

Research Article

Peculiarities of the Formation of Students' Business Communication Skills within the Distance Learning

Irina Nagay ¹, Oksana Khalabuzar ¹, Hanna Alieksieieva ², Oleksandr Antonenko ²,
and Oleksandr Ovsyannikov ²

¹Department of Foreign Languages and Methods of Teaching, Berdyansk State Pedagogical University, Berdyansk 71112, Ukraine

²Department of Computer Technologies in Management and Education and Computer Science, Berdyansk State Pedagogical University, Berdyansk 71112, Ukraine

Correspondence should be addressed to Hanna Alieksieieva; alekseeva@ukr.net

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The article deals with the problems of the formation of students' business communications skills at higher educational institutions. The authors ground the hypothesis that the implementation of nonstandard ways and forms of teaching foreign language provides the increasing of effectiveness of formation of students' business communicative skills. The goal of research work deals with the theoretical justification and presentation of nonstandard interactive means and forms of educational activity oriented on the formation of business communication skills (BCS) of students within distance learning. Due to the applied qualitative and quantitative methods of research (conducted surveys, experimental research work, data analysis, etc.), it was proved the necessity of implementation of the interactive technologies into the educational process. The authors found out that modern society requires the new generation of specialists who must be educated, professional in their fields, and able to compete within the rapidly changing paradigms of the business systems. For the further implementation by teachers, they are given samples of nonstandard forms of educational activity, certain interactive technologies, instructions, and advice on ways of increasing the effectiveness of BCS. There are described prospects of the further research activity, which will be devoted to the problem of strengthening of BCS.

1. Introduction

In the period of Ukraine's moving along the path of European integration and growing interest of international business in the development of the Ukrainian economy, the issue of training young specialists who do not only know English as the language of business but also possess the basic skills of business communications (hereinafter BC) is of great importance. Within modern conditions, the BC should be formed with the help of the distance learning (hereinafter DL), using the multimedia content (we can make the statement that within modern conditions, new computer technologies are really helpful for the realization of the DL in our country). This process takes place during the extramural and daytime training of the future specialists. During the period of 2010–2020, many procedures were transformed into the distance ones, including the attestation of specialists, processes of the accreditation, and approval of the licenses. These procedures take

place on the specially developed online platforms. Our country has governmental and nongovernmental organizations, which implement new ideas into the educational process within the DL: Ukrainian Centre of Distance Learning, Council on Monitoring Development of Distance Learning, etc. There are many regional centers, which work in Kyiv, Lviv, Kharkiv, Odessa, etc. We have numerous commissions, which approve the scientific-methodical work. Due to these facts, we deal with the qualitative educational multimedia content that can be found on different online platforms [1].

Actually, there are some variants of the online platforms that are used for the formation of BC during the DL. For example, ooVoo, Google Meet, Zoom, MOODLE, Skype, and iChat. Some of our teachers prefer to work at FaceTime or Flash Meeting. Our specialists underline that these platforms do not have the advertisement, which interrupts the educational process. Actually, our university works on the platform MOODLE, where all our staff represents the syllabuses,

programs, and multimedia content for our students. Certainly, we present our educational content oriented on the BC skills and regularly upgrade it.

Working on this platform, we found out certain problems of the necessity to upgrade and intensify the educational processes. These problems include the low level of the students' business communication skills (BCS), lack of the methodological recommendations for the teachers (considering the stakeholders' requests), and lack of the nonstandard ways of the teaching BCS. There is also the lack of the certain list of online platforms, which could be used for the effective formation of the BCS within the conditions of the DL.

One of the ways of the resolving such tasks is the DL, which can limit the real communication and real life but offers great opportunities that could be realized with the help of modern informational technologies and interactive methods of learning [2]. According to recent research, there are underdeveloped the ways of intensification of the students' BCS, which are the essential way of transferring information among the participants of the business communication.

2. Materials and Methods

In order to improve the quality of the professional training, we decided to suggest the plan of the educational activity, which included the conducting of the special course using the MOODLE platform and nonstandard methods, forms, and means of educational activity, including elements of the DL.

