

Ministry of Education and Science of Ukraine
Dnipro State Agrarian and Economic University
Philology Department

Collective Monograph



Specialists' Identity in Language Activity
and Professional Communication



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**“SPECIALISTS’ IDENTITY IN LANGUAGE ACTIVITY AND
PROFESSIONAL COMMUNICATION”**

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PREPARATION OF FUTURE SPECIALISTS IN AGRICULTURE FOR PROFESSIONAL COMMUNICATION IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

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***Abstract.** In conditions of extensive international relations with other countries, it is important to communicate with foreign specialists, develop scientific and professional contacts with foreign partners, read various publications in a foreign language. The goal of learning a foreign language in higher educational institutions is both the mastery of a foreign language as a means of communication, and the acquisition of professionally oriented foreign language competence for the successful performance of further professional activities.*

The problem of the formation of foreign language skills among students of agricultural specialties has always attracted the attention of researchers. For a large number of students of non-language majors, professional communication in a foreign language is problematic and does not produce the desired results. A few years ago, in foreign language classes in non-language majors, the goal was to study general scientific literature. However, with the development of society's needs, the emphasis on learning foreign languages in a higher educational institution changed, and the formation of foreign language communicative competence became an urgent need.

The effectiveness of training future veterinarians for professional communication while learning of foreign language communication of a scientific and professional direction is determined by a set of pedagogical conditions, which include positive motivation for the educational and cognitive activity of future specialists; high level of intellectual activity of students and formation of communication skills; involving students in active communicative activities. Therefore, it can be concluded that only the close interaction and interdependence of the set of outlined pedagogical conditions ensures the effectiveness of training future employees of the agricultural sector for professional foreign language communication.

***Key words:** foreign language, professional communication, skills, future specialist, professional training, education.*

Introduction. Today, there is a clear trend towards the expansion of international relations and cooperation in various fields of science, technology, art and production, integration of Ukraine into the world community, and this, in turn, cannot be achieved without the knowledge of foreign languages by citizens of the country. Knowledge of foreign languages is an objective social value and their study at the current stage of education development is a social order of society.

In earlier times, knowledge of foreign languages was more of a potential value than a real one, as it did not receive appropriate implementation in social life and professional activity.

In the “All-European recommendations on language education” it is rightly emphasized that knowledge of foreign languages will help: to prepare all Europeans for the growing needs of international mobility and closer cooperation in the field of education, culture, science, trade, industry; promote mutual understanding and tolerance, respect for individuality and cultural differences through more effective international cooperation; support and to further develop the richness and diversity of European cultural life through deeper mutual knowledge of the national and regional languages being studied; to warn of the danger that may result from the marginalization of those who do not have the skills necessary to successfully communicate in an interactive Europe [1, p. 3].

Therefore, Ukraine should train specialists in various fields who have a good command of at least one of the common European languages.

In connection with the significant changes that have taken place in our country and in the countries of the world community in recent years, the status of a foreign language has really changed significantly. Practice shows that for the successful development of the economy and ensuring competitiveness on the world market, not just translators are needed, but specialists who speak foreign languages at a high level. Today, knowledge of foreign languages is becoming one of the conditions of professional competence, and the demand for such specialists will grow more and more in the future.

A research problem. The function of a foreign language as a means of shaping the professional orientation of future specialists can, in our opinion, be successfully implemented in higher educational institutions through the organization of the entire educational process, the content of the educational material, clear professional orientation, as well as through the methods of presenting this material, forms of interaction between teachers and students in the educational process. At the same time, the achievement of a distant strategic goal – the professional development of a specialist is mediated by the achievement of closer tactical goals related to mastering a foreign language.

Relevance of research. Modern domestic specialists must not only be able to read and translate special foreign literature, but also enter into business and interpersonal contacts. That is why the function of a foreign language is becoming increasingly important as a means of forming a professional orientation, deepening interest in the future profession, trying to gain knowledge from various sources, one of which is mastering a foreign language, which gives an opportunity to get acquainted with the achievements of science and practice in the relevant field abroad and to use them in professional activities, to participate in international projects implemented in Ukraine, to continue studying in one of the foreign countries, to engage in scientific research, to work in foreign companies, charitable foundations and organizations, the number of which is increasing every year in Ukraine , etc.

