model that contained a system of oral communicative exercises aimed at formal English speech etiquette development. They also worked out a handbook and a dictionary guide for business English speech etiquette acquisition. The article defines the essence, structure and methodological recommendations that can be introduced into the process of business English teaching at a technical university. The results of the study proved the efficiency of the proposed teaching model.

Keywords: *cultural competence; general culture competence; business English; speech etiquette formation; business English teaching; a system of exercises; future economists.*

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Introduction

Ukraine's development as an independent democratic state puts forward our educational institutions' new challenges and requirements. An important factor of the teaching process changes is our country's integration to the European Union, strengthening relations with developed European countries, new technologies introduction. Today's job market has a demand for economists who know English as a means of international communication at a sufficient level and are aware of the cultural and ethical differences of English-speaking countries.

According to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, the main aim of the English language teaching is mastering the language as a way of intercultural communication, development of skills to use a foreign language as a tool in the dialogue of cultures and civilizations in the modern world (Council of Europe, 2001). To achieve this aim, future economists' training involves the educational process humanization, students' acquisition of cultural competence and business English speech etiquette.

Literature review

Both Ukrainian and foreign scholars dedicated their researches to the issue of future economists' training at non-linguistic higher educational institutions, teaching foreign languages peculiarities at non-linguistic universities, cultural aspect in specialists' training, teaching speech etiquette, theoretical and practical principles of teaching foreign language business communication.

Investigating the professional identity development of future economists, M. Grineva (2014) states that vocationally oriented foreign language teaching implies using the foreign language classroom as a source of forming a wide range of future specialists' professionally meaningful competences (both linguistic and non-linguistic) along with developing their sense of professional identity. I. Yaroshuk (2010) emphasizes that future specialists' preparation content for professional communication in the process of studying the humanities in the educational environment of a technical university is provided by the choice of communicative situations according to the professional activity realities, as well as by a certain complex of necessary communicative knowledge, skills and experience.

Self-actualization plays an important role in future specialists' formation. S. Alaghmand, F. Mozaffar, S.B. Hosseini, & B.S. Sedghpour

(2018) highlighted the factors that influence students' self-actualization at university spaces: understanding one's own nature, finding concealed and potential talents; individual evolution; understanding the facts and truths, learning science and virtue, seeking rightness, justice, freedom, and beauty paying attention to the beauty which is liked by the human.

G. A. Anghel (2017) and F. Ceașu (2018) researched the role of motivation during the learning process. G. A. Anghel (2017) mentions that the learning process does not always take place on an intrinsically positive motivational background. It can meet obstacles that block or reduce learning. The objective situations of personal, social, interpersonal or didactic reasons influence students' motivation on learning process. F. Ceașu (2018) states that researching educational motivations means to infatuate not only the internal or external incentive initiating readiness, attraction and immediate learning interest, but mainly the mobilization and **inner** potential driving character in solving or adapting to the educational finalities as well as the involvement, organizational and internal selfregulation character of the student's personality.

Teaching English for specific purposes is an integral part of future specialists' development. J. Jaya, & A. Subiyanto (2017) state that non-English students at a college level always face some problems in learning English for Specific Purposes. These problems can be seen from the incompetence in using it. Students do not know how to function the language itself. They see only the limited language in theory not in practice. As a result, they fail to use the language based on their own occupational needs.

To develop students' activity in learning English, role plays are used. O. Borzenko & Y. Pavlishcheva (2019) emphasize that there is are a kind of specially organized educational activity, which has a strict educational goal and is directed at the acquired knowledge consolidation, development and improvement of participants' certain skills enhancing creativity, cognitive activity and professional competence.

A. Bagateeva, Yu. Ryseva, A. Vasilyeva & R. Garaeva (2018) investigated the peculiarities of foreign language training of technical university students using the competence approach. The scientists understand foreign language cultural competence as an integrative characteristic of foreign language training that helps to communicate in the sphere of future professional activity and increase vocational level by means of foreign languages.

N. Bulharu (2017) states that foreign language training in at technical universities is activity-oriented, as its main purpose is a student's communicative foreign language competence acquisition.

L. Varečková & J. Pavelková (2018) investigated the importance of foreign languages in education process at university. According to the scholars, comprehensive teaching and language learning on the European background must be implemented at all educational levels and it should be a part of lifelong learning process.

