

LINGUISTICAL DIDACTIC PRINCIPLES OF FORMING SPEECH ETIQUETTE OF FUTURE SPECIALISTS IN THE SERVICE FIELD

ЛІНГВОДИДАКТИЧНІ ЗАСАДИ ФОРМУВАННЯ МОВЛЕННЕВОГО ЕТИКЕТУ МАЙБУТНІХ ФАХІВЦІВ СФЕРИ ОБСЛУГОВУВАННЯ

The article is devoted to the study of linguodidactic principles of forming speech etiquette among future service industry professionals. The main focus is on revealing the essence of the concept of speech etiquette for future specialists in the service sector. It is noted that the issue of developing speech etiquette in service workers – where mastering the norms of etiquette communication is an essential component of their future professional activity – requires further scientific and pedagogical research. The article examines scholarly approaches to defining the concepts of language etiquette and speech etiquette. An analysis of the academic literature shows that researchers are attentive to the issue of language/speech etiquette, while also offering various interpretations and explanations of this phenomenon. Language etiquette is defined as a system of conventional forms of communication established by society for verbal interaction between interlocutors and their mutual relations in formal and informal settings. In turn, speech etiquette refers to verbal formulas and non-verbal means that, in specific situations, ensure entry into verbal interaction and maintain communication within a certain tone. It is established that tolerant striving for mutual understanding should become the foundation of etiquette-based speech communication for service professionals. Emphasis is placed on the importance of communicating to students the relevance of constant self-development, personal improvement, self-monitoring of speech, and the pursuit of creative growth. The goal of education is not only the acquisition of basic professional knowledge but also the development of communicative skills and abilities, the ability to think non-standardly, and the preparation of professionals capable of solving complex problems creatively in their future careers. It is proven that a future service industry specialist must possess a sufficient level of communicative skills, be knowledgeable about the rules of speech behavior, and master the tactics and strategies of verbal communication in accordance with etiquette norms.

Key words: language etiquette, speech etiquette, verbal communication, future specialists, service industry.

Стаття присвячена дослідженню лінгводидактичних засад формування мовленнє-

вого етикету майбутніх фахівців сфери обслуговування. Основна увага зосереджується на розкритті сутності поняття мовленнєвого етикету майбутніх фахівців сфери обслуговування. Зазначено, що проблема формування мовленнєвого етикету працівників сфери обслуговування, для яких володіння етикетними нормами спілкування є обов'язковим компонентом їх майбутньої фахової діяльності, потребує подальшого науково-педагогічного дослідження. Розглянуто підходи науковців до визначення сутності понять «мовний етикет» та «мовленнєвий етикет». Аналіз наукової літератури свідчить про увагу науковців до проблеми мовного/мовленнєвого етикету та, одночасно, різні тлумачення і пояснення цього феномена. Визначено, що мовний етикет це система усталених форм спілкування, визначена суспільством для мовленнєвого контакту співрозмовників, взаємних відносин в офіційній і неофіційній обстановці. Зазначено, що «мовленнєвий етикет» – це словесні формули і невербальні засоби, які забезпечують в певній ситуації входження у мовленнєвий контакт, підтримку спілкування у визначеній тональності. Встановлено, що основою мовленнєвого етикетного спілкування фахівців сфери обслуговування має стати толерантне прагнення до взаєморозуміння. Акцентовано на тому, що студентів необхідно донести тезу про доцільність постійного саморозвитку, особистісного самовдосконалення, самоконтролю за власним мовленням, прагнення до творчого зростання. Метою навчання є не лише засвоєння сукупності базових фахових знань, а й системи комунікативних умінь і навичок, умінь нестандартно мислити, професіонала, здатного творчо вирішувати складні питання у майбутній професійній діяльності. Доведено, що майбутній фахівець сфери обслуговування повинен мати достатній рівень комунікативних навичок, знати правила мовленнєвої поведінки, володіти тактикою й стратегією мовленнєвого спілкування з дотриманням етикетних норм.