For the realization of the research goal it was used the complex of modern qualitative, quantitative, and mixed methods scientific methods: theoretical methods—analysis, synthesis. These methods were implemented during the conducted survey of stakeholders and applicants of the higher education, which took place in 2020 and proved the demand in the formed BCS. As the base for our research article, we have chosen the students of 1st course of Berdyansk State Pedagogical University. Their educational program included the formation of the BCS. Thus, we divided students into two experimental groups: E1 (25 participants) and E2 (20 participants).

We used the analysis and synthesis for the work with the received data from our survey, comparison—for the comparing of the received results before and after our research work, generalization, and the method of processing received statistic data—for the making conclusions after our research work.

We used the asynchronous method, interactive methods (integrated lessons, lesson-meeting, video-conferencing in Zoom and methods that deal with the digital/multimedia content (watching video materials, working with the QR codes, listening to Podcasts).

During our work, we based on the theory of pedagogs and businesspersons, who stated that the role of the specialist should be transformed (according to the modern reality of making business). Recent decades' studies have shown that BCS are fundamental to managers who spend 75%–80% of their time participating in various forms of written or oral communication. Often called a “soft” skill, BCS in a business

organization provides a critical link between the organization's main functions.

During our research work, we implemented various forms which were interesting for the educational process, oriented on the formation of BCS within the DL. Thus, the lesson-dispute helped to reveal the ability of students to argue and to defend their personal points of view during the presentation of their Start-up projects. For example, we created the business game. The tasks were to create the business plan for “The Global corporation of IT-products,” “The Mars Industry LTD,” “The Modern Fashion Club,” etc. We conducted them effectively in the Zoom conference. We regularly conducted “the lesson meeting.” It means that you have to invite the real specialist from the business sphere or the native speaker, the stakeholder, the teacher, or a student from another university. Students can prepare some presentations or create videos on the given topic. We suggested students to conduct the lesson by themselves. Thus, it was transformed into a flipped class, and students worked with the reversed roles of the teacher and students.

2.1. Theoretical Framework or Literature Review. The formation of the BCS, which takes place during the DL, is one of the significant ways of formation of the future specialist. That is why we must define the basis categories of our research work. Business communication is communication, which can help a business achieve a fundamental goal, through information sharing between employees as well as people outside the company [2].

Scientists claim that it includes the process of creating, sharing, listening, and understanding messages between different groups of people through written and verbal formats [3].

Thus, many scientists and businesspersons researched the problem of the development of the effective business communication. Management study guide experts state that communication is the essence of management. The basic functions of management (planning, organizing, staffing, directing, and controlling) cannot be performed well without effective communication [4].

Famous communication advisor, Carmine Gallo, within his work “3 Communication Strategies That Make The Bill And Melinda Gates 2021 Letter So Compelling,” underlines the importance of communication business skills and gives helpful advice, mentioning that BCS is the way to the victory [5–8].

In the year 2016, there were underlined main business skills, which are able to provide the effective communication. They include the ability to work in team, ability to play the role of the leader, and ability to communicate effectively.

Sullivan [9] focuses on an encompassing guide to improving business communication, which helps to communicate more effectively in any business or social situation.

If to summarize the point of view of the majority of prominent scientists, they understand the DL as the way of education that does not require the physical attendance of the educational institutions but involves the wide implementation of the modern technologies, which provide the studying with the help of the online educational resources [1, 10]. These

resources could be created by the participants of the educational process, including teachers, tutors, coaches, stakeholders (representatives of the business systems), creators of the educational programs, and students.

We also must underline the growing interest of Ukraine in educational programs, which are devoted to the realization of the DL during the process of mastering BCS. This was proved by the state documents, official documents, strategies, and projects (Laws of Ukraine “Education” (2017), “Higher education” (2018), “The national strategy of education’s development of Ukraine for the period till 2021st.” (2013), “The strategy of development of informational society in Ukraine” (2013)), “Communications 2019–2021. Strategies and Plan” (2019), etc. These documents underline the importance of the development of the DL, which could be realized with the help of the various Internet resources. Also, during the educational process, we have to take into account the recommendations of the National Agency for Quality Assurance in Higher Education of Ukraine [11].

