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## Formation of communicative culture of future service sector specialists: theoretical analysis and practical perspectives

**Abstract.** This article highlights the importance of studying the communicative culture of future service sector specialists from theoretical and practical perspectives. The main objective of the work was to analyze and summarize the essence of communicative culture in the context of professional development of future professionals, which ensures their social activity and contributes to the formation of positive communicative skills and qualities. Analytical and comparative methods of studying communicative culture are used in the article, as well as an analysis of modern approaches to forming communicative competence in future service professionals. It is emphasized that the development of the communicative culture of future service professionals is inextricably linked to their professional and personal growth, which is manifested in a creative approach to mastering the techniques and methods of effective communication. It is noted that at the same time, communication culture plays an important role in shaping the social activity of a specialist, determines the norms of behavior and teaches to use appropriate means of communication. It is proved that thanks to the knowledge and ability to use the adaptive capabilities of communication culture, specialists can successfully establish communication with colleagues and clients, as well as build their careers. Additionally, the article includes an analysis of the professional qualities that a tourism professional should possess. The research results demonstrated that studying communicative culture has great potential for improving the quality of service and increasing professional competence. The practical significance of the work lies in the possibility of using its results in the service sector of foreign language professional training of future service professionals to improve communicative skills and increase the efficiency of communication in professional activities

**Keywords:** professional activity; motivation; modeling; verbal and non-verbal means of communication; communicative culture; communication tools

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## INTRODUCTION

The significance of this research lies in addressing contemporary social demands for prospective service sector specialists who possess advanced language proficiency. Consequently, there is a need for the revitalization of higher education processes and the identification of pedagogical conditions that can enhance the successful development of future service sector professionals' aptitude for dialogue communication in their professional endeavors. This, in turn, is expected to elevate the standards of professional language education, meeting the evolving requirements of the field.

Globalization and the integration of Ukraine, along with global organizations and the European community, play a crucial role in the swift amplification of the significance of quality education for the continued advancement of society. In line with this, there is a pressing need for intensive reforms. Addressing this challenge involves enhancing the quality of the process in preparing future specialists, necessitating the effective implementation of a competence-based approach (Hritchenko *et al.*, 2023). The effectiveness of preparing future specialists in the service sector is closely linked to the contemporary content of education. This involves not only acquiring a set of competencies but also ensuring continuous improvement through the refinement of mechanisms and their practical application in everyday scenarios (Vorstman *et al.*, 2020). In the context of modern education, it is essential to provide a comprehensive orientation for students to grasp a system of competencies. This goes beyond theoretical knowledge and emphasizes the practical aspects of applying these competencies in real-world situations. The curriculum should be designed to facilitate hands-on learning experiences that align with the demands of the service sector. Furthermore, ensuring permanent updating is crucial for staying relevant in a rapidly evolving professional landscape. This involves ongoing improvements in the mechanisms of education delivery, incorporating the latest industry trends, and adapting teaching methodologies to meet the dynamic needs of the service sector (Ushakov *et al.*, 2021).

To enhance the quality of professional preparation, fostering an environment that encourages active engagement, critical thinking, and practical application of acquired competencies is imperative. It goes beyond traditional teaching methods, incorporating interactive learning, case studies, and collaborative projects to simulate real-world service scenarios. In conclusion, the quality of preparing future specialists in the service sector is intricately tied to a forward-looking and dynamic approach to education (Melnychuk *et al.*, 2019). This approach should prioritize practical application, continuous improvement, and adaptability to ensure that graduates are well-equipped to navigate the challenges of the ever-changing service industry. In the Common European framework of reference: learning, teaching and assessment (n.d.), Common European principles for teacher competences and qualification (n.d.) and other public documents state that communication

with diverse populations, accessible and well-promoted opportunities for learning European languages, including relevant subject vocabulary, should be integrated into both initial teacher education and in-service teacher development initiatives (Bruges Communiqué on Enhanced European Cooperation in Vocational Education and Training for the period 2011-2020 years n.d.). Ukraine actively pursues alignment with the European higher education space through the Bologna Process. However, to fully achieve this goal, developing students' professional language skills remains a crucial area for development (Burak, 2020a).