Analysis of publications. General issues of communicative activity of future specialists were studied by A. Kapska, I. Trubavina, N. Skotna, and others. The question of formation of communicative competence was studied by A. Moskalenko, H. Miasoid, M. Tymchenko and others. V. Kremin, I. Klyuchkovska, L. Klochko, N. Mykytenko, L. Onufrieva and others partially touch on the issues of training specialists in the context of a foreign language in their works. Issues of business communication are covered in the works of K. Bohatiriov, S. Zahorodniuk, H. Slavtych, and others.

The aim of the article is to analyze the process of preparation of future specialists for professional communication while learning foreign language.

Objectives of the study. The question of forming professional communication and increasing the general level of foreign language proficiency, which is essential for a future specialist, determines the social and pedagogical significance and the need to solve the problem of professional communication of specialists in the agricultural sector.

Scientific novelty. Formation of foreign language professional communication skills is an integral component of the professional training of future specialists of any profile. It is an undeniable fact that a modern successful specialist must have

communication skills (conducting business conversations, negotiations, meetings, discussions, telephone conversations, conducting business correspondence, etc.).

Today, there are certain contradictions in the professional training of specialists at domestic universities: between the social orders of society for specialists in various fields who possess the skills of foreign communication, and the insufficient level of their foreign language training; the need for systematic training of specialists for professional communication and the lack of appropriate interdisciplinary coordination.

Research material. Modern European integration processes, the development of market relations, and international competition place high demands on the professionalism of domestic specialists. It is believed that the knowledge of foreign language by specialists is one of their important indicators of professionalism and, accordingly, an important component of their professional training.

Today, Ukraine is experiencing significant difficulties in social and economic development, which are exacerbated by crisis phenomena in the world economy. According to many scientists, one of the most important human resources, which are now becoming a factor in the optimal solution of urgent global crisis problems, is the high professionalism and creative skill of specialists in all branches of the national economy. If the future specialists do not acquire an appropriate level of professionalism, it can lead to huge losses in the formation and strengthening of statehood, creates tension in the functioning of all spheres of society. So, it is quite clear how important the problem of professional competence of specialists is today, including foreign language competence, the analysis of which is devoted to the works of scientists N. Mykytenko [2], I. Chemerys [3] and others.

True professionalism in any activity is associated with a person's intense and stable motivational and emotional focus on achieving significant activity results, which cannot be achieved without high professional competence and requires a person to have the appropriate knowledge, skills and abilities. Undoubtedly, every profession requires specific knowledge, special skills, but the ability to communicate and interact with other people is extremely important for many professions. This

ability largely determines high professionalism and professional competence. Modern specialist, as a professional, must possess general and special knowledge and skills to use them in practical professional activities, as well as business communication skills, including foreign languages [4].

It should be emphasized that today the most common language of business communication is English. In connection with the intensive development of the world economy in the conditions of globalization, intercultural integration and communication, English has become the main language of international political, economic, and cultural cooperation. The recognition of English as an official language in more than 60 countries of the world makes it possible to consider it as a world language [5]. As a rule, the vast majority of representatives of politics, economy, and culture of all European countries speak English to one degree or another, which gives them the opportunity to communicate without translators. Not long ago such an interesting approach to learning English as “English for professional purposes” began to take shape, due to the narrow specialization of professional activity, which concerns only a certain professional sphere of the individual and involves awareness of the need to learn a foreign language for a specific purpose [6, p.136; 7].

At the current stage of the human community development, the need to learn a foreign language becomes very important. Foreign language is a means of intercultural communication in various spheres of human activity (politics, economy, culture, social sphere, etc.), a means of mutual understanding of people, countries, social systems and the generalization of the achievements of national cultures in the development of universal human culture, enrichment with spiritual values created by different people and humanity as a whole, a means of intercultural interaction.