Thus, the analysis of the researched problem defined that in Ukraine it is still underdeveloped the issue of formation of BCS by means of DL, as Nagay [12] states in her article.

Prominent Ukrainian scientists underline that modern professional training of students requires the upgrade of the educational programs, which will provide the effective formation of BCS of the future specialists [13].

That is why the relevance is given to the problem of studying opportunities of DL for the formation of students’ BCS. Some of the suggested ways and methods of forming BCS in students, strengthening educational independence during cognitive activities and methods of intensification of professional training with the help of DL were presented at international conferences within the published materials of scientific research works of Berdyansk State Pedagogical University [10].

The goal of research work deals with the theoretical justification and presentation of nonstandard interactive means and forms of educational activity, which is oriented on students’ BCS of within DL.

3. Results and Discussion

The authors of the research work have stated the hypothesis that the implementation of nonstandard ways and forms of teaching foreign languages within the DL provides an increase of effectiveness in the formation of students’ business communicative skills. The goal of the research work was to justify and to present nonstandard interactive means and forms of educational activity, oriented on the formation of students’ BCS within DL.

That is why it was stated the purpose to explore and to compare the results of studying two groups of students. Students of one group studied using Internet technologies within the nonstandard means and forms of educational activity. Another group of students studied within standard educational activity.

The experiment involved students of the 1st course (educational program “Economics,” “Management,” “Finance, Banking,

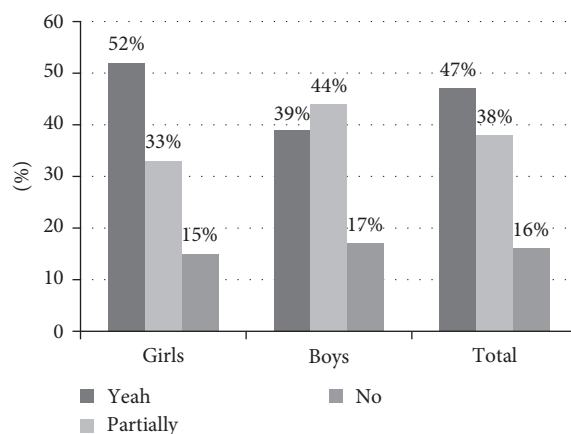


FIGURE 1: The analysis of self-assessment of the general level of mastery of business communication skills in the native language.

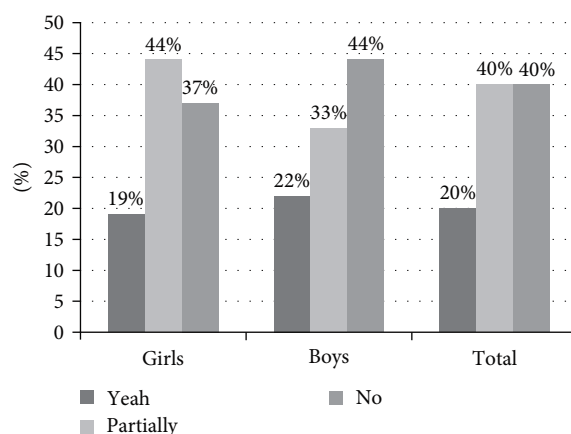


FIGURE 2: The general assessment of the level of business communication skills in a foreign language.

and Insurance” of Berdyansk State Pedagogical University. During September 2019, The students were suggested to take part in the survey, which consisted of four blocks of questions. They were devoted to the students’ level of BS formation.

The first block comprised questions of general understanding of the terms “business communication, business skills, etc.” The second, third, fourth, and fifth blocks are dedicated to the self-assessment skills in the main vectors of communication areas: listening, speaking, writing, and reading, with a focus on business communication. There were interviewed 45 people, including 27 young women and 18 men.

Overall, 90% of respondents answered positively to the question, “Do you have experience of oral or written official communication?” The analysis of self-assessment of the general level of mastery of BCS in the native language is represented in Figure 1.