Ключові слова: мовний етикет, мовленнєвий етикет, мовленнєве спілкування, майбутні фахівці, сфера обслуговування.

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Problem Statement. In today's context of globalization and the integration of Ukrainian higher education into the European educational space, there is a demand for highly qualified professionals—especially those who are competent and able to convincingly present their ideas and work. With the advent of the Internet and the increasing volume of professional information, the issue of speech behavior ethics for service professionals (communication, discussion, persuasion, argumentation, etc.) has become increasingly pressing.

Modern society demands fundamentally new educational content and objectives: only high-quality

student education will ensure their competitiveness in the current labor market. The modernization of the educational process in higher education institutions in Ukraine is directly related to the formation of professional competencies in future specialists, particularly those in the service industry.

The trend of implementing a competency-based approach in the educational process is built upon solving a number of tasks faced by modern professionals. Success in professional activity depends not only on didactic components—knowledge, skills, and abilities—but also on the development of the individual and their key competencies. The level of speech

culture and etiquette-based communication among current service professionals does not fully meet the demands of modern education and society. Therefore, the current educational process needs to be adjusted in light of this issue so that its proper organization contributes to the successful and effective development of etiquette-based speech in service professionals and to the cultivation of overall speech culture.

Analysis of Recent Research and Publications.

This problem is gaining relevance in contemporary scientific and methodological research. Studies by Z. Bakum, O. Goroshkina, L. Mamchur, L. Matsko, N. Ostapenko, M. Pentyliuk, T. Symonenko, and L. Struganets are devoted to the development of language and communicative competence in students. The development of Ukrainian professional speech skills in students has been researched by I. Drozdova, S. Karaman, O. Kovtun, O. Kopus, O. Miroshnychenko, M. Pliushch, O. Pomietun, and others.

More general issues of verbal communication are explored in the works of M. Vashulenko, L. Varzatska, N. Vasylykivska, S. Doroshenko, S. Dubovyk, N. Lazarenko, O. Lobchuk, O. Melnychayko, and others. Speech etiquette as a linguistic category has been studied by N. Babych, F. Batsevych, M. Bilous, N. Pliushch, M. Stelmakhovych. Research on etiquette and communication culture has been conducted by Dale Carnegie, O. Kuzmych, Ya. Radievych-Vynnytskyi, I. Synytsia, Jiri Toman, and others.

Identification of Previously Unresolved Aspects of the General Problem. Despite the significant number of studies devoted to the training of service industry professionals, the issue of forming speech etiquette among future service workers—where adherence to communication etiquette is a crucial component of their professional activity—still requires further scientific and pedagogical exploration.

Purpose of the Article. To theoretically substantiate and analyze the linguodidactic foundations of forming speech etiquette, to characterize the concept of *speech etiquette of future service industry professionals*, and to outline a system for its development.

The research employed the following methods: – Theoretical methods (analysis and synthesis, generalization, and systematization of information from scientific sources) to determine the extent to which this issue has been explored in pedagogical theory and practice; – Empirical methods (interviews, surveys, observation, and analysis of pedagogical experience) to reveal the specifics of developing communication etiquette among future service professionals.

Main Findings. The modernization of the educational process in higher education institutions in our country is closely connected with the development of professional competencies among future specialists, particularly those working in the service sector.

A study and analysis of academic sources revealed the existence of various approaches to

understanding the concept of speech etiquette, forming the basis for identifying its main aspects: social and moral-aesthetic (T. Hannichenko, O. Kuzmych, O. Semynoh, K. Zhurba); and linguistic (N. Babych, A. Bohush, F. Batsevych, N. Pliushch, K. Ponomariova, Yu. Rudenko, M. Stelmakhovych).