In the pursuit of aligning with the European dimension of higher education through the implementation of Bologna Declaration measures, Ukraine recognizes the need for continued efforts to address specific challenges associated with the objectives of the Bologna Process. Among these challenges, the development of learners' professional language competence stands out as a crucial aspect that requires comprehensive attention and strategic solutions (Ashwin, 2022). Expanding on this point, it is evident that fostering professional language competence goes beyond mere language proficiency. It involves cultivating a nuanced understanding of language within the context of specific academic disciplines and professional fields. This not only includes linguistic aspects but also extends to grasping the industry-specific terminology, communication norms, and contextual nuances that define effective professional communication.

To effectively address this challenge, educational institutions and policymakers should consider implementing innovative pedagogical approaches. Integrating real-world applications, industry-relevant case studies, and interactive learning methodologies can significantly contribute to enhancing learners' language skills in a professional context (Smolentseva, 2023). Moreover, partnerships between academia and industry can provide valuable insights into the practical language requirements of various professions, ensuring that educational programs align with the evolving needs of the job market. Furthermore, investing in language learning resources, modern technology, and creating an immersive language-learning environment can contribute to a more dynamic and effective learning experience (Goloborodko *et al.*, 2020). This could include language labs, online resources, and collaborative projects that simulate real-world scenarios, allowing students to apply their language skills in practical situations. While Ukraine commits to the European dimension of higher education, the ongoing focus should be on developing learners' professional language competence. This requires a multifaceted approach that encompasses linguistic proficiency, industry-specific understanding, and practical application, ensuring that graduates are well-prepared for the linguistic demands of their chosen professions in the European higher education landscape (Bruges communiqué on enhanced European..., n.d.)

The cornerstone of future service professionals' success lies in their ability to navigate the intricacies of

professional communication culture. This culture establishes a framework for goal-oriented communication and fosters seamless interaction between these professionals and their clients as they navigate diverse tasks within their field (Khomenko *et al.*, 2021). Mastering the art of dialogue communication is critical across a broad spectrum of professions, including those in psychology, education, and science. Its versatility and profound impact make it essential to cultivate this skill as part of professional development, particularly the fundamental ability of engaging in effective dialogue. This communication form is driven by the necessity to address communicative challenges arising in professional interaction. Successfully navigating these challenges ultimately aids future service professionals in fulfilling their core professional tasks. Professional self-fulfillment should be viewed as a never-ending journey of learning and development. This includes continuously honing your skills and striving for excellence in your professional field.

The purpose of the study is to examine the communicative culture of future service sector specialists and its impact on their professional development, aiming to enhance their social activity and improve their communicative skills. The objectives of the study include analyzing the essence of communicative culture, exploring its role in professional and personal growth, examining its influence on social activity and behavior norms, and assessing its practical implications for career advancement and successful communication. In order to achieve a high level of objectivity and completeness of the analysis, a comprehensive methodological approach was applied, covering a wide range of research methods. The initial stage was an in-depth study of the relevant literature in key disciplines such as sociology, psychology, pedagogy and methodology, which allowed us to form the theoretical basis of the study. For this purpose, the analytical method was used, which included a critical review of scientific sources, articles, monographs and other publications related to the subject of the study. Further, in order to systematise the knowledge gained and identify key trends in the use of modern technologies in the selected areas, the method of generalisation was applied. This method made it possible to identify effective practices and approaches, as well as to identify potential opportunities and challenges arising in the context of the introduction of new technologies. An important part of the research was the logical and structural analysis, which was carried out to establish links and dependencies between the various elements of the research topic. This included the development of logical models, diagrams that reflected the structure of the phenomenon under study, and helped to identify internal and external factors that influence the process of using technology in education, social sphere and other contexts under study.