O. Danilova (2019) highlighted the pedagogical conditions, which contribute to the formation of speech culture, they are: relations between humanitarian and professional disciplines in speech culture, taking into account students' linguistic identity, psychological and pedagogical principles of linguistic personality formation; the system of tasks aimed at developing practical skills.

O. Poliakova, T. Ridel & T. Kyrychenko (2019) investigating multicultural competence of university students in Ukraine, considered it as a component of social competence, that is a comprehensive personal quality based on tolerance and manifested in the ability fulfil an effective dialogical interaction with representatives of different culture or ethnic background.

According to L. Rudenko (2013) a specialist's communicative culture is based on professional knowledge and communicative skills, professional communicative abilities, socio-personal experience and is determined by individual personality traits (acquired in the process of specially designed professional training and further activities), necessary for professional activity.

I. Kereksha (2019) states that speech etiquette is associated with so-called postulates of speech communication which make communication partners' interaction possible and successful.

In compliance with H. Yavorska & N. Perevozniuk (2018), economists' foreign language business communication is a complex process of interpersonal interaction that is carried out in a foreign language and requires the parties to communicate active display of their professional knowledge and qualities in order to establish business contacts, establish effective cooperation to solve a wide range activities within their profession.

However, the conducted analysis of curricula and scientific publications revealed that general cultural competence and business English speech etiquette formation as its main component in the process of the English-language training of economic students had never been a subject of a special study. They did not provide specific information on the sociocultural competence and foreign language (English) speech etiquette

formation, and there was not any system of exercises aimed at training future professionals in the field of speech etiquette as a part of culture competence and business English speech culture. Consequently, the contradictions that occurred between the methodological underdevelopment of the issue and the need to ensure a proper proficiency level of English for specific purposes led to the choice of our research.

Our article, written on the basis of its authors' research, will help to develop, extend and deepen the course of the discipline "Foreign language for specific purposes" at technical higher educational establishments when working out curricula and teaching manuals for economic students enlarging them with professionally oriented socio-cultural features, linguistic information and material needed for their future successful business English communication.

Methodology

The aim of the study was to experimentally test the methodology of general cultural competence and speech etiquette formation as its component in teaching business English oral communication of economic students at a technical university.

At the present stage of higher vocational education development, we consider English as a compulsory component of future economists' professional training and a prerequisite for their successful activity in future.

The experimental verification of cultural competence and business English speech etiquette formation as its component was carried out on the basis of Odessa National Academy of Food Technologies (Ukraine) during 2017 – 2019 academic years.

The experiment included 450 students of the Faculty of Economics, Business and Control (specialties "Economics", "Accounting and Taxation") and the Faculty of Management, Marketing and Logistics (specialties "Management", "Marketing", "Business, Trade and Exchange Activities" and "Public Administration"). The first stage of the experiment covered the first-year students who were involved in it during the 2017 – 2018 academic year. At the second stage, which took place during the 2018 – 2019 academic year, the students continued their experimental work.

Considering that the study lasted for two years, it was logically divided into two parts. The first one was aimed at forming general cultural competence of the economic students, and the goal of the second one was to form the future economists' business English speech etiquette.

We regard general cultural competence as a personality's unity of the acquired knowledge, abilities, skills, experiences, attitudes and qualities, which provide a progressive process of social and individual values assimilation. It is a personality's integral quality that combines motivational, cognitive, active and emotionally-sensual components.

In the process of conducting the experiment on the students' cultural competence development we solved the following problems: to show the possibilities of forming the cultural competence in the educational process at the technical university; to develop the students' ability for self-exploration and self-improvement; to promote beliefs, value preferences, new knowledge and cultural activity skills acquisition.

In order to achieve the set goals, at the beginning of the experiment, the students' survey was conducted. Its aim was to identify the state of the students' cultural aspect formation while communicating in English, their focus on general cultural knowledge acquisition, total culture awareness degree, the students' satisfaction with their English level in communication with the representatives of other cultures. The proposed survey contained the most important questions concerning the communication culture and related to the students' daily and future professional activity. The aim of the survey was to further evaluate the students' erudition, proficiency of the English-speaking countries cultural realities, and their wishes to use the cultural context in teaching English at the non-linguistic university which was an important factor in conducting our experiment.

