looking at this situation in the context of swearing and the use of slang, it is seen that the control mechanism of RTÜK only responds to negative situations during the broadcast with a warning and fines after the broadcast. By making the technical equipment (broadcast delay) compulsory for the inspection mechanism to cover the moment of broadcast, productions including negative examples such as slang and swearing can be intervened immediately.

Internet, which is one of the fastest and most comprehensive communication tools of our age, also lacks an audit process in proportion to its speed and scope. Internet, which is under the responsibility of BTK in our country, is one of the most difficult channels to control. In this sense, much undesirable content can be easily accessed. The use of swearing and slang is quite common, especially on social media platforms. Slang and swearing in the language here threaten the communication and language skills of young people. A control mechanism should be established for this situation. It may take weeks or even months for audits to be made only ex officio and upon complaints, blocking or removing unwanted content. The fact that internet service providers leave the control of secure internet service (SIS) and the users to their initiative, causes the common users, especially children, and young people, to be negatively affected by such content. To prevent this situation, it would be appropriate for service providers to restrict access to unwanted content by filtering, without hindering freedom of communication. For individuals who want full access in special cases, a reasoned request may be requested.

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The experience of using case method for forming students' readiness to professional communication

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Аннотация

В статье рассматривается проблема формирования готовности обучающихся вуза к эффективной профессиональной коммуникации, которая является важной составляющей коммуникативной подготовки студентов. Представлен опыт использования кейс метода для решения этой проблемы.

Ключевые слова: готовность, навыки XXI века, профессиональная коммуникация, кейс-метод.

Abstract

The article deals with the problem of forming the readiness of university students for effective professional communication, which is an important component of their communicative training. The experience of using the case method to solve this problem is presented.

Key words: readiness, skills of the XXI century, professional communication, case method.

The ability to effectively communicate and interact in various professional situations is one of the key skills of a modern person. It involves the ability to listen, speak, persuade, work with all sorts of information, coordinate with the actions of partners, negotiate, work in a team and others. Communication skills are acquiring particular importance at the present time, when many types of activities are being transformed in connection with the expansion of remote forms of work. The researchers note that in response to the growth of digitalization and the transition of a significant part of communication to the virtual environment, the need for human contact, in interaction with another person, increases [3, p.58-59]. However, as the analysis of many educational establishments practice shows, the process of transformation of methods, technologies and content of traditional disciplines, the introduction of practical forms of work aimed at developing "XXI century skills" is extremely slow.

Discussing the communicative training of university students, we note that insufficient attention is paid to the formation of their readiness for effective professional communication. It is the readiness that contributes to the successful performance of their duties, the correct use of knowledge, experience, the preservation of self-control and helps to change when unforeseen obstacles appear, allows you to anticipate the expected result based on the found ratio of requirements of professional activity and personal characteristics.

As A.P. Agarkov notes, the state of readiness does not entail an automatic transfer of the qualities and competencies formed during the training period to a new situation [1, p. 36]. Sharing the scientist's ideas, we note that the readiness to resolve a variety of communication situations is not only the mastery of certain communicative skills and qualities by future specialists. Also, the practice of different communicative situations solutions are needed, knowledge of factors (external and internal) that can cause such situations; the formation of skills to regulate their behavior and emotional and neuropsychic state. Very important components of a student's readiness, from our point of view, are his reflexive culture and self-efficacy, manifested in his subjective attitude to the communication being carried out, self-confidence, motivation for quality interaction, his appeal to his internal resources and presupposing the possibility of choosing appropriate situations communication strategies and tactics [5].