Analysis of the formation of skills in basic language competencies in a foreign language: listening, speaking, writing, and reading revealed (in general) a higher level of formation of passive listening and reading competencies, 55% vs. 40%. The general assessment of the level of BCS in a foreign language is presented in Figure 2.

All students were asked to choose one of the options for studying the discipline “Business Foreign Language”—the classic method, with tasks and reporting directly in the classroom to the teacher and colleagues, or using the Moodle learning support system and platforms for remote conferencing (Zoom, Skype, etc.).

At the end of the semester, the survey was conducted again, but in each of the groups separately. The following results were obtained.

Communication is an activity, skill, and art that incorporates lessons learned across a wide spectrum of human knowledge, and it can be a decisive factor for the successful training of the future specialists during the professional training at higher educational institutions. It is underlined in the book *Business Communication for Success*, published by the University of Minnesota Libraries Publishing, the business viability is directly proportional to the ability of future managers working in the field of international business to establish and maintain business contacts with staff, consumers, and business partners with the help of their oral or written BCS [14]. However, a student as the future businessperson must not only be able to communicate but also must be able to communicate correctly, observing certain generally accepted rules and an appropriate business style. Ignoring these rules and regulations can lead even the most successful company with well-trained staff and high-quality competitive products for collapse if it does not know how to build proper business relationships with business partners, customers, and its own personnel. According to Gladwell [15], a famous Canadian journalist, author, and public speaker, the main challenge is to find the right tools and strategies to avoid conflicts and misunderstandings in ways that have a profound effect. Within modern conditions, we need to look for new forms and means of DL, which gives us new opportunities during the educational process, oriented on the formation of personal logical skills, which are so important for the further business communication [16].

“Business schools today must implement teaching approaches that develop graduates who are ethical, socially responsible, and globally aware. One approach to achieving this goal is to implement mission-consistent curriculum” [17].

Some scientists have underlined the most important characteristics of the DL, which would be able for the formation of BCS: flexibility, effectiveness, educational mobility, social equality, interactivity, and module system. In our research work, we underline the potential of nonstandard forms of educational activity, oriented on the formation of BCS within the conditions of DL during the professional training at higher educational institutions.

As it was mentioned above, the base for our research work was the students of the 1st course of Berdyansk State Pedagogical University. According to a survey conducted in September 2020 among our stakeholders, students, education guarantors, and future employers, they emphasize the need to develop the following BCS: active listening skills, writing skills, oral skills, teamwork skills, presentation skills, public speaking skills, and sales skills, which should be formed during training in the educational

programs “Finance, Banking, and Insurance,” “Management,” “Economics.”

The conducted survey proved that according to the point of view of our stakeholders, there are some reasons why the professional training of students at high educational institutions must be improved with the help of the formation of students’ BCS, which must also be formed with the help of the DL:

Reason 1. Ineffective communications are very expensive for the enterprise. Communication in a business organization provides critical communication between main departments. Many successful foreign travel companies spend billions annually only on staff training to improve BCS. Therefore, preference for hiring is given to those who have already obtained certain BCS. People who do not know how to communicate competently in writing and verbally are not effective, and if they are already working, it is unlikely that they will be renewed or offered a promotion. Overall, 80% of companies offer a written test to job applicants to assess their BCS. These trends are also characteristic of large Ukrainian travel companies and companies using foreign experience in hiring and training personnel.

Reason 2. The changing environment and increasing complexity of the 21st-century workplace make communication even more important and needed for the lifelong learning [18]. The more horizontal structure of organizations, the more diverse work age, education, level of training, and the use of a team working method make communication essential for a successful business organization. The horizontal structure of organizations implies that managers communicate with many people over whom they may not have formal control. The times when the manager only gave orders were over. The autocratic model of management is rapidly transformed into the cooperative management. Thus, the communication is the key for trust-building, for understanding, and for employees’ motivation. Companies recognize the advantage of making full use of their creative potential, talents, experience, and prospects for a diverse work base. The “team work” style is the *modus operandi* (mode of action) of the organization of the 21st century, and “team work” is a constant communication.

