

FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE WITH THE HELP OF NONFICTION TEXTS

¹Yulia Nadolskaya, PhD, ²Larisa Epifantseva, ³Olena Khomchak, PhD,
⁴Irina Volkova, PhD, ⁵Irina Barantsova, PhD

^{1,3,4,5*} Associate Professor, Bogdan Khmelnytsky Melitopol State Pedagogical University, Ukraine

²Senior Teacher, Bogdan Khmelnytsky Melitopol State Pedagogical University, Ukraine

DOI: [10.55559/sjahss.v1i06.35](https://doi.org/10.55559/sjahss.v1i06.35)

Received: 27.06.2022 | Accepted: 01.07.2022 | Published: 08.07.2022

Electronic reference (Cite this article):

Nadolskaya, Y., Epifantseva, L., Khomchak, O., Volkova, I., & Barantsova, I. (2022). FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE WITH THE HELP OF NONFICTION TEXTS. *Sprin Journal of Arts, Humanities and Social Sciences*, 1(06), 321–331. <https://doi.org/10.55559/sjahss.v1i06.35>

Copyright Notice:

© 2022 Author(s). This is an Open Access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC-BY 4.0 : <https://creativecommons.org/licenses/by/4.0/>), allowing third parties to copy and redistribute the material in any medium or format and to remix, transform, and build upon the material for any purpose, even commercially, provided the original work is properly cited and states its license.

ABSTRACT

The importance of forming communicative competence through the lens of nonfiction texts is considered in the article. Several directions are offered - exercises on forming the culture of publicistic speech of students in the process of learning German, and the effectiveness of using the basic communicative method of teaching a foreign language in higher pedagogical education. Communication is defined as communication, combination, transmission, and perception of information in interpersonal relationships that implies a communication process. The norm of communication depends on adherence to certain moral qualities and the culture of speech of the interlocutors, in our case students. Today, as ever, foreign language is becoming an effective factor in the socio-economic, scientific, technical, and cultural progress of society.

In the article, nonfiction texts are also considered as one of the factors in the formation of nonfiction speech in student youth. The culture of nonfiction, after all, is the meaning of language and its use in the whole set of functional styles inherent in it. After all, according to the authors, the texts of newspaper and journalistic journalism most strongly encourage students to exchange ideas and opportunities for creative self-realization, formation of critical thinking, associative thinking, and spontaneous foreign language.

Keywords: journalistic text, language culture, discourse, communication

Introduction

The process of modernization of the Ukrainian education system in the conditions of intensive development of socio-economic relations in society provides updating the problems

of improving the quality of higher education with the aim not only to enrich the volume of knowledge in the speciality but also the ability of future specialists to use it in the realization of tasks of professional orientation, ability to engage in foreign language communication, as well as to improve professional activity in a foreign language environment.

Educators today have the difficult task of developing the ability to learn a foreign language, in our case German, and the ability to apply knowledge in specific situations using authentic material.

The purpose of the article

The purpose of the article is to help the students learn the stereotypes of thinking in German, to transfer to another national mentality, thanks to the texts of journalistic direction. All this is most clearly embodied, in our opinion, in authentic newspaper and journalistic texts, the materials of which contain various facts, characterization of processes and tendencies of the development of modern reality and occupy a significant place among the German language teaching aids.

Analysis of recent research and publications

Formation of journalistic broadcasting was the subject of research by such methodologists as: Galskaya N. D, Rogova G.V, Nikolaeva S.Y, Grushevitskaya T.G, Yatsemirskaya M., Bär J. A., Markwski A. and others. The language of the periodical is based on a communicative function that expresses and shapes public opinion and influences human consciousness. In addition, the press, through various means, contains information, orientates, educates, organizes and influences a certain consciousness of the reader, causing him positive or negative feelings. It should be noted that the main function of nonfiction texts is informative. By information we mean the objective translation or transmission of messages, facts contained in authentic texts of newspaper journalism. Such texts differ in rich local lore and cultural context and contain information about the current state of the economy, politics, and social life of the language being studied. Therefore, the work of students with the newspaper in German classes gives the opportunity to acquire new lexical units of different subjects. The newspaper acts as a carrier of the modern version of the language and helps to remove the barrier for students to learn German, consolidate the grammatical conversations of the German language, expand the language skills about German speaking countries, teaches students to compare and evaluate facts and events happening in our country and abroad.