It should be noted that a foreign language is a special subject that is significantly different from other subjects studied at a higher educational institution. The final result of the process of learning a foreign language is not only relevant knowledge, but also formed practical skills and skills of oral and written speech activity. Mastering a foreign language is impossible without familiarization with the

culture of the country, with the mentality of the people, that is, future specialists need to learn not only the language itself, but also the image of another world, the way of thinking of people who live in this world and use language to communicate.

The role of a foreign language in society has changed today, because it has turned from an educational subject into an important element of the modern education system, a means of achieving professional realization of the individual. At the current stage of the development of society, knowledge of foreign language professional and business communication skills are a qualitative characteristic of a specialist. Foreign language communication not only contributes to effective international communication and cooperation at the professional and personal levels, but also plays a positive role in ensuring the general development of specialists, expanding their worldview, deepening knowledge about the surrounding world, about people who speak a given foreign language, their customs, mentality, peculiarities of national culture, etc., and also promotes the development of all mental processes: perception, attention, imagination, thinking. In the process of learning a foreign language, the personality of the future specialist is nurtured as a whole, as well as the formation of individual professional and personal qualities necessary for the professional development of a specialist [8].

The trend of the importance of educational influence on young people by studying the culture of the countries whose language is being studied has been felt in society. It is increasingly possible to hear a foreign language on television and radio; people who grew up in one national culture learn the essential facts, norms and values of another national culture. A positive attitude towards the country and its people is formed. In these conditions, the language being studied is a source of educational values. Cultural and ethical norms of behaviour characteristic of native speakers, rules and norms of speech behaviour can and should be learned together with the language [9, p. 27].

Thus, the positive role of having the knowledge of oral and written skills of foreign language communication by modern specialists is that these skills can be used as a means: providing access to any kind of information, its distribution, regardless of

state borders; familiarization with the research of the latest world achievements; awareness of the existence of a variety of cultures and civilizations, ways of their interaction in the intercultural world space; implementation of international cooperation in various fields, which contributes to finding common ways to solve common human problems, avoiding international conflicts; overcoming national and cultural limitations in various spheres of society's life; development and upbringing of personal and professional qualities of a specialist.

The training of specialists for foreign language communication is of particular importance in the context of the Bologna process, since mastering a foreign language is an important condition for establishing international business contacts, creating joint ventures, intensifying interaction with foreign colleagues, as well as for the mobility of students, teachers and researchers in order to access opportunities for education, research, teaching and internships in the European region. In this regard, knowledge of foreign languages acquires economic value and is considered as a mandatory component of the professional training of future specialists.

The globalization and integration processes taking place in society require an immediate response from the field of professional training of future specialists in the higher education system in order to provide university graduates with the opportunity to fully realize their professional roles and functions. The professional training of future specialists must meet the requirements of the times and focus on the perspective of international cooperation, provide both scientists and students within the global educational and scientific space. One of the requirements for the integration of Ukraine into the global informational, scientific, educational, and economic space is a high level of formation of foreign language professional competence of specialists, an important component of which is the ability to communicate in a foreign language.

In addition to the expansion of international cooperation, which is undoubtedly a positive fact, in today's complex social, political and economic conditions, characteristic of the world community in general, conflicts and misunderstandings often occur. It would be difficult to solve all these situations without perfect mastery

of foreign language communication skills. In particular, international negotiations occupy a unique place in solving problematic situations and conflicts. This is one of the effective ways of international communication, peaceful settlement and prevention of disputes. Negotiations in the international sphere belong to the oldest types of international relations. They are a form of official communication between representatives of governments and people, organizations and institutions in the field of politics, economy, and culture. Conducting such negotiations is compared to art, and their effective course is considered one of the ways of implementing international politics. Negotiations in the field of international business relations are an active process of effective communication and discussion of the positions of the participants, which aim to agree on common interests. Their subject can be not only actual controversial problems of economic relations, but also the conditions of future mutually beneficial activities in the field of business. The results of negotiations are usually recorded in the form of bilateral and multilateral agreements, protocols, and memoranda. The official nature of most negotiations requires special attention to protocol and diplomatic etiquette. In negotiations, business communication is conducted according to certain rules, according to the requirements of etiquette. The knowledge and ability to communicate in English, which is the most widespread in communication today, is especially important.