In the course of processing the questionnaire quantitative responses, we obtained the following results. A motivational component (a set of value orientations, social attitudes, needs, interests, etc. that characterizes a person's focus on learning and self-development) which is about 62%, had the highest level of indicators. An activity component (ability to enter intercultural communication with another culture carriers, to make independent search in general cultural problems solution, to be ready to act constructively for culture preservation and development, etc.) had the lowest level – 32%.

Consequently, the cultural aspect formation during teaching English at the technical university should be carried out when engaging students in the activity, and cultural values acquisition will help to develop language skills in communication with foreign language culture representatives.

During the survey, most students rated their proficiency level of the foreign language culture as “average”. The students also understood the importance of the cultural knowledge of foreign-language countries during their future professional activity.

Concerning the educational work forms that are important for engaging in students' cultural environment when teaching English, a half of the respondents, namely (52%), realised the importance of independent work, while the others wanted to take an extended English course.

A significant number of questions was devoted to the motivational aspect as an integral part of the foreign language skills improvement, since motivation itself is the guarantee of the entire learning process.

When asked if changes or additions to the current foreign language curriculum at technical university were required, the students made their suggestions for improving a cultural component formation, namely, noted the need to make a list of possible professional situations and cases for discussion.

Taking into account the students' questionnaire results, analysing their answers, finding shortcomings that hinder the cultural aspect formation in studying English (one of them is a low level of confidence to a lecturer, namely, a lecturer's undemocratic communication style) we found the following: the understanding of the importance of the formation and self-education of general cultural competence by lecturers and students; practical state of students' general cultural competence formation; students' awareness of intercultural relations; students' erudition level in the field of general culture; students' satisfaction with their cultural competence level.

The first year of our experiment included the following ideas: taking into account each student's individualities as a subject of the educational process; a lecturer's cooperation principle with students, trust formation to a lecturer; flexibility in finding new teaching forms and methods; increasing students' motivation and commitment to studying; orientation on the foreign-language cultures value. We solved the following tasks: to disclose the essence of the notion "universal cultural competence" to the students, to show the possibilities of its formation and self-education in the educational process at a higher technical education institution; to provide pedagogical conditions for the development of all structural components of students' general cultural competence on the basis of their recognition as an equal subject of the educational process; to promote beliefs, ideals, value preferences formation, the acquisition of new ones and the systematization of the existing knowledge and skills of culturally appropriate activity.

A thematic approach to the selection of the training content was the most productive. Its implementation allowed them to actualize general cultural knowledge and increase the communication level. It also ensured positive motivation and students' interest during studying at the technical university.

At the beginning of our experimental work, the students attended a course of interactive lectures that covered a wide range of topics and situations related to international culture, individual characteristics of different countries and nations representatives, etiquette taking into account their relationship with future professional activity.

During the next part of the experiment the students were provided with conditions for learning the cultural realities by reading original fiction, educational, professional, and scientific literature (as one of the simplest and most productive ways to get acquainted with the customs and behaviour norms and accept the values that are fixed in the culture). In order to master speech etiquette, we subsequently used the authentic English texts that modulated a particular cultural situation. The tasks of linguistic, country and cross-cultural studies were aimed at finding out the level of the students' awareness of the other cultural traditions. Doing exercises, they compared the Ukrainian national culture with that of other countries. It should be noted that some students had already had some experience of communication with representatives of other cultures, so this factor was also taken into account.

According to the fact that studying at university involves acquisition of independent learning methods, the students searched and selected information, for example, to prepare and make presentations in English. At the same time, a high level of the students' freedom was an obligatory condition for their successful activity.

Taking into consideration the students' distrust to the lecturers and the lack of a desired understanding and contact between them (which was identified in the survey), they conducted additional consultations and classes to improve the issue. At the same time, the analysis of the tasks fulfilment was deepened.

The lecturer's role was to help students achieve their goals and involve participants in the learning process, demonstrate the feasibility of the proposed and conducted experiment, make sure that they learned the educational material, would be able to listen carefully to each interlocutor and focus the learner on the correct answer if such a problem occurred. The lecturer's aim was to educate a student who would be able to reproduce socio-cultural experiences and create new cultural patterns in the future. He was not supposed to dictate the content and sequence of actions because such a model is unacceptable in the scope of educational search practice, but had to direct their activity solving problems together. Only in partnership the goals of future economists' cultural competence formation can be achieved. The dialogue between the lecturer and the students was also very

important during the studying. Each participant was able to express their logics and consistency in solving a cultural situation or problem. This way of training is considered to be open to critical appraisal and correction.