It should be noted that public opinion is in no small measure formed by public opinion, provokes lively response and response of the speakers to, as a rule, the most relevant or sufficiently important civic events. At the same time, journalism is one of the areas of communication. It combines as often as possible the contaminated elements of the scientific way of expression with certain artistic and figurative features, which collectively form such a variety of language (and speech) that it is commonly called the journalistic style of language (and speech).

We note that the nonfiction text in the class is still a scientific consideration. A societal problem with a ready-made analysis, generalization and conclusions is put forward, and even possible ways of its solution are presented. The material is arranged in a clear logical sequence. The analysis of recent studies shows that non-fiction texts are characterized by reliability, accuracy of facts, concreteness, and clear justification. [7, p.15]. All this, obviously, greatly simplifies the perception of often difficult to absorb country history information. This, in turn, simplifies translation. On the other hand, newspaper and magazine texts are full of verbal-figurative formulas, turns, phraseological statements that attract students' attention. This means that they are easily perceived by the student youth and do not impede understanding.

Materials and methods

It should be noted that it is not enough for a teacher to only bring a nonfiction text to class, it is necessary to organize students' work with him clearly. For this purpose, the teacher

should consider the course of work with the text and tasks to it. Work on each topic can be constructed as follows:

- submission of vocabulary on the topic.
- initial activation of language material through exercises.
- work with articles according to the scheme: from initial familiarization to reading and speaking.
- development of speaking skills (ability to speak monologically and dialogically).
- oral test or written test work [4, p. 26].

Results

As a generalization to the topic, we offer such forms of work as holding roundtables, conferences with the distribution of specific roles between students. The purpose of such classes is to increase students' linguistic, speech and linguistic competence, which promotes practical mastery of the language.

According to methodists - practitioners G.V. Horn and J.I. Manuyelian the reading of the journalistic text should be preceded work on removing lexical and grammatical complications. Proper understanding can also be hampered by ignorance of the political situation, the realities of the country where the event took place, and of course, new lexical units with themes. Therefore, the techniques developed by the teacher to work with the newspaper, namely: training in the understanding of headlines, captions under pictures, explaining new lexical units, annotating, finding answers to questions, etc. are able to provide the necessary skills and help students navigate the structure, its rubrics, arrangement of material, permanent sections. [11, p.29].

Discussion

Today, scientists are offered different stages of working with the text. However, the analysis of the title as a separate stage of work with the text, unfortunately, is not considered by all methodists. For example, V.M. Fadeev, based on the goals of teaching a foreign language in modern educational institutions, defines two stages of work with the journalistic text. The first stage is reading as a process of getting information out of the text. The second is a conversation based on material that is taken from the read text. At the last stage, the teacher may invite students to discuss a problematic issue related to the read text or express their thoughts [9, p. 111].

Other scientists, such as E.N. Solovova, S.Y. Nikolaeva offer three stages of work with the text in class: preparatory to reading, familiarization with the text, the stage after reading the text [8, p. 52]. We agree with their view and believe that the read-only stage involves working with the title of the article. When reading a nonfiction text, a subheading that introduces students to the subject of the article may also be a step in preparation for reading. When reading the headline, the student is able to hypothesize and suggest the content of the entire text, and then confirm or refute.