The humanization of higher education, in contrast to the highly specialized professional training of future specialists, is aimed at forming the worldview, beliefs, moral values and principles of educated individuals with an active civic position, which in turn leads to an increase in the general cultural level of future specialists. The main essence of the humanitarianization of the higher education system is to ensure thorough general cultural development, the formation of a harmonious, integral personality, which is considered an important prerequisite and essential factor for its professional development and self-realization. Humanization of education is closely related to humanization, which is a worldview and active approach to education, which not only recognizes, but also affirms the identity of the

student as an individual, his right to quality education, to freedom of choice, to the discovery and development of his abilities [10, p.18].

Humanization is manifested in such components of education as humanitarianization, fundamentalization, activity direction and national character. In the modern Ukrainian education system, humanitarianization should involve a reorientation of priorities in defining educational ideals – rejection of technocratic approaches in this matter and directing the educational process to the formation of the spiritual world of the individual, the affirmation of spiritual values as the primary source in determining the purpose and content of education. Humanistic orientations consider the individual as their subject, who constantly strives for self-actualization and self-development.

Increasing interest in the study of humanities and social sciences will greatly contribute to the formation and development of interdisciplinary abilities, skills and competencies of future specialists in agriculture, as well as influence the formation of the worldview of the personalities of future agrarians. Mastering the art of communication is a necessary condition for the effective daily professional activity of specialists in agriculture. A low level of speech culture can lead to certain difficulties during professional communication, as well as in mastering professional knowledge. In addition, it narrows the individual's opportunities to implement their own life plans or projects. In this sense, the formation of the communicative culture of the future veterinarian is a really important task of the educational process in a higher educational institution.

Among the wide range of disciplines studied at a higher educational institution, future specialists in the sphere of veterinary medicine need to study humanitarian disciplines that will contribute to the formation of communicative culture, which can be considered as a unity of discursive, rhetorical, social and cultural competences. A competent approach is connected with comprehensive training of future specialists not only as professionals, but also as individuals. In this regard, the goal of increasing the importance of humanitarian disciplines is not only the student's acquisition of knowledge and skills, but also the development of a worldview, interdisciplinary

sense, the ability to make creative decisions, as well as the formation of humanistic values. This is the specificity of the competence approach in the professional training of future specialists in veterinary medicine. The level of a student's general culture is also determined by the qualitative level of his communicative culture, which is manifested in the process of his self-realization in education, achievement of the set goal, awareness of future professional activity.

Communicative training of future specialists in agriculture can be carried out using native and foreign languages in the process of studying humanitarian disciplines, both linguistic and non-linguistic. Since knowledge of a foreign language is gaining importance in many professional fields, the formation of foreign language communicative competence of future veterinarians deserves special attention.

Knowledge of one or more foreign languages is an integral part of the education of a modern highly qualified manager. In view of this, the organization of professionally oriented foreign language learning in such a way that during the specified period of study they achieve a certain level of foreign language competence, which would enable effective communication in professional activities, becomes especially important.

After all, the specifics of the future specialists' activities require communication skills with foreign colleagues in order to exchange professional experience and discuss problems of national and local importance. In this context, the role of the foreign language teacher increases greatly, and the choice of the most effective teaching method becomes more relevant than ever. The level of development of personality culture directly depends on the development of a person's creative potential, in particular, on its reflective component. Reflective culture includes the readiness and ability to creatively, in a new way, understand and solve problematic moments, to get out of internal and external conflict states and situations, the ability to find new strengths, meanings and values, to attract and be involved in continuous systems of interpersonal and business relations, to set and solve extraordinary practical tasks.

Many scientists offer a general classification of communication skills, which are divided into: skills necessary for oral communication; skills necessary for written communication.

Scientists distinguish such skills as actual speech, speech etiquette, non-verbal and verbal communication, the ability to communicate in various organizational forms of communication, the ability to communicate at different levels.

Communication skills can be divided into three groups:

1. The ability to transfer known knowledge and skills, communication techniques in the conditions of a new communicative situation, transforming them in accordance with the specifics of its specific conditions.