To improve the intercultural communication level, a so-called “dialogue of cultures” was used. Particular attention was paid to the study of behavioural, etiquette and linguistic realities comparing them, which provided understanding and mutual respect for a “foreign” culture. It was possible due to the implementation of interactive teaching methods such as discussions, presentations, pair and group work, role-playing. It allowed us to give the students the tasks to formulate a problem independently, to make assumptions about its solution, to find the necessary arguments and make conclusions themselves. They actively worked in groups, being able to constantly communicate with the lecturer. During the role-plays and discussions all the participants had their own tasks and all efforts were made to achieve the common result.

Students’ cultural competence formation is impossible without information and communication technologies which help to increase the motivation to acquire new knowledge of various cultures. While conducting the experiment, we repeatedly used video films that could be paused or repeated, and multimedia computer training programmes, socio-cultural guide-books, the Internet sources, emails writing, etc. Using the Internet, information was exchanged with the representatives of other countries both online or offline. Preparing the teaching videos, we took into account the information progressiveness; the topics were chosen so that students could use their knowledge in their future professional activity.

The successful termination of the first stage of the experiment made it possible to proceed to the second part, which was more linguistic in nature and aimed at continuing general cultural competence formation of future economists’ business English speech etiquette.

We believe that business English speech etiquette is an important constituent of future economists’ professional culture. It is an integral and essential phenomenon associated with such notions as “culture”, “general culture”, “general cultural competence”, “etiquette”, “business etiquette”, “business ethics”, “professional ethics”, or “professional morality”, “business communication”, “business culture” which ensure the communication efficiency in solving business problems and provide for the use of established speech formulae in specific forms of business communication (business telephony, business conversations and sessions, meetings, gatherings, talks, discussions, debates) and the main situations of

formal communication (acquaintance, greetings, image creation, business cards and business gifts exchange, etc.).

A comparative analysis of the national and cultural features of the Ukrainian and English speech etiquette revealed that there are many similar points in the business communication culture of both languages. At the same time, there are national peculiarities characterized by a set of standard business speech patterns, etiquette formulae for starting, conducting, maintaining, and finishing a business conversation; telephone clichés, etc. They are used by native speakers only in professional situations following verbal and non-verbal behaviour rules in the business sphere.

Business English speech etiquette is regarded by us as a set of certain speech formulae. Their conscious, adequate and situational-appropriate use is determined by the goals of business communication in English.

The speech etiquette formation was based on certain principles, namely: didactic (a principle of visual aids, intercultural interaction, activity), methodological (a principle of communicativeness, oral basis of teaching), linguistic (a principle of stylistic differentiation), and psychological (a principle of gradual speech skills formation).

The criteria for the educational material selection were as follows: socio-cultural orientation, authenticity, information novelty, cognitive value and informative content, adequacy to the professional business communication sphere, availability of culturally-established standards of English communication, compliance with the curriculum of foreign languages teaching at non-linguistic universities.

The original cognitive texts on the rules and norms of speech behaviour during business communication in English-speaking countries were selected; audio and video support relevant to the subject matter and purpose of the course contained typical professional communicative situations and commonly used business language etiquette formulae that were accessible in content and appropriate to the students' proficiency in English; the most commonly used English business communication patterns; normative models and speech behaviour rules, national and cultural peculiarities of professional English speech.

Future economists' business English speech etiquette formation required certain pedagogical conditions that were realised in the experimental methodology during the second year of our experiment. The following principles were the theoretical backgrounds of its introduction: visualisation, intercultural interaction, activity, stylistic differentiation, communicativeness, oral teaching, gradual speaking skills improvement.

Here we present the initial data of our pedagogical experiment with the 450-total number of participants.

The survey of the second-year economic students revealed the students' attitude to the problem under study and showed that the overwhelming majority (94%) of the respondents realized the need for speech etiquette and wished to master the skills of business English speech etiquette (BESE) in their future professional activity. However, most of them could not clearly explain the essence of the concept of BESE (87%), experienced difficulties with the separation of speech etiquette formulae (SEF) from spontaneous speech (68%), could not independently cite them both in Ukrainian and English (86%).