Having analyzed the above, we can formulate the following steps in dealing with non-fiction text:

The 1-st stage is preparatory. It is the identification of a variety of different pathogens - needs, motives, feelings, interests, etc., to familiarize with the scientific-journalistic text of certain topics, as well as to semantize new lexical units, remove certain lexical and grammatical difficulties of understanding the text. The level of motivation should be sufficient to absorb

new and activate the learned lexical units. The purpose of this stage is to reduce likely language and speech difficulties.

The 2-nd stage is operational. It involves acquainting students with new information in the text, removing it from the text on certain features, forming a stylistic feeling using lexical units and language skills and speaking skills.

The 3-rd stage is post-textual, the purpose of which is to creatively use new information and use new lexical units in situations of real communication, both oral and written. It should be noted that after reading the text, students can return to the title and discuss it.

As already mentioned, reading the journalistic text should be preceded by work on removing the lexical and grammatical difficulties that arise when working out of the original newspaper texts. Otherwise, the students' interest will disappear and the work will not be fruitful, the information will not be assimilated, because if students encounter considerable difficulties, they stop trying to understand the text [2, p.68]. Although the main form of reading newspaper texts is reading about oneself, reading aloud when working with a newspaper is completely impossible. For example, during your previous troubleshooting work, it is even recommended to read aloud and translate some of the headings, sentences, and sometimes entire paragraphs, that are most difficult to understand.

Reading comprehension is controlled through various exercises and interpretations of the text. This can be an explanation of the reasons and motives, the social significance of the event, the actions of the people, a generalized conclusion about the read, the student's opinion about the newspaper message. The above develops in students the skills of analysis, generalization, selection of the major, etc.

The information in non-fiction does not only reflect the thoughts, moods, comments and reflections of the author, but also describe facts, events, travel traditions and more. In order to effectively influence the reader, his imagination and feelings, the author uses comparisons, metaphors, photographic facts, resorts to the use of colloquial and even spoken words and phrases, phraseological phrases that enhance the emotional impact of speech. The goals and objectives of the journalistic text in our case are to obtain information, improve the skills of monologic and dialogic speech and develop the aesthetic taste of students [12, p.286].

It is very important for the teacher to choose a German-language newspaper article that would be in the subject area of interest of students and adapted to the level of their knowledge, saturated with active lexical units and grammatical structures of the planned work program.

For example, we have chosen an article called "Der Kunde ist König: Einkaufen in Deutschland", which is in the "Sprache" section of the modern magazine "Vitamin" [16, pp.14-15]. It should be noted that we combined reading and listening articles in our class, which, in our opinion, made the lesson livelier. The article is offered to second-year students who study German as a second foreign first year and learn lexical topics "Mahlzeit. Supermark". The text consists of six short paragraphs, each with a title, and after reading the paragraphs, students are encouraged to listen to the dialogues, combine them with the readings and play them. The material is accompanied by photographs that enhance students' interest in understanding it.

DER KUNDE IST KÖNIG: *Einkaufen in Deutschland*

Ob im Supermarkt, beim Bio-Bauern oder im Internet – die Deutschen kaufen gerne ein. Natürlich muss und möchte man dabei auch kommunizieren. Vitamin de hilft dir bei deinem Gespräch mit den Verkäufern. Mit diesen Beispielen kannst du bald selbst in Deutschland einkaufen gehen.

WER SUCHT, DER FINDET

Die meisten Geschäfte in Deutschland sind Selbstbedienungsgeschäfte. Der Kunde nimmt sich das, was er will, und bezahlt es an der Kasse. Oft sind die Supermärkte so groß, dass es manchmal schwierig ist, das gesuchte Produkt zu finden. Dann muss man fragen.

Herr Kahn: Entschuldigen Sie bitte. Wissen Sie, wo ich Essig finde?

Verkäufer: Natürlich. Der steht gleich gegenüber dem Regal mit den Süßigkeiten.

Herr Kahn: Ja? Wo denn da genau?

Verkäufer: Gleich rechts, unten. Warten Sie, ich zeige es Ihnen.