2. The ability to find a solution for each communicative situation.

3. The ability to create new ways to solve specific communicative situations.

Among professional communication skills, it is possible to distinguish such blocks as: social and psychological, moral and ethical, aesthetic and technological.

The social and psychological block includes the following skills: encouraging individuals to communicate, self-presentation, adequately perceiving and understanding the uniqueness of the individual and the group, its status structure, predicting the development of interpersonal relationships, using psychological means, such as: verbal, non-verbal, proxemic, mechanisms of communicative influence, etc.

The structure of the moral and ethical block includes the following skills: to build communication on a humane, democratic basis, to be guided by the principles and rules of professional ethics, to affirm the personal dignity of each individual, to organize creative cooperation with individuals and groups, to initiate a favorable moral climate of communication.

The aesthetic block includes the following skills: to harmonize internal and external personal manifestations, to be aesthetically expressive, attractive, to activate the emotional tone of communication partners, their optimistic worldview, etc.

The structure of the technological unit includes skills: optimal use of means, methods and techniques, forms of interaction, correctly choosing the style of

communication, observing tact, organically combining communicative and substantive interaction, ensuring their educational effectiveness.

Some scientists distinguish the communicative skills of foreign language professional communication, taking into account the position of the competence approach to the study of foreign languages. As noted by L. Chernii, this approach is fundamental in the study of foreign languages in many foreign countries [11]. Competence is usually considered as a set of knowledge, skills, and attitudes that are acquired in the learning process and allow a person to understand and evaluate problems characteristic of different fields of activity in different contexts [2, p.33]. Foreign language communicative competence includes: speech, social, linguistic, intercultural competence and, accordingly, involves linguistic, sociolinguistic, intercultural knowledge and skills.

According to the “All-European recommendations on language education” [1], communicative speech competence consists of linguistic, sociolinguistic and pragmatic components, each of which includes relevant knowledge, skills and abilities.

Linguistic competences include lexical, phonetic, syntactic knowledge and skills and other parameters of the language as a system, regardless of the sociolinguistic meaning of their variants and the pragmatic functions of their implementation. This component is related not only to the level or quality of knowledge (for example, the volume of vocabulary), but also to the cognitive organization and the way in which knowledge is stored (for example, the various associative chains in which the speaker combines lexical concepts), with their availability (activation, recall and availability). Knowledge may or may not be conscious and clearly expressed. It can be assumed that the cognitive organization of the dictionary and the accumulation of expressions depend, among other things, on the cultural characteristics of the community or communities in which the individual is socialized and in which he is educated.

Lexical, grammatical, semantic, phonological, orthographic and orthoepic competences are usually distinguished.

Lexical competence is the knowledge and ability to use language vocabulary (consists of lexical and grammatical elements).

Lexical elements include: colloquial expressions, phraseological idioms, stable expressions that are used as a whole, one-word forms that can have several meanings.

Grammatical elements, which are also included in lexical competence, belong to closed classes of words (conjunctions, particles, articles). Grammatical competence can be defined as the knowledge and ability to use the grammatical resources of the language, where morphology and syntax are traditionally distinguished. Morphology considers the internal organization of words, and syntax is the organization of words into sentences.

The syntax of an experienced native speaker can be very complex and largely unconscious. The ability to form sentences from single words and phrases to convey information is a central aspect of communicative competence.

Semantic competence (lexical, grammatical, pragmatic) consists in the speaker's ability to understand and control the organization of content. Lexical semantics covers the issue of word meaning, word connection with the general context, intra-lexical connections (synonyms, equivalence of translation, etc.). Grammatical competence examines the meaning of elements, categories, structures. Pragmatic competence considers logical relationships (for example, subordination).

Phonological competence includes knowledge and skills of perception and production, that is, perception and speech: sound units (phonemes) of speech and methods of their implementation in a certain context, emphasis, rhythm, intonation.

Spelling competence covers the knowledge and skills of perception and production of symbols that make up written texts. The writing systems of all European languages are based on the alphabetic principle, so those who want to master a foreign language should know the form of both upper and lowercase letters in the form of direct font and italics, punctuation marks and cases of their use, logographic marks in general use.