Reason 3. At the time of the technologies’ development and increasing availability of the Internet, the use of computer technologies has become an integral part of the educational process. Instead of being simple sources of information, computers are used by students as multimedia laboratories. The innovative use of technologies combining telecommunications (e-mail, online resources, and Internet navigators), multimedia tools, and convenient software applications makes the learning process more interesting, informative, meeting the realities of today. DL makes it possible to teach anyone, anywhere, anytime. In addition, as Ukraine is approaching European standards, the demand for specialists who speak foreign languages, who are able to communicate professionally, will

increase. In this regard, the role of DL is growing, which must be used both for mastering the material and for testing knowledge.

The results of the conducted research led to the analysis of appropriate methods, platforms, and online resources useful for the formation of the students' BCS. Thus, it was realized that content, which is oriented on the mastering BCS could be created by the teachers, students, stakeholders, and tutors (with the help of various educational platforms and other online resources). The professional training of the future specialists on specialty "Economics," "Management," "Finance, Banking, and Insurance" involves the invitation of foreign specialists and businesspersons who are able to improve students' BCS, which could be possible with the help of DL. This help of foreign specialists includes video conferences, presentations, discussions, educational, brainstorming, role-play learning, business projects, etc.

Another survey, which was also conducted in 2020 at Berdyansk State Pedagogical University, was oriented on the students of this higher educational institution. This survey showed that students are faced the problem of organizing BC during their practice. They stated that they understand that BC skills are very important for a successful business because any business structure of an organization consists of people. That is why they underlined that they are interested in increasing the level of effectiveness in mastering their skills of business communication with the help of DL because knowledge and skills in the field of business communication can become a decisive factor for successful business development within the conditions of the global society, existing in computerized communicational systems. As Fenning [19] reckons, communication should be clear and concise, and we should get to the point quickly.

The conducted research made us to implement on-standard forms and means of educational activity within the DL into the process of formation of students' BCS during their professional training at Berdyansk State Pedagogical University. Thus, we divided students into two experimental groups: E1 (25 participants) and E2 (20 participants). The group E2 got the traditional education, oriented on the formation of BCS. For the E1 group, we proposed "The English language course of business communication," which was oriented on the formation of BCS. This course comprised such topics as: "Let's Make a Deal," "BCS as the Way to Success," "Start Up," "Business via WWW," "Secrets of Successful Presentation," "Marketing via WWW," etc. The professional training of group E1 suggested students to choose some disciplines from the additional (optional) courses: "Interactive Course of English," "Business Communication," "International Management," "Bank Accounting," and "English for Part-time Students." The DL platform MOODLE (modular object-oriented DL environment) and the electronic testing system MOODLE were used for the organization of DL at BSPU.

During our experimental work, we have gained certain experience in creating DL courses and different levels of tests for students of economic specialties, which was successfully

realized during our experimental work. Our students gained valuable experience and certain knowledge on the structure of online courses, online assessment and testing systems, online course quality control systems, methods of creating online resources, forums, and special trainings, oriented on the formation of BCS.

We fully and completely share the opinion of Cole Nussbaumer-Knafl that the fundamentals of data visualization are one of the most important components of the educational process and support for going beyond conventional tools to reach the root of your data [20]. This promoted the development of their learning and information retrieval skills.

According to the United Nations Development Programme, we had to assess all the difficulties of the educational process and to overcome them, taking into account the formation of the needed competences [21]. Thus, with the experimental group E1, there were used such resources as Zoom, Skype, Google Meet, Viber, Hangout, WhatsApp, etc. We have chosen these resources because some of them do not have the push-adv and are familiar to our students. The Internet connection allowed to offer all levels of online training for the mastering BCS. The most popular among our students was the asynchronous method of DL, which included the use of web technologies and allowed students to use the Internet to go to their own web page where they can find course materials, lectures, seminar plans, test assignments, and everything that was necessary for training. Of course, this form of DL required students of the E1 group to be self-motivated and self-disciplined in order to keep up with the requirements of the course and adhere to the planned schedule. That is why they organized and conducted special trainings, which were oriented on the formation of their positive motivation. Also, we suggested to students to create their individual schedule.

