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DEVELOPMENT OF THE FUTURE MANAGERS' DEONTOLOGICAL CULTURE IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

The article deals with the role of deontological culture in the process of teaching a foreign language at a technical university as a factor of future managers' formation. The article makes an analysis of domestic and foreign scientific literature devoted to the problems of deontological culture and professional ethics. The author gives her own notion to the concepts of «future managers' deontological culture» and «future managers' professional ethics». When choosing a method of teaching the foreign (English) language for specific purposes, aimed at the deontological culture development, a communicative approach was chosen. In the process of deontological culture development much attention is paid to business games and role-plays. The aim of these games is to model future managers' professional situations that are related to the development of business communication ethics, behaviour and communication culture. In the process of games we develop the skills of trusting and empathetic communication, the ability to listen to future colleagues and clients. Much attention is paid to working with professionally-oriented texts. In the process of development of future managers' logical and critical thinking, their personal and professional qualities we use such methods as: case method, project method, brainstorming, vocabulary replenishment, microphone. The author believes that these methods of deontological culture development in the process of teaching a foreign language will contribute to: improvement of students' personal qualities, competences development, formation of behavioural skills in managers' professional activity according to norms and rules of deontological culture. Further study becomes the problem of future managers' business writing skills development as a prerequisite for becoming professionals.

Key words: deontological culture; ethical culture; foreign language; formation; future managers; future managers' formation.

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Introduction. Nowadays one of the requirements for modern professionals is a foreign language knowledge as a means of communication. According to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, the main aim of a foreign language teaching is mastering the language as a way of intercultural communication, development of skills to use a foreign language as a tool in the dialogue of cultures and civilizations in the modern world (Strasbourg, 2001). The communicative competence background are communicative skills, which are formed on the basis of speech knowledge and skills, socio-cultural and sociolinguistic knowledge, skills. In our opinion, the deontological culture development in the process of teaching the foreign language becomes an urgent question.

In the scientific achievements of domestic and foreign scientists one can find researches devoted to issues of deontological culture: R.-S. Balica, O. Braktova, T. Galkina, N. Nikitina, V. Sizikova, D. Chemodonova,

V. Grebennikova, Ye. Hida, S. Hlyestova, I. Kaminska, A. Matviichuk, I. Starovoit and others. Specialists' professional ethics are regarded in the studies of I. Bostan, C. Costuleanu, E. Horomnea, M. Costuleanu, C. L. Donoho, M. J. Polonsky, S. Roberts, D. A. Cohen, E. Kaynak, N. Delener, O. Lapuzina, R. J. Major, B. Menguc, V. B. Nunes & L. L. de Souza, D. Probuska, N. Y. M. Siu, K. C. J. Lam, A. A. Vásquez-Párraga & A. Kara. The issues of a specialist's professional development, professional orientation and development are considered in the researches of S. Alaghmand, F. Mozaffar, S. B. Hosseini, B. S. Sedghpour, S. Amelina, H. Yavorska. Teaching foreign languages peculiarities at non-linguistic universities was investigated by A. Bagateeva, Yu. Ryseieva, A. Vasylieva, R. Haraieva, N. Bulharu, C. G. Gökhan Cansiz, L. Moroz, A. Dubrova, V. Trofimchuk, S. Muntian.

Despite the large number of scientific achievements on issues of deontological culture, specialists' professional qualities and professional ethics the deontological culture influence on a future specialist's personality formation in the process of teaching a foreign language

at a technical university has not been determined before.

The aim of the article is to determine the role of deontological culture in the process of teaching a foreign language at a technical university as a factor of future managers' formation.

According to the aim of the article the **tasks** were defined: to analyse the research problem in scientific and pedagogical literature; to give own notion to the concepts «future managers' deontological culture» and «future managers' professional ethics»; to propose methods and approaches of future managers' deontological culture development during foreign language tutorials.

Methods. To realize the assigned tasks, the following methods were used: theoretical – scientific literature analysis of the research problem, documents analysis of the higher educational institution (the foreign (English) language curriculums); empirical – questionnaire, interviewing, observation, the lecturer's own experience with the purpose of future managers' deontological culture development at the foreign (English) language tutorials.

The influence of deontological culture on future specialists' formation. Deontology is usually interpreted as the ethics of duty. The basis for this distinction is the various means of declaring one's position in the form of imperatives expressing obligation or prohibition, and as assessment that imply approval or condemnation. Deontology denies the need to consider the motives, goals, and consequences of an act in order to qualify it as moral in general, since the moral specificity of the act is determined not by what it is performed for, but by an impulse, a sense of obligation (Encyclopedia of Modern Ukraine, 2020).