Herr Kahn: Vielen Dank, aber das ist nicht nötig.

AN DER KASSE

Hat man alles gefunden, muss man es an der Supermarktkasse bezahlen. Viele Artikel tragen deshalb einen Strichcode. Die Verkäuferin zieht sie einfach über ein piependes Lesegerät und der Computer rechnet aus, wie viel der ganze Einkauf kostet.

Max: Guten Tag!

Verkäuferin: Guten Tag!

Lesegerät: Piep, piep, piep, piep, piep.

Verkäuferin: Haben Sie eine Payback-Karte?

Max: Nein.

Verkäuferin: Mächten Sie eine haben? Mit Payback können Sie bei jedem Einkauf Punkte sammeln und dafür später Prämien einlösen.

Max: Nein danke, ich möchte keine Payback-Punkte sammeln.

Verkäuferin: Dann sind es 37 Euro und 38 Cent.

Max gibt ihr 40 Euro.

Verkäuferin: Haben Sie 38 Cent?

Max: Ja. Moment.

Max gibt ihr 38 Cent.

Verkäuferin: Danke schön.

AN DER THEKE

In vielen Supermärkten gibt es Käse-, Fleisch und Wursttheken. Hier muss man sagen, was man möchte, und der Verkäufer gibt es einem. In kleineren Geschäften, auf Märkten und in vielen Bio-Läden werden Kunden persönlich bedient. Meistens sind die Verkäufer sehr freundlich. Eine bekannte Redewendung in Deutschland lautet nämlich: "Der Kunde ist König."

Verkäuferin: Was darf es denn sein?

Frau Herrmann: Ich möchte bitte 200 Gramm von dem jungen Gouda.

Verkäuferin: Gern. Darf es sonst noch etwas sein?

Frau Herrmann: Ja. Haben Sie auch Frischkäse?

Verkäuferin: Natürlich. Wir haben viele verschiedene Sorten. Dieser hier ist gerade im Angebot.

Frau Herrmann: Gut, dann nehme ich davon 100 Gramm.

Verkäuferin: Haben Sie noch einen Wunsch?

Frau Herrmann: Nein danke. Das ist alles.

DIE PREISE

In Deutschland gibt es unverbindliche Preisempfehlungen. Das heißt, viele Waren kosten überall gleich viel. Offiziell ist aber Handeln erlaubt. In Deutschland sind viele Deutsche aber so ungeschickt, dass sie lieber den regulären Preis bezahlen. Dabei lässt sich Handeln üben

besonders gut am Wochenende. Dann finden in vielen deutschen Städten Flohmarkte statt. Das sind Markte, auf denen die Menschen alte Dinge verkaufen, die sie nicht mehr brauchen: Geschirr, Kleidung, Werkzeug und vieles mehr. Hier kann man tolle Sachen entdecken. Und den Preis herunterhandeln.

Manuel: Guten Tag, was kostet die Gitarre?

Händler: 50 Euro.

Manuel: Oh, das ist zu viel. Kann ich die auch günstiger bekommen? Für 25?

Händler: 25? Guck mal, Kleiner, das ist gute Qualität. 25 sind zu wenig. Aber, well du es bist, 40 Euro.

Manuel: Sehen Sie, hier ist das Holz schon ein bisschen kaputt, und ich bin ein armer Student. Kann ich sie für 30 bekommen?

Händler: 35 Euro und sie gehört dir.

Manuel: Abgemacht.

REKLAMIEREN

Bei teuren Waren ist es wichtig, vor dem Kauf nach der Garantie und den Umtauschmöglichkeiten zu fragen. So kann man sich viel Ärger ersparen. Nach dem Einkauf muss man die Rechnung aufheben. Falls man später merkt, dass das gekaufte Produkt schlecht oder kaputt ist, kann man es zurückgeben oder umtauschen

Sandra: Guten Tag, ich habe mir vor zwei Tagen diese Bluse gekauft, und jetzt lösen sich hier die Fäden. Sehen Sie? Kann ich die Bluse zurückgeben?