Orthographic competence involves the ability to correctly pronounce words that have been encountered for the first time in written form. This may include:

knowledge of the rules for writing words, the ability to use a dictionary and knowledge of the conventions used in it to represent pronunciation, the ability to understand ambiguity, depending on the context.

The second component is sociolinguistic competence. This kind of competence refers to the social and cultural conditions of language use. Due to sensitivity to social conventions (rules of politeness, norms that regulate relations between generations and social groups, linguistic codifications of some basic rituals in the life of society), the sociolinguistic component permeates the entire process of communication between representatives of different cultures, even when its participants are not fully aware of this influence.

Sociolinguistic competence is related to the knowledge and skills necessary to implement the social aspect of language use. Since language is a sociocultural phenomenon, sociolinguistic competence involves knowledge of linguistic markers of social relations (use and choice of greetings, forms of address, rules of entering into a conversation), rules of politeness, expressions of folk wisdom, register differences, that is, levels of formality, dialects and accents that indicate national and regional origin, social and ethnic affiliation, professional group.

Pragmatic competences are related to the functional use of linguistic means: the production of language functions, speech acts, etc. They offer scenarios or programs for interactive exchanges, and also relate to the ability to identify types and forms of texts. For this component to function, it is imperative to emphasize the importance of the interactions and cultural vision in which these abilities are formed, even more than the importance of the linguistic component.

Thus, pragmatic competence is associated with the user's knowledge of the principles by which a certain capture is structured and arranged, used to perform communicative functions, coordinated according to interactive schemes. It involves the ability to control the logical composition of sentences from the point of view of the topic, the known and the new, natural connections, for example, temporal, cause and effect. Pragmatic competence also includes knowledge and ability to use interactive schemes (programs of social interaction) that support communication,

such as verbal communication patterns. Interactive communicative activities include structured sequences of actions that parties perform the simplest pairs they form are: question - answer, statement - confirmation (refutation), demand - agreement (disagreement), etc.

“Triple” exchanges are often carried out, in which the first interlocutor confirms or responds to his partner's remark, and another participant joins the conversation. Such exchanges are usually part of longer interactions and transactions. In more complex goal-directed cooperative transactions, speech is used to form working groups and establish relationships between participants, create a general picture of the main characteristics of the current situation and lead to a common opinion, establish a common agreement on goals and actions to be implemented, coordination of roles in the implementation of activities, management of practical actions, recognition of the final completion of the task, etc.

The problem of the formation of foreign language skills among students of agricultural specialties has always attracted the attention of researchers. For a large number of students of non-language majors, professional communication in a foreign language is problematic and does not produce the desired results. A few years ago, in foreign language classes in non-language majors, the goal was to study general scientific literature. However, with the development of society's needs, the emphasis on learning foreign languages in a higher educational institution changed, and the formation of foreign language communicative competence became an urgent need.

The term “professional communication” is found in the works of many scientists (V. Kan-Kalyk, O. Bodalov, I. Ziaziun, T. Lipatova, O. Mudryk and others), but its interpretation is ambiguous [12].

T. Lipatova considers professional communication as verbal and non-verbal interaction of people within the framework of specific activities aimed at solving certain tasks. Professional communication is a special type of communication, the process of establishing and developing contacts between people, determined by the needs of joint activities, which includes the exchange of information, the

development of a single strategy of interaction, perception and understanding of another person [12].

Therefore, professional communication can be interpreted as a process of interaction of individuals united by common professional interests, professional activity, during which the exchange of professionally important information, experience, ideas takes place and the realization of the set professional goal takes place [12].

It was established that the term “professional communication” appeared in pedagogical literature (V. Kan-Kalyk), and from the end of the 20th century it began to be used in relation to representatives of any professions to denote the peculiarities of their interaction in professional activities. In this period, theses which study certain aspects of professional communication are published. The problems of culture formation and communication style in various professional spheres are studied in particular in the works of M. Koval, V. Liventsova, P. Skliar, N. Sobol [13].