#### ***Development of communication culture and professional skills in the service sector***

The communicative culture of service sector specialists is intricately structured, comprising four essential components:

person-reflexive, epistemological-cognitive, operational-technological, and professional-adaptive. Each of these components plays a vital role in shaping the communicative abilities of specialists within the service sector. These components undergo a personality-oriented transformation during the course of studying in the specialty. The emphasis shifts towards the individual learner, addressing their unique needs and cultivating a communicative skill set that aligns with the demands of the service sector. This person-oriented approach ensures that specialists are not only well-versed in theoretical aspects but are also equipped with practical and context-specific communication abilities. The training approach goes beyond theoretical knowledge; it is designed to solve real-world problems encountered by service sector specialists. Whether it's addressing customer concerns, collaborating with team members, or utilizing technology effectively, the training curriculum focuses on developing competencies that directly contribute to problem-solving in professional settings (Lee & Moon, 2020). The structure of communicative culture for service sector specialists is dynamic, evolving, and tailored to the individual. The person-oriented focus during vocational training ensures that specialists not only grasp theoretical concepts but also acquire the practical skills necessary for success in the ever-changing service industry.

The current status of the formation of communicative culture among service sector specialists at vocational establishment falls short of meeting the societal demands for skilled workers in the service sector. There is a pressing need for the development of a comprehensive system for cultivating communicative culture among service sector specialists, accompanied by the implementation of a set of measures aimed at enhancing this crucial aspect of vocational training. To address this challenge, it is imperative to reevaluate and revise the existing curriculum to incorporate more effective communicative training methodologies (Pankiv *et al.*, 2023). This may involve integrating practical scenarios and real-life simulations into the training process, allowing students to apply their communication skills in authentic service situations. Moreover, fostering partnerships between vocational schools and businesses in the service sector can contribute to a more tailored and industry-relevant approach to communicative culture development (Elliott, 2020). Collaborative initiatives, such as internships, workshops, and guest lectures by industry professionals, can provide students with practical insights and hands-on experience, bridging the gap between theoretical knowledge and real-world application. Additionally, the integration of modern communication technologies and tools into the educational process can enhance the proficiency of service sector specialists. Training programs that incorporate digital communication platforms, customer relationship management systems, and other relevant technologies can better prepare students for the dynamic and technology-driven nature of contemporary service industries (Kovalenko, 2019). The enhancement of communicative culture among service sector specialists requires a

multifaceted approach that includes curriculum redesign, industry collaboration, practical training, and the integration of modern technologies. By addressing these aspects, vocational schools can better fulfill the evolving needs of the service sector and produce graduates who are adept communicators in their professional roles (Ibrahim, 2021).

Communicative culture, in the context of this research, refers to the proficiency and effectiveness with which individuals within the service sector can engage in meaningful and productive communication. This extends beyond mere linguistic competence to encompass the ability to navigate diverse communication scenarios, understand contextual nuances, and engage in collaborative problem-solving. The pedagogical conditions integral to the cultivation of communicative culture involve creating an educational environment that prioritizes interactive learning, practical applications, and real-world simulations (Plakhotnik *et al.*, 2022). Incorporating role-playing exercises, case studies, and industry-specific projects can provide students with the hands-on experience needed to develop their communicative skills in a professional context. Moreover, the role of educators in modeling effective communication, providing constructive feedback, and facilitating discussions that mimic professional interactions is crucial. Collaborations with industry experts and exposure to real-world communication challenges can further enhance the students' preparedness for the complexities of service sector professions (Baez *et al.*, 2020.) Elucidating the concept of communicative culture and emphasizing the pedagogical conditions for its development among future service sector professionals is pivotal. This involves not only refining linguistic skills but also instilling the ability to communicate effectively, adapt to diverse contexts, and collaborate seamlessly in their respective professional spheres. Such an approach ensures that graduates are well-equipped to excel in the dynamic and communication-intensive service sector.