The model of speech etiquette development included a system of professionally oriented exercises consisting of three subsystems.

The purpose of the first subsystem was to acquaint students with the normative models of English speech etiquette and to enrich their thesaurus with the vocabulary inherent to English business communication. Its achievement was ensured by the formation of the students' knowledge system of the structural and socio-cultural features of business English speech etiquette usage comparing them with the Ukrainian equivalents.

The second subsystem of exercises contained communicative, receptive-productive, and productive exercises. As for the structure, it was divided into exercises for mastering micro monologues and exercises for teaching whole monologues. They were professionally oriented and aimed at developing communication skills.

The third subsystem of exercises was divided into exercises for mastering micro dialogues and exercises for teaching whole dialogues consisting of various dialogic unities. They were professionally oriented as well.

According to the theoretical foundation of the study, an experimental model of business English speech etiquette formation was worked out. Its implementation was provided at the first and second year of studying in the course of the discipline "Foreign language for specific purposes". The developed course included the study of the following topics: "Telephone conversations", "Meeting with business partners", "Holding a business meeting", "Preparing and holding a presentation", "Negotiations", etc., which, in addition to the study of the main professional and cultural issues, were intended to introduce the speech etiquette formulae of English-speaking business communication to the students.

The experimental model covered a preparatory and three main stages.

At the preparatory stage, the students were provided with authentic lexical material, cognitive texts of socio-cultural and professional orientation, and a vocabulary complex which included linguistic material on the following topics of business communication: "Introducing People", "Presenting Your Job", "Starting a Conversation", "Encouraging a Conversation", "Giving / Asking for Opinion", "Clarifying, Making Suggestions, Agreeing / Disagreeing", "A Job Interview" etc.

The purpose of the first – cognitive and educational stage – was to introduce the basic concepts of speech etiquette into the teaching process, to enlarge the students' thesaurus with speech etiquette formulae and form general ideas about the national and cultural peculiarity of English speech business etiquette. The achievement of this goal was ensured by conducting interactive mini-lectures, practical informative study sessions, working with a dictionary-guide created by us. The interactive mini-lectures took place once a week and covered the following topics: "Culture. Cultural Behaviour", "Professional and Business Culture", "Etiquette and Its Constituents", "Politeness", "Business Communication", "Speech Etiquette and Speech Culture", "Speech Etiquette of Business Communication" and others. The students gained knowledge of speech behaviour rules and business communication etiquette that were characteristic of their future profession, and answered the questions to test the assimilation of the information they received. Subsequently, they presented their reports on the subject using the Internet sources and business magazines such as "Business Magazine" (<https://learnenglish.britishcouncil.org/business-english/business-magazine>), "Business Spotlight" (<https://www.business-spotlight.de/downloads>), "The Economist" (<https://www.economist.com/>). The main result of the work was identification of typical formulae and rules of speech behaviour in English business communication and the situations of their use.

At this stage, the tasks involved a detailed explanation and comparison of the national features of English and Ukrainian speech etiquette, the differences between the business and colloquial styles of communication, the behaviour rules in business environment, and the use of speech etiquette formulae in their professional sphere.

The purpose of the second – practical and active stage – was to develop the speech etiquette skills of business communication in English. Authentic audio and video materials, professional English texts based on English-speaking culture were used. They helped to simulate real situations of communication in English applying verbal and non-verbal means inherent to native speakers. The video and audio material were selected from English

educational original sources. It comprised records of business telephone conversations, interviews, job interviews, business meetings, conferences, presentations, etc. A practical manual “Speech Etiquette of Business English Communication” designed to conduct an experiment to develop students’ proficiency in business English was also used. It consisted of thematic sections covering the main topics of business communication, namely: “First Business Meetings”, “Telephone Conversations”, “Presentations”, “Negotiations”, “Job Interviews” and others.

The purpose of the third – productive and creative stage – was to consolidate and improve the students’ skills in mastering English speech etiquette of business communication in their professional language. To achieve this goal, real vocationally oriented situations were simulated and such activities as business games, role-plays, presentations, discussions, interviews, conferences, projects, telephone communication, the “aquarium” technique were performed. Formal discussions and modelling of skype conferences were the main methods of speech practice that allowed students to learn how to apply the speech etiquette formulae of business communication appropriately.