Speech etiquette plays a special role in the process of verbal communication. To understand the essence of the concept speech etiquette, we must first define language etiquette. Scholars use the terms language etiquette and speech etiquette interchangeably. Ya. Radievych-Vynnytskyi defines language etiquette as “a set of polite verbal forms accepted within a specific circle of people, society, or country” [5, p. 12].

M. Stelmakhovych interprets language etiquette as “established norms of speaker behavior and rules of politeness in communication” [263, p. 34]. He sees it as a functional subsystem of language with its own set of signs (words, stereotypical phrases) and grammar (rules for combining these signs), i.e., a repertoire of expressive means. The author emphasizes that Ukrainian speech etiquette is passed down from generation to generation as a model of proper speech behavior. Its characteristics include politeness, tolerance, rejection of rudeness, and the recognition of the individual as the highest value [7, p. 20].

Researchers define speech etiquette as: – “the use of language etiquette in specific acts of communication” [4, p. 8]; – “a system of conventional communication forms determined by society for speech contact between interlocutors in both formal and informal contexts” [6]; – “choosing the appropriate expression for a specific situation and partner, a system of stable expressions used to establish and maintain contact” [2]; – “nationally specific rules of verbal behavior realized through stable formulas and expressions recommended for use in various polite interactions – such as greetings, introductions, addressing a person, expressing gratitude, farewells, etc.” [1].

A service industry specialist must communicate with many people throughout the day for various reasons. Speech etiquette consists of expressions (speech formulas) used to address others respectfully, showing politeness and tact.

According to Yu. Rudenko, “Speech etiquette is a system of stable communication formulas defined by society to establish verbal contact between interlocutors and maintain communication in the desired tone with respect to their social roles and mutual relations in formal and informal circumstances” [6, p. 89]. He emphasizes the functions of speech etiquette: communicative, contact-establishing, connotative; as well as regulatory, directive, attention-grabbing, and expressive of attitudes and emotions toward the interlocutor and the context.

Thus, speech etiquette is a coherent microsystem of nationally specific verbal units accepted and used to establish interpersonal contact and maintain

interaction in a suitable tone, in accordance with etiquette norms.

Theoretical and experimental research and personal observations confirm that attitudes toward one's future profession are among the psychological prerequisites for forming professional interest in future specialists.

T. Hannichenko claims that professional interest is reflected in students' desire to deepen their knowledge of their chosen profession, in their responsible approach to acquiring professional skills, and in their psychological and practical readiness to work in their chosen field [3].

Professional interest is the individual's orientation toward mastering their chosen profession due to their awareness of its social and personal importance and emotional appeal. Through this professional interest, future service industry specialists learn the fixed formulas of communication (standards, clichés, templates) accepted in professional circles to establish and maintain contact in the appropriate tone.

A synthesis of ideas by leading linguists, psychologists, and educators (F. Batsevyich, A. Koval, V. Kononenko, N. Pliushch, M. Stelmakhovich, V. Sukhomlynskyi, and others) on the integrative nature of speech etiquette—as a means of communication, a unity of language and thinking, consciousness, emotions, and activity—served as the scientific basis for identifying speech etiquette as a psychological-pedagogical phenomenon and for defining the concept of speech etiquette of future service industry professionals.

We understand speech etiquette of future service industry professionals not only as a set of commonly used verbal and non-verbal politeness tools that should be naturally used in interpersonal interaction, but also as the degree of their moral motivation to practice etiquette-based verbal behavior, their understanding of the significance of etiquette norms and

rules, and their willingness and ability to apply them in various communicative situations.

Conclusions. Thus, speech etiquette is viewed as a communicative system—a system of signs and gestures used by people to establish contact in professional interactions. The study of linguodidactic foundations of forming speech etiquette provides grounds to conclude that speech etiquette is the entry into verbal contact within a specific group and context, through verbal formulas and non-verbal means that ensure communication is maintained in a defined tone.

Prospects for Further Research. Future research should explore the didactic potential of using information and communication technologies in the process of developing speech etiquette in future service industry professionals.

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