Grasping the idea of educational prerequisites is essential for shaping a learning atmosphere that encourages the growth of communicative skills among aspiring professionals in the service industry. By conducting a theoretical examination of this matter, a framework of educational conditions can be developed in universities and colleges to aid in the career advancement of these experts. This system encompasses the integration of contemporary educational technologies, such as interactive, informational, project-based, and problem-oriented approaches, into the training process for future service sector specialists (Ye *et al.*, 2023). The utilization of diverse teaching methods, acknowledgment of students' academic achievements, and educators' readiness to implement competency-focused, student-oriented approaches are integral components of this system. Comprehensive motivation of students' educational activities is paramount, especially in the study of specialized and elective disciplines. This involves creating an environment that fosters enthusiasm for learning and encourages active student engagement. Moreover, teachers are pivotal in evaluating the progression of psychological

components of professional skill in their students. During their academic pursuits in higher education, instructors play an active role in nurturing the key professional attributes in upcoming specialists in the service sector. This is achieved through educational activities tailored to the individuality of each future specialist and the cultivation of specific personal and professional qualities pertinent to the field of tourism. In essence, the pedagogical conditions outlined above are pivotal in shaping a well-rounded and competent cohort of future service sector specialists. They not only focus on the academic aspect but also emphasize the importance of psychological development and the cultivation of qualities relevant to the dynamic and multifaceted field of service (Povidaychyk *et al.*, 2020).

From a psychological standpoint, a condition is defined as a set of phenomena from the external or internal environment that likely impact the development of a specific mental phenomenon, mediated by the activities of an individual or a group of people (Berezovska & Rusyn, 2019). When considering the readiness of future tourism managers, it is crucial to take into account the unique characteristics of the tourism industry. The first unique thing about how service sector specialists develop is that students can choose their specific area of expertise (definitive self-determination). A key feature of the professional development process for future service specialists is understanding their chosen field's professional profile. This profile functions as a symbolic blueprint, delineating the expected norms and requirements (including both psychological characteristics and essential skills) for individuals within that specific profession. These qualities might encompass leadership, efficiency, independence, self-confidence, stress resistance, responsibility, tolerance, reflexivity, and active engagement in the tourism business. Additionally, awareness of one's own achievements and motivation are integral aspects. In essence, the professional journey of future tourism managers involves not only acquiring knowledge and skills but also embracing a set of psychological attributes vital for success in the dynamic field of tourism. This holistic approach ensures that future professionals are well-equipped to navigate the multifaceted challenges and demands of the tourism industry (Kim *et al.*, 2022).

The second distinctive feature in the professional development of service sector professionals involves acquiring the specialized knowledge and skills essential for professional success in tourism. This encompasses mastering techniques such as public speaking, conducting telephone conversations (especially in client interactions), and developing personal efficiency. Within this framework, personal efficacy refers to the mastery of self-presentation methods, handling oneself under pressure, adept time organization, mastering communication methods, and the skill to counter manipulative behaviors, persuasive skills, mastery of the language of business communication, and proficiency in using IT technologies (Sa, 2023a), among other relevant competencies. In a broader context, these acquired skills not only contribute to the professional growth of service

sector professionals in the tourism industry but also enhance their overall adaptability and readiness to address the diverse challenges posed by their roles. This multifaceted skill set positions them to excel in various aspects of their professional journey within the dynamic and evolving field of tourism (Bahno *et al.*, 2021).

The third distinctive aspect in the professional development of service sector professionals involves students' acquisition of professional knowledge. This encompasses foundational knowledge in psychology, including social and cognitive psychology, as well as personality psychology. Additionally, students delve into the basics of sales techniques and gain insights into the characteristics of the tourism business. This includes understanding the presentation of tourism products, recognizing patterns in the development of tourism businesses, and acquiring foreign language skills. Moreover, students explore the legal and economic aspects relevant to the tourism business, contributing to a well-rounded and comprehensive understanding of the field (Absatova *et al.*, 2021). This diversified knowledge base not only equips service sector professionals with a solid foundation in psychological principles and sales techniques but also ensures they possess the essential insights into the intricacies of the tourism industry. As a result, they are better prepared to navigate the multifaceted challenges and responsibilities inherent in their roles, fostering a holistic approach to their professional development within the dynamic realm of tourism.