In I. Starovoit's opinion (2012), «deontology is a living ontology, an ontology in action. It is important for it to move its mind towards the future, to the action, to the right and proper. For the latter, the most characteristic is a person's attitude of to the reality... Deontology scientifically substantiates the need for conscious subordination of personal interests to the social needs in a harmonious combination of personal and public, determines the forms of professional morality civic duty, fulfillment in a specific field of public: life and activity» (pp. 310–311).

The deontological culture, as S. Hlyestova (2011) defines, is one of the most important components of a personality's professional culture, and a student's deontological culture is considered as a set of the personality's spiritual and intellectual, emotional-value and professionally ethical qualities that determine the ethical and cultural significance of his/her life (p. 9).

Investigating a medical specialist's deontological culture, L. Pereibida (2008) notes that the deontological culture is a degree of a medical specialist's fulfillment of his/her duties to society; moral and psychological readiness for professional activity; development degree of a personality's motional-volitional sphere and intersocial abilities (p. 10).

Elucidating pedagogical deontology T. Galkina et al. (2015) highlight that contains the system of professionally stipulated normative-ethical (imperative-codex) regulations, restrictions (prohibitions) on interference into another men's inner world and provides the opportunity to impose certain sanctions for their breach (p. 292).

According to A. Matviichuk (2019), «in order to substantiate the position on the actual and special place of the deontological theory in the higher education practice, it is also necessary to pay attention to the fact that proper, normative, imperative are those phenomena that act as a means of constructing a stable social system» (p. 44).

The deontological culture elements, as I. Kaminska (2015) emphasizes, are deontological competence and communicative skills that allow to inspire confidence, empathy, emotionality and emotional identification, personal reflection, and also provide normative behaviour, moral consciousness and responsibility in performing (p. 22).

The deontological norms and relevant codes (the code of honor, the ethical code, the deontological code), highlights scientist Ye. Hida (2009), contain standards that give certain guidelines for practice. Deontological codes are considered as a kind of summary of the behavioral rules within the organization (The Professional Morality Code), which sets standards (moral principles) of behavior (p. 182).

As we can see, the deontological culture is an important part of the professional culture, it influences moral and psychological readiness for professional activity.

We understand future managers' deontological culture as an important component of professional culture, the principles of behavior of staff managers towards colleagues and clients.

The role of professional ethics in future specialists' formation. In our opinion, deontological culture is closely concerned with professional ethics. When considering the ethics and professional ethics of different specialties representatives, scientists came to the following conclusions.

D. Probuca's (2016) notes that «ethical education is not only the youth's intellectual and volitional sphere development. Ethics should also develop their sensitivity, natural capability for empathy, for sensing the physical and mental condition of others as a lack of concern for the emotional dimension of moral life leads to indifference to other people's suffering and to the material and instrumental treatment of others moving on, here, to the social aspect of the teaching of ethics, based on a sense of community with other people» (p. 170).

Ethical formation, as V. Nunes and L. L. de Sousa (2018) mention, is comprehended as the one that accomplishes itself in a planned and organized way and aims the critical thinking about and in the concrete moral action, being possible for all people (p. 714).

Investigating the correlation between social responsibility and ethics N. Delener and E. Kayanak (1995) state that knowledge of consumers' perceptions of ethical behaviour could provide managers with valuable insight for the design and administration of a company's marketing and channel strategies, staff policies and corporate image.

Comparing managers and non-managers' ethical perceptions, including professionals, teachers, sales persons, clerks, technical and plant workers, N. Y. M. Siu and K. C. J. Lam (2009) note that managers tend to possess deontological views that are more ethical than that found in other occupations. The gap between managers and other professionals in perceiving unethical behaviour is narrower compared to that between the former and individuals in other occupations.

Branching the ethics and deontology of R.-S. Balica (2017) states that, «first of all, through ethics, we understand the science that deals with moral principles, representing the set of norms and rules of moral behavior, about the ideology of a class or society, deontology is a behavior of ethics, that has the power to impose, while a deontological code involves a set of strict norms and rules that must be respected by those who practice a particular profession, so doctors, lawyers, journalists carry out their work on the basis of such a code» (p. 81).

R. J. Major (2018) distinguishes virtue ethics from consequentialist and deontological ethics. The scientist identifies two dynamics of exemplarity: on the one hand, collective, normed mimetic processes that facilitate socialization, cultural assimilation, and the transmission of knowledge and skills. On the other hand, individuals are sources of inspiration, appealing to what is best within human beings, encouraging agents to become better associates, better managers, and better people.

According to I. Bostan, C. Costuleanu, E. Horromnea and M. Costuleanu (2011), the expression business ethics focuses every good, equitable, correct and true element that is present in the assembly of institutions, transactions or efforts, generically called businesses.