At this stage, extracurricular work included the following assignments: making projects and role-playing mini-interviews that helped to develop independence, responsibility, organizational qualities, and a creative approach to completing tasks.

Data analysis

The first part of the experiment considered the cultural features of our (Ukrainian) culture in comparison with the other (English-speaking) cultures and the forms of business communication (business talks, negotiations, meetings, conferences, etc.). We used a problem-based learning technology that was effectively implemented both in our country and abroad as well as an interactive learning model that had a specific purpose – to create comfortable educational environment where each student felt their own success and intellectual ability. It was characterized by comfort, respect, mutual trust and assistance, freedom of speech and perception of differences. The essence was the condition of constant students’ interaction. One of the main tasks offered to students was role-playing games and business cases (case studies). In accordance with the current educational trends that were focused on each student, much attention was given to every learner’s English proficiency. The types of the assignments were characterized by a high level of difficulty (Level A – 23%), a medium level

(Level B – 31%) and a low level of difficulty (Level C – 46%) according to the level of students' knowledge of English.

After the first part of the experiment, a checking test was conducted to identify either positive or negative dynamics of our work. The results were as follows: the level of the students' cultural aspect had improved significantly; the motivational component had also a higher score; a large number of students were satisfied with their knowledge which became much more profound than at the beginning of the research. The main purpose of students' cultural competence development was not only the knowledge acquisition but also awareness of the samples and patterns of other cultures and the ability to use the gained experience during their professional communication. The number of students with a high level (level A) increased to 42%, with an intermediate level (level B) – to 52%, and those with a low level (level C) decreased to 6%. (Figure 1.)

Figure 1. Dynamics of changes in students' knowledge before and after the first part of the experiment

The results of the preliminary survey showed that only 7% of students of Experimental Group 1 (hereinafter - EG-1), 8% of students of Experimental Group 2 (hereinafter - EG-2), 5% of students of Control Group 1 (further) – CG-1), 8% - Control Group 2 (hereinafter - CG-2) had a high level of speech etiquette mastering. The intermediate level was found among 10% of EG-1 students, 17% - EG-2, 15% of CG-1 students, 16% - CG-2. A low level was recorded among 83% of EG-1 students, 75% - EG-2, 80% - CG-1 and 76% of CG-2 students. (Figure 2.)

Figure 2. The results of the preliminary survey

At the end of the forming stage of the experiment, the final test was conducted to determine the shift in the students' business English speech etiquette level. The obtained results revealed its positive changes. Thus, there were 52% of students with a high level of BESE in EG-1 and 54% in EG-2. At the same time the number of students with a high level of BESE in CG-1 and CG-2 was only 6% and 9% accordingly. The intermediate level was recorded among 43% of EG-1 students, 40% of EG-2 students, in comparison with 20% in CG-1 and 28% in CG-2. A low level was observed at 5% of EG-1 students, 6% - EG-2; CG-1 and CG-2 students had 74% and 63% accordingly. (Figure 3)

Figure 3. Dynamics of changes in students' business English speech etiquette knowledge

In general, the number of students with a high level of proficiency in BESE increased by 45% in EG-1 and by 46% in EG-2. The number of students with an intermediate level increased by 33% in EG-1 and by 23% in EG-2. The number of students with a low level of BESE decreased in the EG-1 by 78% and in EG-2 by 69%.

The control groups also showed some positive shifts, but the difference between the results turned out to be insignificant, in general it did not exceed 6% both at the intermediate and low levels in both CGs. 6% of CG-1 students and 9% of CG-2 students remained at a high level.

Results

The experimental verification of the methodology effectiveness was carried out gradually as well.

The purpose of the searching step of the experiment was to analyse the non-linguistic students' level of business English speech etiquette command. The survey of the second-year economic students revealed their attitude to the problem and showed that the overwhelming majority of the respondents (94%) were aware of the need for speech etiquette, had a desire to master the skills of English speech etiquette in their future professional activity. At the same time, most of them could not clearly explain the essence of the concept "business communication speech etiquette" (87%),

had difficulties in differentiating speech etiquette formulae in spontaneous speech (68%), could not independently give examples of their use both in the Ukrainian and English languages (86%)).