The authors A. Chagovets *et al.* (2020) establish, through a theoretical exploration of the examined issue, a set of educational prerequisites for the professional growth of upcoming specialists in the service sector within higher education settings, which encompasses:

- integration of modern educational technologies (interactive, informational, project-based, problem-solving, etc.) within the learning process. Implementation of contemporary teaching methods aligned with competence and student-centered approaches. Effective assessment of student learning outcomes to gauge their academic achievements. Evaluation of teachers' preparedness to effectively utilize competence and student-centered methods;

- implementing comprehensive strategies to ignite and sustain student motivation in both specialized and elective disciplines within their studies;

- in higher education, it's crucial for instructors to take into account the present developmental stage of future service professionals in terms of the psychological components of their professional expertise. This entails nurturing key professional traits that are pertinent to the service industry. Such a tailored approach, known as personality-oriented educational activity, is designed to develop both the unique personal qualities and the particular skills required for careers in service-oriented fields.

Expanding on the research by O.V. Kovalenko *et al.* (2021), this study explores the educational prerequisites that are both necessary and sufficient for future tourism managers to thoroughly and effectively learn professional

dialogue communication. The goal is to pinpoint a range of both external and internal elements that aid in developing their preparedness to participate in such dialogues.

#### ***Approach to the development of dialogue communication and linguistic personality in the education of future service professionals***

This study has identified key educational factors crucial for cultivating dialogue communication readiness in future service professionals. These factors emphasize specific elements, with a primary focus on fostering a strong learning motivation in these students to actively engage in the acquisition of dialogue communication skills. It is essential that students perceive the significance and relevance of this educational process, thereby fostering their enthusiasm and internal readiness to delve into communication skills (Hofmeister & Pilz, 2020). Integration of various activities plays a pivotal role, encompassing speech-related exercises, communicative tasks, and specific training relevant to the tourism sector. This multifaceted approach ensures a comprehensive understanding of the diverse aspects of dialogic communication, preparing future specialists for the intricacies of real-world scenarios (Sabatovska *et al.*, 2019). Furthermore, modeling authentic professional communicative situations within the educational framework is essential. This involves replicating genuine scenarios that future service sector professionals might encounter, providing them with practical experience and preparing them for the challenges of effective communication in their future roles. Creating a conducive educational environment is equally crucial for nurturing the linguistic personality of future tourism managers. This environment should encourage linguistic development, facilitate open communication, and promote a culture of effective dialogue. Such an atmosphere contributes significantly to the holistic development of communication skills required in the dynamic and diverse service sector (Rabiah, 2020).

The core condition underscored involves nurturing the enthusiasm of aspiring professionals in the service sector to engage deeply with the study of dialogic communication. In the realm of professional advancement, motivation emerges as the key driving force, propelled by the internal tensions between evolving demands and the paths open for their realization. This motivation comprehensively affects the individual, influencing different dimensions like their focus, behavior, emotional responses, personality, and competencies. Essentially, motivation serves as the impetus behind an individual's behavior and plays a pervasive role in shaping their professional trajectory. In the realm of service sector specialists, motivation becomes a dynamic force influencing their approach to studying dialogic communication (Kachmarchyk *et al.*, 2019). The evolving needs of the service sector, coupled with the opportunities for skill development, create a dynamic interplay that propels individuals toward a deeper understanding of effective communication. This motivation becomes the catalyst for their engagement with dialogic communication, instilling

a sense of purpose and commitment to honing these essential skills. Moreover, recognizing the diverse components through which motivation operates underscores its significance in influencing not only the cognitive aspects of learning but also emotional and behavioral dimensions. This holistic approach to motivation ensures that future service sector specialists not only acquire theoretical knowledge but also internalize and apply effective communication skills in real-world contexts (Burak, 2020b).