As O. Bratkova (2017) notes, «professional ethics is first and foremost a specific code of ethics for people of a particular profession. Each profession puts forward appropriate moral requirements to the people who have chosen it, and it creates special moral problems» (p. 89). The scientist highlights the basic moral and ethical norms that promote effective professional interaction and communication, namely: integrity, honesty, objectivity, tolerance, respect, responsibility, etc. (Bratkova, 2017, p. 91).

Studying a future engineer's professional ethics, O. Lapuzina (2006) defines it as an integrated concept that is formed in students, primarily due to mastering the subject content of professional ethics and gaining experience of using the knowledge obtained in the situational learning process (p. 9).

Examining Turkish sales managers' supervisory reactions to potentially ethical and unethical salesperson

behaviours, C. Menguc (1998) states that Turkish managers primarily rely on the inherent rightness of a behaviour with a focus on the individual (i.e., deontological evaluations) in determining whether a salesperson's behaviours ethical or unethical, but the moral worth of a behaviour (i.e., teleological evaluations) also play a role.

A revenue service employee's professional ethics is the defined by A. Boldova (2009) as a complex professional-personal education that reflects the professional activity specifics and consists of a set of ethical qualities of the employee of the state tax service, who regulate their professional tasks and responsibilities. The main professional and ethical qualities are defined: honesty, corporate spirit, integrity, responsibility, honesty, tolerance (p. 7).

The survey conducted by C. L. Donoho, M. J. Polonsky, S. Roberts and D. A. Cohen (2001) among 1,500 students from seven universities in the USA, Canada, the Netherlands, and Australia reflected that tomorrow's managers appeared to use a more deontological approach to making ethical judgements about personal selling. The scientists highlight that, although the model was originally intended to explain management ethical decision making, the investigation represents that it may be possible to generalize as to how individuals make ethical life decisions.

In their investigation A. A. Vásquez-Párraga and A. Kara (1995) state that the perception that people act morally because of a prevailing moral commitment (deontological ethics) has become successful.

Thus, professional ethics is an integral part of future specialists' development.

We understand future managers' professional ethics as the rules and regulations that provide a future manager's the behavior, his/her relationship with executives, colleagues and clients.

The deontological culture development in the process of teaching a foreign language. During our foreign language tutorials at Odessa National Academy of Food Technologies we realize the future managers' deontological culture development through the professionally oriented acquiring the English language. It is well known that the aim of the mastering a foreign language process is teaching communication, which in the teaching foreign languages methodology involves the exchange of information that occurs in the communicative interaction process. This interaction is implemented by using communicatively oriented learning. This approach is related to the understanding, perception and appreciation of other people, and also cognitive processes such as memory, attention, imagination and comprehension.

The provided questionnaire has shown that students know nothing about the deontological culture as a part of their professional activity. When choosing a method of teaching the foreign (English) language for specific purposes, aimed at the deontological culture

development, we chose a communicative approach. It is well-known that such an approach activates communicative processes, stimulates students to express their thoughts, opinions, emotions and feelings, to show non-verbal behavior and to manage it.

During the tutorials we work out typical situations that are inherent in professional communication that would create a motivated need for the foreign (English) language communication and bring the learning process closer to future vocationally-oriented communication.

We have made provisions that students gain knowledge of deontological culture and its components through authentic content of the didactic material (professional texts, audio and video materials) and communicative tasks. Much attention is paid to the teaching of normative speech and standards of conduct in professional activity in the communication process during the foreign (English) language tutorials.

In our opinion, working with texts of professional direction plays an important role in the deontological culture development. We use pre-reading activities, while-reading activities) and post-reading activities in the process of working with texts.

Thus, pre-reading activities are used to motivate students to work with material and to overcome difficulties in understanding professional terms. In the process of while-reading activities students work with the text. Post-reading activities are aimed at understanding the information read. For example, students fill in the gaps, look for the word / word combination in the text according to the explanation, match the word with the translation, answer the questions on the texts.

In the process of working with texts we use such technique as skimming. The students skim the text and try to understand the general information. In order to develop well-bred speech, we set students the task of asking different types of questions on the texts.

We use business games and role plays to develop the future managers' deontological culture. The purpose of these games is to simulate the future managers' professional career, to reproduce situations related to the ethics of business communication, behavior and communicative culture. In the process of games, we develop the skills of trusting and empathetic communication, the ability to listen to future colleagues and clients.

While developing the logical and critical thinking, personal and professional qualities of future managers, we used such methods as: case-method, project method, brainstorming, vocabulary replenishment, microphone.

Thus, the case-method involve a comprehensive analysis of specific situations, discussing them and acquainting students with different approaches to solving problems. The project method is aimed at teaching students to find the information they need. The students create PowerPoint presentations on a specific topic and then make the report, answer to spontaneously asked questions during the discussion. The brainstorming helps to formulate thematically oriented questions that students can ask each other or during group work. The vocabulary replenishment method is necessary to familiarize students with the deontological culture. This method is implemented in the process of working with texts, doing lexical and grammar tasks. The microphone method facilitates the students' monologue speech development. Each student expresses his/her thoughts aloud, then they were discussed. This method minimizes the errors occurrence and helped to make inferences corrected by the lecturer and students.