A high level of speech etiquette proficiency was characterized by a conscious awareness of speech behaviour rules and etiquette formulae characteristic of professional business communication, the ability of adequate and situationally appropriate use of English vocabulary and knowledge of the national and cultural peculiarities of English speech etiquette.

An intermediate level was characterized by a conscious use of professional speech, and knowledge of speech behaviour rules, national and cultural traits of English speech etiquette, though in some cases their inadequate application was observed.

The students with a low-level speech etiquette proficiency were characterized by the use of etiquette formulae that are inherent to everyday and colloquial style of communication which is not acceptable for professional interaction in English. They were not aware of the national and cultural character of English speech etiquette of business communication and did not possess the skills of situationally appropriate use of speech etiquette formulae in their professional speech as well.

The reliability of the received data was confirmed by the statistical processing of the experimental results according to Student's and Fisher's criteria.

Thus, the experimental study allowed us to draw a conclusion that the methodology of the second-year economic students' business English speech etiquette formation was effective.

Judging by the results of the second stage of the research, methodological recommendations on future economists' business English speech etiquette formation were developed.

Conclusions

According to the received results, we can come to the following conclusions.

The first stage of the experiment, which was aimed at economic students' general culture competence formation was completed with positive results. The purpose of our work was to get them acquainted with human culture patterns and master the ability to use the latter in cooperation with other members of society. The developed course was focused on introducing cultural approach and ideas of intercultural dialogue. We

considered cultural competence as a unity of knowledge, abilities, skills, and experience acquired by a personality. Motivational and activity criteria were taken as the basis of our experiment. The motivational criterion showed a stable students' needs in their cultural competence development, a belief in the importance of cultural and creative practices. The activity criterion determined the assimilation of a set of actions and operations to ensure effective cultural process.

The cultural competence develops owing to the gradual formation of its constituents in unity and integrity (motivational, information-theoretical, active, analytical, and individual creative stages). In the course of the experiment, the following steps were taken: objectives definition; selection and structuring of the educational process content; a choice of means, methods and forms of training and supervision organization; feedback and reflection.

Being a component of a personality's general culture, the use of information and communication technologies was the second condition for the formation of future economists' general cultural competence in the study of English. Its implementation helped to achieve the following goals: to differentiate and individualise the teaching process; to increase the training level in accordance with the need for independent knowledge and skills acquisition in the field of general culture; to rationalise the time and efforts aimed at forming communicative qualities and communication culture; to avoid cultural and social barriers to information dissemination and effective interaction; to develop different types of thinking and ensure cultural competence formation; to increase the ability to perceive and process information.

The use of interactive teaching methods, namely brainstorming, pair work, group discussion, interactive lectures, question-and-answer sessions is the third pedagogical condition for general cultural competence formation.

During the experiment, the effectiveness of using a combination of motivational, cognitive, active, and emotional components was empirically validated, as the number of students whose level of both individual and general competence development significantly increased (18% at the beginning of the experiment compared to 87% at the end).

The second stage of the experiment which aim was to develop future economists' business English speech etiquette also involved realisation of certain pedagogical conditions in the teaching process, namely: selection and implementation of speech etiquette formulae; a system of professionally oriented exercises in teaching businesses English speech etiquette; gradual

elaboration of speech etiquette formulae in the process of training oral business English skills.

The findings of the experimental work proved the effectiveness of the developed methodology. A significant improvement in the quality of students' business English speech etiquette was its indicator.

According to the results of the study, the recommendations for the future economists' business English speech etiquette formation were formulated. The process of speech etiquette development also required the obligatory extracurricular individual students' work, namely: doing homework using authentic professional materials from the Internet, preparing projects and making presentations, creating professionally-oriented mini-videos. The methodological support of the research was reflected in the content of the handbook "Speech Etiquette of Business English Communication" and the dictionary-guide "Business English Speech Etiquette Formulae".

The study does not exhaust all the aspects of the outlined problem. The further work involves developing a methodological system of teaching written business English etiquette and a creation of an extended model of cognitive tasks for general cultural competence and non-verbal business etiquette formation for all humanities and basic engineering, computer and technical specialties taught at Odessa National Academy of Food Technologies.

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