

**COMMUNICATIVE PROFICIENCY OF ECONOMICS STUDENTS AS A
COMPONENT OF ENTREPRENEURIAL COMPETENCE**

**КОМУНІКАТИВНА МАЙСТЕРНІСТЬ СТУДЕНТІВ-ЕКОНОМІСТІВ ЯК
СКЛАДНИК ПІДПРИЄМНИЦЬКОЇ КОМПЕТЕНТНОСТІ**

Abstract. The study focuses on one of the central problems of modern professional education, particularly in the field of economics, namely the development of communicative proficiency as a mandatory component of entrepreneurial competence. The theoretical and practical issues have been analyzed, the development and mastery of which will increase the level of communicative competence of future economists.

Keywords: professional education, entrepreneurial competence, communicative proficiency.

Анотація. У дослідженні зосереджено увагу на одній із центральних проблем сучасної професійної освіти, зокрема економічної, – формуванні комунікативної майстерності як обов'язкового складника підприємницької компетентності. Проаналізовано теоретичні й практичні питання, опрацювання і засвоєння яких підвищить рівень комунікативної компетентності майбутніх економістів.

Ключові слова: професійна освіта, підприємницька компетентність, комунікативна майстерність.

The formation of entrepreneurial competence, initiative, creativity, and motivation among young people to generate new ideas and bring them to life, in order to improve their own well-being and the development of society, is currently one of the key tasks of higher education institutions, in particular economic ones. The development of entrepreneurial skills during student years is a key factor in the formation of competitive professionals who can successfully adapt to modern economic challenges. Given the rapid changes in the modern labour market, entrepreneurial skills such as creativity, flexibility, adaptability, and strategic vision will facilitate easier adaptation to new conditions and will become the foundation of graduates' professional careers and make them more prepared for the challenges of the modern business environment [1, p. 588].

Fluency in the state language is a key tool for the formation of entrepreneurial competence. Without the appropriate linguistic knowledge, a future career cannot succeed. Correct pronunciation, fluent and effortless use of language, avoidance of vulgarisms, parasitic words, unnecessary foreign words, emphasis on key ideas, phonetic expressiveness, intonational diversity, clear diction, measured speech pace, proper use of logical stress and psychological pauses, consistency between content and tone, between words, gestures and facial expressions, are essential elements of the language culture of a modern professional. Mastery of language ensures effective communication, professional correspondence, argumentation of a position and presentation of one's own projects, and therefore increases the competitiveness of a specialist in

the labour market. This makes the declared topic relevant.

The purpose of this scientific research is to study the communicative proficiency of future economists as a component of entrepreneurial competence.

The formation of professional language skills in the state language at Kyiv National Economic University named after Vadym Hetman takes place directly during the study of academic disciplines of the philological cycle, in particular the discipline "Language Culture of Modern Business Communication." This process consists of key components such as acquiring professional vocabulary and terminology in the field of economics; working with dictionaries and reference materials; simulating communicative situations that may occur in future professional activities; eliminating linguistic inaccuracies in communication; and avoiding typical violations of standard language norms in speech stereotypes of the professional field. It is within the educational environment that future professionals gain primary experience in public speaking, leading discussions, arguing their own opinions, and seeking consensus.

The first stage is the formation of accentological competence, as deviations from contemporary accentuation norms are observed in the speech of modern students, which are associated with a low level of knowledge. Here it is appropriate to present tasks that involve identifying the stress in words and verifying it using a dictionary, for example: асиметрія, центнер, фаховий, маркетинг, квартал, каталог, оптовий, феномен, відсотковий, ринковий, зубожіння, сільськогосподарський, зобов'язання, народногосподарський, etc.

The next stage is the formation of terminological competence. During practical classes on the study of professional terminology, it is appropriate to use various teaching methods and techniques: non-productive methods (explanations, performing exercises of the reproductive type) to determine the content of the definition of the analyzed term and examine its linguistic characteristics; productive methods (analyzing and comparing language phenomena, practice exercises, research and problem-based tasks), which primarily involve selecting synonyms, antonyms, etc.; and establishing the genesis of the term, its structural model, etc. The main thing when mastering the conceptual and terminological apparatus of a specialty is to perform specially prepared exercises and compile a professional dictionary.

In all practical classes, it is advisable to use didactic materials composed with the inclusion of terminological vocabulary. Students perform various types of work aimed at mastering economic terms: they extract them from dictionaries, determine their origin, lexical meaning, and scope of use, learn to write and pronounce them correctly, and apply them in appropriate contexts. In this regard, it is important to consider polysemy, synonymy, antonymy, homonymy, and paronymy in professional speech.

It is advisable to begin with a common phenomenon in economic terminology – synonymy. The teacher should find out in the student audience which of the two terms known in the Ukrainian language should be preferred: облігаторний or обов'язковий, суплетивний or додатковий, дескриптивний or описовий, пауперизація or зубожіння, гомогенний or однорідний, елімінувати or усувати, варіабельний or мінливий, стратифікація or розподілення, etc. The teacher should explain to students how to approach borrowed terms, in particular unmotivated Anglicisms, for example, екаунтант instead of бухгалтер, кейс instead of справа, партисипатор instead of учасник, etc. It should be noted that multiculturalism has both positive and negative aspects, and the unmotivated use of Anglo-Americanisms has led not only to the emergence of an Anglo-Ukrainian hybrid language but also to a heightened need to protect national identity and strengthen linguistic stability. According to I. Farion, "multiculturalism is a path to the loss of national identity, because a nation that dissolves in something foreign ceases to be itself" [2, p. 8].

When working with specialized texts, it is important to pay attention to the functioning of paronyms in business and professional language, where using a paronym instead of the correct term is unacceptable, as this can lead to misunderstanding or even distortion of information, for example: консигнант – консигнатор, індосат – індосант, жират – жирант, брокераж – брокеридж, банк – банко, декваліфікація – дискваліфікація, виконавський – виконавчий, авторитетний – авторитарний, etc.

Compiling small professional vocabularies (50–70 terms with definitions) should help students consolidate the acquired knowledge in practice. In this way, students simultaneously become familiar with terminology and develop skills in using lexicographic sources.

Therefore, communicative skills form a fundamental basis for professional success in the context of modern society and a dynamic labour market. They include the ability not only to express thoughts clearly and understandably, but also to engage in dialogue, listen attentively, interpret information accurately, and provide appropriate feedback. In the modern educational and professional environment, effective communication is a necessary condition for the implementation of set tasks, the achievement of common goals, and the improvement of the effectiveness of the team or individual specialist [3, p. 305]. Communicative competence becomes one of the key factors in the formation of entrepreneurial competence among future economists.

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