The main method that contributes to the enrichment of communicative experience and the formation of future specialists' readiness for effective professional communication, in our opinion, is the case method, which involves the consideration and solution of students of real situations arising in professional activities. This method does not imply the use of ready-made knowledge and their simple reproduction. The teacher's task is to motivate students to independently assimilate information in the process of active cognitive activity. The case method assumes a model of the considered situation; multi-alternative outcome of events; the presence of controlled emotional stress. The teacher, organizing the work on analyzing the situation, poses questions to the students that allow them to identify the features of the problem, its origins, cause-and-effect relationships, to form the ability to consider the problem from different sides, points of view and in different aspects. In turn, the solutions offered by the students are evaluated according to the degree of efficiency, according to the degree of risk and validity of the decision, according to the used resources [4]. At the same time, in the course of solving various professional communicative situations, reflection of one's own communicative actions and capabilities, awareness of communicative self-efficacy, and, as a consequence, the formation of readiness for professional communication occurs. It should be noted that an important component of using this method is the organization of group work, which requires interaction with other participants, the ability to listen to different points of view and approaches, to argue their own position, to convince, to take into account the characteristics of communication partners.

We preliminarily prepared situations and tasks, to the development of which employees of EMERCOME were involved. They were asked to describe a real situation from their professional activities and reflect on what in their actions, behavior, emotional state

contributed to the effective (ineffective) solution of the communicative task; suggest possible scenarios for the unfolding of events in this situation; give recommendations to students so that they can effectively interact in such a situation. These situations were presented to students. First of all, they had to analyze the possible causes of the emerging problematic communicative situation, and then assess their readiness for it. The students answered the following questions: 1. How do you think this situation can be difficult for you in real practical work? 2. What difficulties you might have encountered while communicating with these people? 3. What emotional states do you experience when you imagine yourself in a similar situation? 4. What do you think your communicative actions can influence the outcome of this situation? 5. How do you assess your readiness for such situations? 6. Are you confident in your communicative skills to cope with these situations?

Pic.1 – The results of questioning students at the first stage of training (in %).

The greatest difficulties for the respondents were caused by the second and fourth questions. Almost no one was able to formulate communication tactics, specific phrases or gestures that they could use in these situations for effective communication. Therefore, we paid special attention to the discussion of possible communication tactics.

Then the students were asked to act out the communicative situation. One of the research tasks at this stage was to study the ability of students to offer a variety of behavioral tactics in a specific situation. In order to complicate the experiment, the roles were played by students from different groups, between whom strong interpersonal ties were not established. After that, the students analyzed their own communicative behavior, answering the same questions as in the previous stage of our experiment. Further, there was a detailed group analysis of the communicative situation, the communicative actions of the participants, the reasons for the effectiveness or ineffectiveness of communication, the difficulties encountered, the possible reasons for the behavior of people in such situations. At the end of the discussion, students were offered a real solution to a specific communicative problem situation, described by an employee, based on the experience of their professional activities. As a result, the number of the students indicated that it was difficult for them to build communication, increased by 12%. Among the main emotions experienced by the students were named: fear (30%), confidence and calmness (30%), fun (10%), could not determine (30%). The answers to the fourth shows that the respondents were already more attentive to the choice of words, phrases, gestures and facial expressions, in many cases they could name

communicative tactics that allowed them to effectively carry out communication. The students also noted that the sixth question became more meaningful for them, prompting them to think about their communicative behavior. Thus, the comparative analysis of the answers, carried out after two stages of our experiment, showed that the students have not quite clear ideas about their capabilities, do not always adequately assess the level of their own readiness to solve various communicative situations in professional activity. At the same time, the vast majority of the respondents noted that this work was very useful for them, allowed them to take a fresh look at their capabilities and limitations, and expanded their communicative experience.

In conclusion, we note that the solution and discussion of communicative situations encourages students to analyze, makes it possible to "try on" various social roles in the framework of professional interaction, to interpret the actions of communicants. By participating in this form of work, future specialists can rethink the stereotypes of their own behavior, expand the repertoire of their communicative actions in various professional situations, and therefore build confidence in the successful resolution of such situations in the future. Thus, there is an increase in the level of communicative self-efficacy of students and, consequently, their readiness for professional communication.

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