In summary, motivation stands as a pivotal force shaping the journey of future service sector specialists into the realm of dialogic communication. Understanding its multifaceted impact provides educators and professionals with insights into cultivating a learning environment that nurtures not only knowledge acquisition but also the practical application of communication skills within the service sector landscape. The development of motivation is a complex process influenced by both external and internal factors. External conditions, such as the content of training, teaching methodologies, logistical aspects, and the psychological climate within a group, play a significant role. These external factors shape the overall learning environment and contribute to the motivation of individuals. Internally, motivation is influenced by an individual's readiness for activity, their ability to engage in different types of interactions and communication with others, and their active participation in various activities and communication channels. Additionally, the immediacy of individual qualities further contributes to the internal conditions that shape motivation (Telychko & Zavydovska, 2020).

The significance of these internal and external factors cannot be overstated. Readiness for activity implies a proactive approach and willingness to participate actively in the learning process. Effective interaction and communication skills are crucial in fostering a positive learning environment, and the immediacy of individual qualities emphasizes the unique contributions of each learner. Furthermore, the role of educators in creating a supportive and encouraging atmosphere cannot be overlooked. Teachers, through their teaching methods and the psychological climate they establish, can have a profound impact on students' motivation. The interplay between external and internal conditions, along with the active role of educators, shapes the formation of motivation in the learning process. The collaborative efforts of both educators and learners contribute to a motivational environment that enhances the overall educational experience. To foster the interest of prospective experts in studying dialogic communication, several factors have been taken into consideration. These factors encompass the appeal and freshness of the educational materials, the instructor's personality, and the methodical techniques employed. Additionally, we've addressed students' recognition of the practical relevance of subject knowledge and effective study methods (Khmelnyska *et al.*, 2021). The teacher plays a crucial role in shaping the motivation of future specialists in the service sector, as motivation does not emerge randomly, and its effective support reflects the

teacher's active engagement and skills. It's vital to identify resources that capture the attention of future professionals and enable them to utilize the knowledge in professional and daily interactions, encompassing communication strategies, tactics, and methods of non-verbal communication. The choice of instructional content was directed by an approach focused on the needs of the professionals. Fostering the future motivation of service sector specialists involves employing methods such as business games and project-based learning. These approaches enhance cognitive interest, facilitate diverse forms of interaction, apply knowledge in practical scenarios, promote collaboration, demonstrate mutual respect, encourage tolerance, and emphasize attentive listening to others' opinions.

In summary, motivation emerges as a critical component in both educational dynamics and the cultivation of dialogic communication capabilities. The pursuit of communicative activities satisfies an individual's fundamental need for interaction, targeting the achievement of successful communication within professional contexts. Furthermore, the second key condition identified entails merging diverse forms of activities for prospective tourism managers, incorporating training in speech and communicative skills, along with knowledge in the field of tourism. This amalgamation indicates a cohesive fusion of activities, including verbal expression and learning processes, as well as proficiency in communication and tourism insights. These activities complement, reinforce, and interweave with one another, thereby creating the conducive conditions for fostering a readiness for engaging in dialogue communication. A speech training activity involves the creation of simulated, artificial situations designed to prepare students for real and natural communication. This is often referred to as "role-playing" or "simulated communication". Its purpose is to serve as a "bridge" between educational and authentic communication, fostering the ability to articulate messages and encouraging independent speech activity. Implementing speech training activities within learning and communicative contexts proves to be an effective means of developing reasoning skills and competencies (Sá, 2023b).

Communication transcends mere information sharing by being a purpose-driven process that entails interactive exchanges of information, notably through feedback. This essential human behavior is crucial for starting and growing interpersonal connections. As pointed out by I.V. Gluzman *et al.* (2021), the effectiveness of future service professionals is significantly dependent on their ability to communicate. These communication skills include the capacity to engage effectively with others, informed by one's educational experiences and characterized by humanistic attributes such as friendliness, openness, discretion, empathy, and the ability to mediate. Furthermore, the communication competencies of coordinators are vital for ensuring effective interaction within the service industry. In the tourism sector, the essence of tourism activity is defined as the delivery of services to users engaging with tourism products, aiming to fulfill the objectives of professional