In our opinion, by using the above – mentioned methods in the process of learning a foreign language, students will not only gain knowledge of deontological culture, but also be able to use them in their future professional activity. We think that these methods of deontological culture development in the process of teaching the foreign language will contribute to: improving students' personal and significant qualities, the professionally important qualities and deontological knowledge development, the skills formation in the managers' professional activity in accordance with the norms and rules and of deontological culture.

Conclusions and prospects for further research. As we can see, the deontological culture development during the foreign language tutorials plays an important role in the future managers' formation. The proposed methods of the deontological culture development will contribute to the formation of communicative skills, empathy, professional and personal qualities improvement of future specialists.

Further study becomes the problem of future managers' business writing skills development as a prerequisite for becoming professionals.

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РОЗВИТОК ДЕОНТОЛОГІЧНОЇ КУЛЬТУРИ МАЙБУТНІХ МЕНЕДЖЕРІВ У ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ

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У статті розглянуто роль деонтологічної культури у процесі викладання іноземної мови у технічному ВНЗ як фактор становлення майбутніх менеджерів. Автором зроблено аналіз вітчизняних та зарубіжних джерел присвячених питанню деонтологічної культури та професійної етики. Деонтологічну культуру майбутніх менеджерів автор розглядає як важливу складову професійної культури, принципи поведінки менеджерів персоналу по відношенню до колег та клієнтів. Під професійною етикою майбутніх менеджерів автор розуміє норми і правила, що регламентують поведінку майбутнього менеджера, його взаємини з керівництвом, колегами та клієнтами. Зазначено, що розвиток деонтологічної культури майбутніх менеджерів в умовах іноземного (англomовного) середовища реалізувався через професійно-спрямоване оволодіння іноземною (англійською) мовою. При виборі методики навчання іноземної мови за професійним спрямуванням, що спрямована на розвиток деонтологічної культури, нами було обрано комунікативний підхід. Ми передбачаємо, що з допомогою автентичного змісту дидактичного матеріалу (фахові тексти, аудіо- та відеоматеріали) і комунікативних завдань студенти отримують знання про деонтологічну культуру та її компоненти. У процесі

розвитку деонтологічної культури велика увага приділяється діловим та рольовим іграм. Метою даних ігор виступає моделювання майбутньої професійної діяльності менеджерів, програвання ситуацій, які пов'язані з опрацюванням етики ділового спілкування, поведінки та комунікативної культури. У процесі ігор ми формуємо навички довірливого та емпатійного спілкування, уміння слухати майбутніх колег та клієнтів. Велика увага приділяється роботі з професійно-орієнтованими текстами. У процесі розвитку логічного та критичного мислення, особистісних та професійних якостей майбутніх менеджерів нами використовуються такі методи як: кейс-метод, метод проєктів, мозковий штурм, поповнення вокабуляру, мікрофон. Доведено, що така методика розвитку деонтологічної культури у процесі вивчення іноземної мови сприятиме: удосконаленню студентами своїх особистісно-значущих якостей, розвитку професійно важливих якостей та деонтологічних знань, формуванню навичок поведінки у професійній діяльності менеджерів відповідно до норм і правил деонтологічної культури.

Ключові слова: деонтологічна культура; іноземна мова; майбутні менеджери; професійна етика; становлення.

РАЗВИТИЕ ДЕОНТОЛОГИЧЕСКОЙ КУЛЬТУРЫ БУДУЩИХ МЕНЕДЖЕРОВ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ИНОСТРАННОГО ЯЗЫКА

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В статье рассмотрена роль деонтологической культуры в процессе преподавания иностранного языка в техническом вузе как фактор становления будущих менеджеров. Автором сделан анализ отечественных и зарубежных источников, посвященных вопросу деонтологической культуры и профессиональной этике. Автором даны собственные определения понятий «деонтологическая культура будущих менеджеров» и «профессиональная этика будущих менеджеров». При выборе методики обучения иностранному языку по профессиональному направлению, направленной на развитие деонтологической культуры, нами был выбран коммуникативный подход. Большое внимание уделяется ролевым и деловым играм, работе с профессиональными текстами. С целью развития критического и логического мышления используются такие методы, как: кейс-метод, метод проєктов, мозговой штурм, пополнение вокабуляра, микрофон. Доказано, что предложенные методы развития деонтологической культуры будут способствовать формированию коммуникативных умений и навыков, эмпатии, совершенствованию профессиональных и личностных качеств будущих специалистов.

Ключевые слова: будущие менеджеры; деонтологическая культура; иностранный язык; профессиональная этика; становление.

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