The attractiveness of this form of training was in the fact that students could enter websites and portals where courses were located when Internet resources were available. Students sent text or voice messages to other instructors, teachers, and other students on bulletin boards, uploaded course slides and lectures, instructional videos, and additional material from anywhere in the world. All information, announcements, correspondence, and changes are transformed automatically into the archive and could be tracked and reviewed at any time.

During the DL, we preferred to work on the popular platform Zoom, which is compatible with different software such as Android, macOS, Windows, Linux, etc. Besides, Zoom provides a variety of useful and interactive means of communicating for the participants of the educational processes, including the ability to cooperate with 100 communicants. Thus, future specialists were able to present themselves, to discuss, to develop their skills of business communication, and exchange the information.

Our students received benefits from the high degree of interactivity between participants who were geographically separated from their coaches, stakeholders, and tutors [16, 12], avoiding pressure from peers and teachers [16].



FIGURE 3: Determined business communication skills.

They were able to represent themselves during the formation of their BCS. We have proposed to analyze and to explain the diagram (Figure 3), which comprises the determined BCS.

During the online training, which was devoted to the development of their BCS, we underlined such hints:

- (1) Verbal skills must be essential for the students because good verbal communication in the workplace is really important and specific (researchers state that today you have nearly 30 s for the drawing attention).
- (2) Teamwork skills must be formed because of the collective's potential to work together and to achieve the common goal, to encourage each other in order to accomplish the task successfully, and to implement the complex network of the collective's collaborative skills and knowledge.
- (3) Presentation skills must be formed in order to engage, to motivate, to increase the effectiveness of the influence on the audience. Within the future profession, this skill could be realized and presented by one personality or by a group of individuals.
- (4) Selling skills must be formed in order to sell the product, to pursue some idea, to convince the opponent, to negotiate effectively, and to obtain the leading position.
- (5) Nonverbal communication skills must be formed in order to influence on the audience with the help of gestures, eye contact, facial expression, posture, etc.

Students had to make PowerPoint presentations with these small hints and send them their tutors with small additional samples of video or audio material, which was created independently.

During the next video-conferencing via Zoom (which was conducted with the invited stakeholder from the Berdansk Sea Port), students discussed active listening with the



FIGURE 4: Tips for the effective listening for the determined business communication skills.

stakeholder and formed the position which states that *Active listening skills reflect the specialist's ability to analyze the received information during the process of material's presentation. Active listening represents your interest in the material and your open position guarantees benefits for you during the decision-making.*

During the another video-conferencing, we underlined and asked students to make notes that, according to Jimmy Lee of Dorsett Hospitality International, a big part of effective communication is the effective listening. By developing good listening skills, the specialist helps to create an atmosphere where everyone feels that people listen and value the presentation of the information. The specialist also gains skills of listening and transferring information. That is why we have to prepare active participants of the communication, providing the enthusiasm and respect.

We suggested students to use some material and tips for better understanding and effective listening and presented them in the form of the diagram, which is depicted in Figure 4.

Another video meeting was conducted with the help of Zoom and included the discussion of the Writing skills. Students created the strong argumentation, which made stress on the importance of the writing skills, which must be informative and include appropriate follow-up, which ends the communication loop and determines the activity, directed on certain goals.

Email has become a standard way to communicate both in business and in our personal lives, and many people treat electronic communication as less formal than other forms of communication. In a business context, it is important to treat your emails the same way you would treat a written letter. It is normal to be friendly with your coworkers, but when communicating through writing, incline to formality. When you write something down, you create a permanent record of that communication; make sure it is a permanent record you do not mind having to address again in the future.

In any form of written business communication, clarity is important. Once you have written something, look it over before you send it to anyone. Ensure that it says what you intend for it to say. Make sure your facts are accurate, and ensure that you are being respectful.

We underline that it is really effective to combine the traditional education and nontraditional one, for example, watching and analyzing the multimedia because it involves the positive emotions; this implements the various business communicative situations, realized by the real businessmen. Videos improve the listening skills and allow to realize nonstandard didactic means. For the mastering certain business skills, we suggest you to create the list of active vocabulary (terminological dictionary) and ask your students to work with new words. You can propose them to describe some abstracts from the multimedia content. For example, when you analyze “The Great Gatsby,” “A Wolf from the Wall Street,” and “Made in USA,” ask your students to find some additional information about the actors, set of the film, casting process, etc.