Verkäuferin: Ja. Ich sehe es. Schade. Möchten Sie die Bluse umtauschen oder soll ich Ihnen einen Gutschein geben?

Sandra: Ehrlich gesagt, überzeugt mich die Qualität überhaupt nicht. Könnte ich auch mein Geld zurückbekommen?

Verkäuferin: Selbstverständlich.

STILLEN EINKAUFEN

Viele Deutsche kaufen auch im Internet ein. Dafür sitzen sie am Computer und bestellen sich Sachen, die ihnen dann mit der Post nach Hause geschickt werden. So sparen sie vielleicht ein bisschen Geld, aber ganz sicher viele Worte.

Einkäufer: Klick.

Computer: Piep.

Zusammengestellt von Elisabeth Kirschke

Therefore, at the first stage of the text work, students are invited to consider the photographs of the article, which are a kind of introduction to the topic and should be interested in their future work. The need to use questions and tasks to immerse students in a foreign language is obvious: *Schauen Sie diese Fotografien an.*

- *Schauen Sie die Unterschrift an.*
- *In Welchen Abteilungen waren diese Fotografien gemacht?*
- *Welche Abteilung wollten Sie am meisten besuchen?*

Students are also encouraged to predict the topic of the lesson: *Wie denken Sie, worüber die Rede im Text gehen wird?* The teacher asks a number of preliminary questions, which focus on the subject of the text and thus facilitates further understanding of its content. In the introductory word, without revealing the content of the text, he briefly discusses its issues, explains the significance of the facts, and characterizes the individuals mentioned in the text.

The following is a work with lexical material. The teacher begins to explain individual words, grammatical models, and word combinations to remove complications of lexical and grammatical character. After discussing new lexical units and grammatical structures, it is necessary to translate the name of the article. It is simple, without the play of words or phraseologisms, so it will only be enough to ask one of the students to translate it: *Übersetzen Sie bitte den Titel!*, after which it starts reading, translating the article and listening to the dialogues. At this time it is advisable to work on the most common words and mature phrases commonly found in nonfiction texts. This contributes to the formation of the student's vocabulary. For example, parse the words highlighted in the text and synonymize them: *aufheben – zurücklegen, für später behalten; einlösen – etw. bekomme; entdecken – finden..*

In the second stage, after reading the text, students briefly recite its contents in German. This develops not only speech but also memory. For this purpose, it is recommended to use a scheme within which a logical reading of an article can be carried out:

1. Der Titel des Artikels....
2. Der Artikel ist vom deutschen Journalisten ... geschrieben.
3. Der Artikel betrachtet viele Abteilungen
4. Der Artikel besteht aus ... Teile.
5. Meiner Meinung nach sind die interessantesten Punkte im Artikel...

After the text is translated, students are offered a number of vocabulary exercises, namely:

1. Besprecht in Gruppen, was ihr wo (Im Supermarkt, auf dem Markt, im Internet etc.) einkauft und warum /warum nicht.

Beispiel: Ich kaufe Bücher im Internet, weil es billiger ist.

2. Lesen Sie nun den ganzen Text noch einmal über das Einkaufen in Deutschland und sucht die Erklärungen für die folgende Begriffe:

- Selbstbedienungsgeschäft
- persönlich bedienen
- unverbindliche Preisempfehlung
- den Preis herunterhandeln
- Umtauschmöglichkeit

3. Ersetzen die fett gedruckten Wörter durch die Wörter aus dem Text.

1). Für die Punkte auf einer Payback-Karte kann man nachher Prämien **bekommen**.
2). Um eine Ware später austauschen zu können, soll man die Rechnung **nicht wegwerfen**.

3). Ich habe diese Tasche gekauft, weil sie an dem Tag **besonders günstig** war.