tourism management. Embedding this activity into the educational curriculum involves several strategies. Firstly, students are introduced to the specialized terminology prevalent in the tourism industry. Secondly, educational simulations are employed to replicate the challenges and situations tourism managers frequently encounter. Lastly, educational sessions are conducted within environments designed to mirror the operational context of a real-world tourism enterprise. The amalgamation of speech and learning activities, communication, and tourism necessitates the application of insights from linguistic and professional domains, particularly in tourism. This integration ensures effective communicative skills among professionals (Radojevic *et al.*, 2019). Consequently, students' verbal proficiency is enhanced by incorporating knowledge from the field of tourism, fostering the development of communication skills tailored for dialogic exchanges. Another essential factor in cultivating the preparedness for dialogic communication in prospective tourism managers involves the emulation of authentic professional communicative scenarios within the educational framework (Woodring & Feeney, 2023).

The essential characteristics of communicative situations in professional communication encompass the following aspects:

- artificially creating situations that closely resemble the real dynamics of professional communication;
- establishing role positions for communication participants, fostering tolerant relationships, and cultivating a positive group atmosphere;
- incorporating professionally oriented content (tourism) into communication activities;
- adhering to speech etiquette and communication manners appropriate to the given communicative situation (Ogui, 2019).

The goal of simulating professional communicative scenarios is twofold: to enhance the comprehension of future tourism managers regarding the pivotal importance of dialogue communication in their career progression; to furnish them with the vital competencies required for the proficient performance of their professional responsibilities. The fourth key aspect involves the creation of a favorable educational environment that will stimulate the development of the language personality of future tourism managers. The environment plays a pivotal role in shaping an individual's personality, as it influences perception, responses, interactions, and contacts (Steblyuk, 2020). By establishing a favorable educational environment, the effective professional development of linguistic personality traits in future experts can be facilitated. The educational framework establishes a series of conditions conducive to the advancement of an expert's linguistic capabilities and professional identity. This development ensures both personal and professional growth, fostering the ability to make subjective choices and adopt essential values and priorities. A linguistic personality is an individual who speaks their native language, has a deep understanding of linguistics,

excellent communication skills, and is committed to enhancing the elegance and progress of their own speech. The linguistic identity of a tourism professional is characterized by a commitment to linguistic standards, mastery of language culture, and the acquisition of professional and communicative competencies essential for successful interaction within their professional realm. It also involves the capacity to navigate communicative difficulties in professional scenarios that are intricate and uncertain. Thus, communicative culture is one of the key characteristics of future service sector professionals that they must acquire during their education in higher educational institutions. The work of professionals in this field is carried out through communicative activities, where communicative culture plays an important role. The study of communicative culture takes into account philosophical, cultural, psychological, and pedagogical aspects, which allows for the identification of various methodological approaches to its formation (Ferrada & Del Pino, 2020). The current state of communicative culture formation among service sector specialists in vocational schools does not fully meet society's demands for skilled workers in this sector. This necessitates the development of a system to enhance communicative culture formation, including the implementation of measures to improve this aspect of vocational training (Forsdberg *et al.*, 2019).

Perspective, key elements constituting a conducive educational environment involve maintaining a positive psychological atmosphere, promoting mutual interaction, fostering collaborative efforts between teachers and students, providing pedagogical support, cultivating a friendly rapport among all participants in the pedagogical process, and integrating modern educational technologies into pedagogical methods and problem-based learning (Ugurluay & Kirikkaleli, 2022). Nurturing the linguistic personality of a tourism manager thrives in an educational environment that fosters active student engagement through communication. This participation can encompass cooperative dialogues about current challenges in the tourism industry, presentations on tourism services, executing interviews, and engaging in discussions and meetings with seasoned professionals. Such dynamic engagement develops the communicative persona of a tourism expert, distinguished by compliance with linguistic standards, command of the cultural aspects of language, and proficient communication skills tailored to their professional tasks. It also involves the capability to handle complex and unforeseen communicative obstacles in professional settings.