Later, during the videoconferencing with the help of Zoom, ask them to tell their opinion concerning:

- (1) The personality of their perfect representative of business.
- (2) The personality of modern Ukrainian businessman.
- (3) The personality of modern foreign businessmen.
- (4) The importance of “Business communication skills” for their future profession.
- (5) The importance of “Business communication skills” for the global processes.

Another interesting way of training business communication is by watching abstracts from film or news. Propose your students to discuss them during the ZOOM conference, suggest them to solve the situation, to describe the interior or exterior, and to compare some characters.

Khalabuzar [16], in her works, suggests to use “QR codes” or the additional links. In Figure 5, you can find QR codes, which are generated for the effective interactive work. The suggested sample is the video, which is devoted to the business communication [20].

The multimedia content can vary according to the student-oriented learning: screenshots, cartoons, weather forecasts, TV shows, sports events, websites, instructions, blogs, advertisements, documentary news, briefings, etc. You can choose it with your students, taking into account the purpose of your online or offline educational activity. After that, you can make some surveys and discuss the multimedia with your students.

During the work with the theme “Start Up,” you are able to suggest your students to find the necessary information and to design presentations that would be able to underline certain features of the Start Up’s planning and processing.

Thus, during the planning of the lesson on business English, you are able to share with the students with the appropriate material and to implement the additional online resources, which will intensify their positive motivation for their studies and self-development. For example, working with the material, devoted to marketing, we propose to



FIGURE 5: Sample of QR code for the work within the classroom.

generate some QR codes. Ask your students to work with the given educational material and to prepare the presentation for the next meeting in Zoom-conference.

Also, the students’ interest was given to the integrated lesson. Such lessons taught two or more subjects at once, often by two teachers (English and Economy, Informational Technologies—the more unexpected the combination, the more interesting). The task of our integrated lesson was to show the interconnection of mastering BCS and computer literacy, which is able to provide the business success.

Lesson-research. The difference of this lesson is that at the entrance to the solution of the problem in the classroom, a hypothesis is put forward, and further actions are reduced to an algorithm. As a result of work, children have to solve the problems to make conclusions and to explain them.

Surely, there are some disadvantages that must be taken into account during the formation of students’ BCS; with the help of DL/among them, we can determine the limited contact of the participants of the educational process, lack of computer literacy, and lack of developed educational material.

It should be mentioned that BCS and knowledge acquired by students in face-to-face mode are very important but not always sufficient to guarantee successful business development. Senior students and undergraduates often work simultaneously with their studies and are not able to improve the practical skills they need. Therefore, it would be appropriate:

- (1) To develop and implement DL courses into the learning process in all courses studied.
- (2) Organize foreign internships for students and young professionals in specialized institutions in order to acquire and improve skills and business communication.
- (3) Invite foreign experts—theorists and practitioners—to give lectures, conduct seminars and trainings not only in relevant disciplines but also in the field of BC.
- (4) Diversify the methodology for conducting classes, including such interactive methods of business communication as role-playing games, cases, presentations, and project defense.

- (5) To organize trainings for representatives of small and medium businesses of the region, including mastering BCS into the program. Such trainings can be initiated both by local authorities and business development centers and by such higher education institutions as BSPU.

4. Conclusions

Thus, the role of BCS in business development is determined, and the role of DL as one of the methods for optimizing the educational process is considered. There are recommendations, which are able to increase the efficiency of business communication for students of economic specialties. For the further implementation by teachers, there are samples of nonstandard forms of educational activity, certain interactive methods and technologies, instructions, and advice on ways of increasing the effectiveness of BCS.

The conducted work proved that the implementation of DL is able to intensify the students' BCS. Our research does not cover the whole issue, and further, we should keep the certain balance of offline and online education. This is effective for the realization of all educational goals. Our future research works will be devoted to the analysis of the educational systems in the EU and other countries, taking into account the peculiarities of the students' mentality and relevant research on the global educational systems.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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