4). Auch in einem Supermarkt kann der Kunde versuchen, den Preis **zu senken**.

5). Im Unterschied zu meinem Bruder bin ich im Handeln eher **talentlos**.

After grammar exercises, students are encouraged to work with the dialogues they listened to and played after reading the article:

1. Hören Sie fünf Dialoge und markieren, wo die Szene spielen.

- Im Supermarkt vor den Regalen – Dialog ___
- Auf dem Flohmarkt – Dialog ___
- In der Kleidungsabteilung – Dialog ___
- Im Supermarkt an der Theke – Dialog ___
- Im Supermarkt an der Kasse – Dialog ___

2. Hören Sie diese Dialoge noch einmal und beantworten die Fragen.

- Dialog 1 – Was sucht der Herr?
- Dialog 2 – Wie viel bezahlt der Herr?
- Dialog 3 – Was sucht die Frau?
- Dialog 4. Was bezahlt der Mann für die Gitarre?
- Dialog 5. Welche Ware hat die Dame zurückgebracht?

3. Arbeiten Sie am Dialog 1 in drei Schritte.

Schritt 1. Bringen dir folgende Sprachfunktionen in die richtige Reihenfolge:

- sich bedanken
- eine Präzisionsfrage
- sagen, wo die Ware stehen
- nach der Ware fragen
- die Angabe präzisieren

Schritt 2. Suchen Sie im Dialog 1 Redemittel zu jeder Sprachfunktion.

Beispiel: Nach der Ware fragen – Entschuldigung Sie bitte. Wissen Sie, wo ich Essig finde?

Schritt 3. Spielen Sie die Szene ohne Text. Variieren Sie die Waren.

Beispiel: Wissen Sie, wo ich Öl finde?

Similar tasks can be suggested for other dialogs. Working in pairs creates the effect of novelty in communication, increases communicative motivation, develops a sequence of statements in students and solves complex problems based on an analysis of circumstances and relevant information.

The third stage is the final stage and allows you to check how effectively the main target installation is done when working with newspaper material. At this point, you can ask students to complete creative tasks, such as:

1. Sie haben einen Artikel über das Einkaufen in Deutschland gelesen. Schreiben Sie einen kurzen Text über das Einkaufen in Ihrem Land. Schreiben fünf Sätzen zu jedem Punkt.

- Welche Einkaufsmöglichkeiten gibt es in Ihrem Land?
- Wo kaufen Sie die meistens Menschen ein?
- Welche Einkaufsmöglichkeiten ziehst du vor? Warum?
- Welche Einkaufsmöglichkeiten gefallen die nicht? Warum?

Thus, the use of periodicals for educational purposes enhances students' motivation to learn German and improves their grammar and vocabulary. In addition, newspaper articles contain certain clichés, persistent lexical phrases that help in constructing complex sentences. Newspaper articles are not only familiar with the culture, stereotypes of behavior, processes that take place in society, they are used as materials to work on the development of communication skills and the formation of speech competence.

Newspaper and magazine texts contribute not only to form journalistic competence but also to enable the young person to navigate freely in different language and speech situations. Conducting debates, controversies, discussions and various forms that may differ substantially in terms of substance, acquiring certain journalistic content [14, p.226].

It is in the discussion that thinking, and speaking are most effectively formed, contradictions are revealed during the discussion, arguments and counter arguments are put forward, the logic of experience, the positions of the project participants are developed.