This comprehensive analysis highlights the paramount importance of developing communication culture and skills among service professionals, especially in the tourism industry, and emphasises the need to integrate a multifaceted approach to learning. It emphasises the need to integrate a multifaceted educational approach that covers not only the theoretical foundations of communication but also practical application in the real world. By focusing on individualised learning strategies, fostering a motivational

environment and implementing advanced technological tools, the framework aims to empower future professionals to effectively navigate and succeed in dynamic, service-oriented fields. The ultimate goal is for these individuals to be not only proficient in the technical aspects of their work, but also to excel in interpersonal communication, problem solving and adaptability, thereby making a significant contribution to service quality and customer satisfaction. Through a combination of educational innovation, strategic industry partnerships and a focus on holistic personal development, this approach aims to meet the changing needs of the service industry and prepare a new generation of professionals who are ready to succeed in their careers.

## CONCLUSIONS

As a result of the study, it becomes clear that communication culture is one of the key characteristics that future service professionals should master while studying at higher education institutions. The work of professionals in this field is carried out through communication actions, where communication culture plays a significant role. The study of communicative culture takes into account philosophical, cultural, psychological and pedagogical aspects, which allows us to identify various methodological approaches to its formation. The structure of communication culture for professionals in this field includes several components aimed at developing competent specialists. When studying in professional educational institutions, these components

are focused on solving problems that arise in the process of education and upbringing. The current state of formation of communication culture among service sector specialists in vocational schools does not fully meet the social requirements for qualified workers in this field.

This necessitates the development of a system for enhancing the formation of communication culture, including the implementation of measures to improve this aspect of professional training. On the basis of methodological approaches and taking into account the identified patterns and specific principles, the authors outline the pedagogical conditions for the formation of communication culture among service professionals. The analysis of their implementation, using the factor-quality qualimetry of educational institutions, indicates that the effectiveness of this process in pilot vocational schools mainly depends on content and technological factors. Communicative culture, which is cultivated by professional and self-development of future service professionals, is characterised by their creative mastery of appropriate communicative actions. The authors see the prospects for further research in the characteristics of the components of personal professionalism of future service professionals.

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## CONFLICT OF INTEREST

None.

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## Формування комунікативної культури майбутніх фахівців сфери обслуговування: теоретичний аналіз та практичні перспективи

**Анотація.** Стаття висвітлює важливість вивчення комунікативної культури майбутніх фахівців сфери обслуговування із теоретичного та практичного поглядів. Основною метою роботи був аналіз та узагальнення сутності комунікативної культури в контексті професійного розвитку майбутніх фахівців сфери обслуговування, що забезпечує їхню соціальну активність і сприяє формуванню позитивних комунікативних умінь і якостей. У статті використано аналітичні та порівняльні методи дослідження комунікативної культури, а також здійснено аналіз сучасних підходів до формування комунікативної компетентності у майбутніх фахівців обслуговування. Підкреслено, що розвиток комунікативної культури майбутніх фахівців сфери обслуговування нерозривно пов'язаний з їх професійним та особистісним зростанням, що проявляється у творчому підході до оволодіння прийомами і способами ефективного спілкування. Зазначено, що водночас комунікативна культура відіграє важливу роль у формуванні соціальної активності фахівця, визначає норми поведінки та вчить користуватися відповідними засобами спілкування. Доведено, що завдяки знанням і вмінню використовувати адаптивні можливості комунікативної культури фахівці можуть успішно налагоджувати комунікацію з колегами та клієнтами, а також будувати свою кар'єру. Додатково, у статті проведено аналіз професійних якостей, якими повинен володіти фахівець у сфері обслуговування. Результати дослідження продемонстрували, що вивчення комунікативної культури має великий потенціал для покращення якості обслуговування та підвищення професійної компетентності. Практичне значення роботи полягає у можливості використання її результатів в системі іншомовної професійної підготовки майбутніх фахівців сфери обслуговування з метою покращення комунікативних навичок і підвищення ефективності спілкування в професійній діяльності

**Ключові слова:** професійна діяльність; мотивація; моделювання; вербальні та невербальні засоби спілкування; комунікативна культура; засоби спілкування