Scientific and professional communication in a foreign language environment includes the following components: subjects of communication – representatives of a certain profession, united by joint activity; needs and motives of subjects of communication, goals – the general goal of scientific and professional communication, which consists in the organization and optimization of joint activities, as well as the personal goals of subjects; means and strategies of communication, the choice of which is determined by the communicative situation and individual characteristics of the partners; scientific and professional sphere – a set of topics related to the interaction of people in various branches of agriculture during the performance of their professional duties; texts are segments of oral or written speech, which are limited to the subject of the scientific and professional sphere, the result is the realization of the goals of the subjects of communication.

On the basis of a theoretical analysis of scientific literature, it was established that scientific and professional communication in a foreign language environment is a process of interaction between specialists, which is determined by the needs of their joint scientific and professional activity and takes place in such a linguistic and

cultural society, where the main means of communication is a non-native language for at least one of the communicators language. In view of this, the preparation of future specialists in agriculture for scientific and professional communication in a foreign language environment is the preparation of future specialists for interaction outside our state (during practice or study abroad) with representatives of a historically specific group of people, who live in a certain territory and they are speakers of a language foreign to our students and a “foreign” culture to them [13].

There are several levels of foreign language proficiency: elementary, intermediate and advanced. The elementary level is characterized by insufficient awareness of the need for scientific and professional foreign language communication; lack of interest in learning a foreign language with external motivation; negative or passive attitude to foreign language communication; elementary knowledge of a foreign language, limited abilities and communication skills in the everyday sphere; superficial and intuitive ideas about norms of behaviour abroad; insufficiently formed reflexivity.

The average level involves: awareness of the need to master a foreign language as a means of scientific and professional communication; cognitive motives and motives of self-affirmation in the profession, positive attitude to foreign language study; the presence of an unstable interest in learning a foreign language; familiarization with the most generally accepted norms of business etiquette abroad; the ability to analyze communicative behaviour.

A high level is characterized by: awareness of the need to master a foreign language as a means of scientific and professional self-improvement; internal motivation; persistent interest in learning a foreign language; creative attitude to foreign language communication; developed scientific and professional communicative competence in all types of speech activity; in-depth knowledge of linguistic, sociological and cultural features of the foreign language environment; high moral norms of communication; reflective culture [13].

So, the range of speech at the elementary level is characterized by an extremely limited set of words, the simplest phrases, related to personal needs and individual

specific situations; at the intermediate level – the use of simple grammatical structures with memorized phrases, stable expressions for exchanging information at the everyday and professional level, the presence of a fairly significant vocabulary and some hesitations in the selection of words; at a high level – a sufficient set of various means of speech, which allows you to formulate clear statements on a wide range of general, academic, professional or everyday topics.

Speech correctness at the elementary level is characterized by the use of a few simple structures, a significant number of errors in utterances, and the exercise of only very limited control over the grammatical structure of sentences. For the average level, it is mainly the correct use of the most frequently used words and expressions, the ability to notice and correct mistakes. A high level is characterized by a high degree of grammatical correctness, the presence of constant grammatical control. Errors are almost absent, or very minor and imperceptible.

The speed of speech at the elementary level is determined by the fact that a person can produce very short statements, with numerous pauses to find means of expressing thoughts, repetitions. A specialist who is at an average level of mastery of foreign language speaking skills can express himself more or less clearly, even if the pauses for grammatical and lexical planning and correction are too obvious, especially during rather long and unprepared communication. A high level is characterized by fast and spontaneous speech, which occurs almost without difficulty. Only in cases of a conceptually complex subject of speech, the natural ease of the speech flow may decrease a little, which is not always noticeable in an interesting conversation.

As for communication interaction, which is very important, a specialist who has basic foreign language communication skills can easily communicate in a dialogical way, asking and answering (usually with mistakes) simple lines, but insufficient understanding does not allow him to effectively keep the conversation going. It is characteristic of the average level that the specialist can start, maintain and end a conversation when he considers it necessary to conduct discussions on familiar topics (professional or personal), despite some speech errors that do not

prevent the understanding of the expressed opinion. At a high level, interaction is carried out easily and skilfully, verbal and non-verbal means are chosen appropriately, communication is very natural.