Students need to be able to form their own opinions, make counterarguments to opponents, support discussion, concise compromise. Here are some examples of support statements that students can use to produce monologue and dialogue:

Ich bin sicher/ einverstanden ... Ich behaupte/denke/stimme der Meinung zu ... Erstens, ... zweitens... drittens Und außerdem ... Außerdem ... Also ... Zusammenfassend

Overcoming these shortcomings largely depends on the preparatory exercises. Creative exercises excite the students' interest in their own speech, the speech of others, the skills of correct behavior during communication, the ability to use speech etiquette, the right to express opinions [1, p.48]. Exercises are offered in such a sequence that difficulties gradually increase. Exercises are performed first orally, then in writing. The specificity of the exercises is determined by the content of the training material and corresponds to the main aspects of the foreign language program in a professional direction. Here are some examples:

- to express your profession in several ways:
 - a) to speak at a meeting with entrants.
 - b) for television appearances.
 - c) to speak at a scientific conference, using professional terminology and adhering to basic requirements for the culture of broadcasting.
- to write a work-reflection on a socio-political theme, to write theses, a detailed and differentiated plan.
- edit texts.
- expand a coherent statement
- continue text while maintaining style and copyright.

Note that the non-fiction text is a pledge of a high culture of non-fiction broadcasting, which can be achieved under the condition of implementing a systematic approach to developing sustainable skills, applying a system of special exercises and tasks (lexical, grammatical, stylistic, situational) that belong to the above-mentioned texts., for the media. It is also important to take into account problematic situations in order to identify students' individual opportunities to establish contacts on journalistic topics (dialogue, discussion), to saturate the educational activity of student youth with interesting innovative forms and methods of work.

The cultivation of the culture of speech, in particular the education and formation of such a component as the culture of journalistic speech, is closely linked to the spiritual development of the individual. This is achieved by the general culture of the individual broadcasting of native speakers [13, p. 117-118]. Therefore, fostering a culture of non-fiction broadcasting is a national affair, though it is the greatest concern of educators, the media, and anyone who is fluent in the language and can set an example for other speakers. The culture of journalistic speech is achieved not only by the study of verbal-intonational means of speech, by the observance of literary norms and current etiquette, but also by the cultural thinking of the feelings, the speech behavior of commune edges, but also implies a careful attitude towards the purity of the language and its natural beauty. It is undeniable that carriers of high general culture will never allow themselves to clog up the broadcast; mother tongue culture is an important indicator of a person's overall culture.

The formation of a culture of journalistic broadcasting is an important educational task, an integral part in the education of the speech personality. For journalistic broadcasting, apart from the most essential features, such as correctness - incorrectness, normativity - non-

normativity, such as: written or said logically - illogical, not entirely logical, highly logical, true - inaccurate, appropriate - inappropriate, expressive - indistinct, versatile - varied, figurative or ordinary. In all cases, such qualities as correctness, logicity, purity, wealth, expressiveness, appropriateness, ethics, aesthetics, and speech skills are also obligatory signs of a culture of journalistic broadcasting [10, p. 215].

In the journalistic education of students, the most important thing is to comply with such a requirement as an organic combination of program material when studying any topic with those tasks that are oriented to the formation of certain knowledge and skills in the culture of journalistic speech. Namely, the process of forming his speech consists of such basic components as: combating speech negligence in communication, avoiding typical speech disorders in the speech stereotypes of the professional field; modeling speech situations that will arise in future activities; forming the skills of perception, reproduction, and creation of texts; mastering vocabulary and the terminology of imparting reference skills to students.

The formation of the foundations of speech and journalistic culture among students is outstanding in the work of the teacher. Educational tasks and forms of work, oriented on the formation of students of culture of publicist speech, should become a significant part of the classroom [3, p. 178]. It is no secret that today a certain proportion of young people are not free to express an opinion, to build a monologue on professional issues, to find their place in the polylogy department, to discuss, to be able to defend their view, to know the rules of conducting discussions of its form. It follows that the formation of a culture of journalistic broadcasting is also characterized by the development of the ability to communicate.

The specificity of communication is its regularity, that is, subordination to the established rules and restrictions, which are determined by the type of business communication, form, and degree of formality, specific purpose and tasks, as well as national cultural traditions and standards of behavior. At the same time, the culture of behavior in business communication of a high-level specialist is manifested in the fact that he has a professional qualification, but also a speech culture, a style of language that is characteristic for communication in the circle of business people, and can be guided, in the intricacies of communication in the official-business sphere at different levels [5, p. 146].

The modern approach to language learning is defined as the basic functions of the language itself - to serve as the most important means of communication and cognition, and to the satisfaction of the society itself - to form a comprehensively developed and socially active personality, which is characterized by a true culture of communication under various conditions of speech, speech and language tolerate, defend their views on different life situations, prove, express and reasonably express their opinions, while respecting linguistic norms and rights and speech behavior, that is, to have a culture of journalistic speech.

Conclusion. The culture of journalistic broadcasting is not only a study of verbal-intonational means of language, adherence to literary norms and current etiquette, but also cultural broadcasting, a culture of feelings and speech behavior of communicators. Due to journalism, public opinion is formed, live response is elicited, and communes respond to the most relevant or important public events. Writing is one of the spheres of mass and socially oriented sphere of communication.

To sum up, the culture of journalistic broadcasting through the lens of newspaper and journalistic journalism should be regarded as an integrative personality-activity formation, the formation of which enhances the humanistic, creative sense-seeking level of any speech

situation. The high level of culture of non-fiction broadcasting is ensured by the formation of personal activity characteristics of speakers, based on personal and professional experience. At the same time, language skills, skills and communicative competence of speakers play an important role in this.

References:

- Borysenko A.O.** (2012) English language program for professional communication. Kyiv: Lenvit. 119p.
- Galskova N.D.** (2000) Modern methods of teaching foreign languages. Moscow: ARCTI. 165p.
- Grushevitskaya T.G.** (2012) Fundamentals of male cultural communication. uch.dlya university. Moscow: UNITG-DANA. 352 p.
- Kalinin L.V.** (2000) Professional and methodical training of foreign language teachers in educational institutions / Kyiv: Ped. opinion. 112 p.
- Koval A.P.** (1974) Culture of business communication. Kyiv: Higher School. 224p.
- Lviv M.R.** (2002) Rhetoric. Speech culture. Moscow: Academy. 272 p.
- Minkova O.F., Nadolskaya Y.A.** (2017) Journalistic text and language nomination. / Scientific notes of the National University "Ostroh Academy". Series. Philological. №67. Pp.207-209.
- Nikolaeva S.Y., Sherstyuk O.M.** (2001) Modern approaches to teaching foreign languages. / Foreign languages. № 1. pp. 50–57.
- Peshkova Yu.V.** (2009) Features of work with journalistic texts in foreign language classes in the student audience./Almanac of modern science and education. № 2 (21). Part 2. Pp. 110-112.
- Ratsevich-Vinnitsky J.** (2008) Etiquette and culture of communication. Kyiv: Znannia, KOO. 274 p.
- Rogova G.V., Manuelian J.I.** (1973) Methods of working on the text in the senior classes of high school / Foreign languages in school. № 5. S. 28-41.
- Cherednichenko G.A.** (2011) Methods of work with periodicals in the process of learning a foreign language in non-language universities / Spring KhNU - Teaching languages in higher education at the present stage. Cross-curricular links. Scientific research. Experience. Search. Kharkiv. № 18. pp. 283–291.
- Yatsimirska M.** (2004) Culture of professional language of journalists. Lviv: PASI. 232 p.
- Bär J.A.** (2002) Darf man als Sprachwissenschaftler die Sprache pflegen wollen? – Anmerkungen zu Theorie und Praxis der Arbeit mit der Sprache, an der Sprache, für die Sprache /In Zeitschrift für germanistische Linguistik. №30. P. 225-251.
- Markwski A.** (2005) Kultura języka /Nowy słownik poprawnej polszczyzny. Warszawa: Wydawnictwo Naukowe PWN. P.15-16.
- Vitamin de.** Journal für junge Deutschlerner. (2013). № 58. – Herbst. – P. 14-15.