For successful professional activity, a modern specialist must possess a high or at least an average level of development of foreign language business communication skills.

The importance of specialists mastering the skills of foreign language communication is indicated in the state document “Contents of the industry standards of higher education for the training of specialists of the educational qualification levels of junior specialist and bachelor regarding humanitarian social and economic education and education of human life safety and occupational health and safety” (Appendix to the instruction letter of the Ministry of Education and of Science, Youth and Sports of Ukraine) [14]. According to this document, graduates of higher educational institutions must possess the following skills:

- in production conditions, working out professionally oriented foreign language (printed and electronic) sources, expand the lexical and grammatical level;
- make oral contacts in situations of professional communication, applying the lexical and grammatical minimum in a certain field, during oral business contacts, using techniques and methods of oral communication and appropriate communication methods;
- make written contacts in situations of professional communication, using the lexical and grammatical minimum in a certain field and foreign language (printed and electronic) sources, in the conditions of written business contacts using techniques and methods of written communication and relevant methods of drawing up business documentation;
- in production conditions during oral and written communication using appropriate methods to apply sociolinguistic competence to achieve mutual understanding.

A specialist of any profile should be able to work with printed products in a foreign language by specialty, including searching for the necessary information,

translating special scientific literature, abstracting, actively participate in business communication at international business meetings, negotiations.

Therefore, a modern specialist must have the following skills:

- speaking: dialogic and monologue speech using the most used lexical and grammatical means in the main communicative situations of informal and official communication; basics of public speaking (oral message, speech, report);
- listening: understanding dialogic and monologue speech in everyday life and professional communication;
- reading: reading and understanding texts from the specialty profile, instructions, decisions, agreements;
- writing: writing letters, resumes, messages, protocols, abstracts, theses, biographies and other written documents.

The training of future specialists of the agricultural sector in the conditions of a higher school cannot be effective without taking into account the specifics of the students training. One of the important indicators of students' professionalism is the ability to communicate, including foreign language communication. Teaching a foreign language at a university is an integral component of the scientific and professional development of future specialists and it should be based on the principle of pedagogical interaction, cooperation and co-creation, since, in this way, the activity of students in mastering not only specific foreign language terminological vocabulary, but also foreign language communication skills increases, personal cognitive activity management technology. Under such conditions, students master the technology of interaction in the “teacher-student” relationship system, the method of creating an atmosphere of mutual trust and interpersonal communication, which allows for self-realization of the individual in education. During the lessons, the style of creative communication is worked out, the indicators of which are: the activity of the communicating parties, the volume and type of communication; the intensity of communication, which is manifested in the dynamics, saturation of various types of interaction in the “teacher – student” system; psychological comfort, which ensures

self-disclosure of the individual; creation of an individual program of communication with the student; interaction and cooperation of subjects of the educational process.

Along with the skills of fluent communication in a foreign language on everyday topics, such specialists need the skills of professionally oriented translation in a certain field of science in order to exchange written and oral messages with foreign partners. Conducting a spontaneous conversation on professional topics with native speakers orally or in writing implies a high level of active command of a foreign language, as close as possible to the level of command of a native speaker. This level of language proficiency requires specialists not only to know and understand the laws of constructing the form of foreign language expression, but also to have a deep understanding of foreign culture and realities.

Students of agricultural specialties have to perform various types of work with the original literature of the specialty, namely: understand the content, be able to get the necessary information, translate or abstract the necessary material, have the skills of dialogic speech, as well as possess coherent monologue speech at the level of both self-prepared and unprepared speech, understand dialogic and monologue speech within the limits of a certain specialization.

Some characteristic features of foreign language teaching in higher agricultural institutions should be highlighted. One of them is the short duration of the foreign language course for students of non-linguistic faculties, which, unfortunately, does not provide an opportunity to fully cover the entire range of professionally oriented and basic educational material.

The second feature should be noted the availability of educational material, which should be understandable to students. This obliges the teacher to adhere to the sequence of learning a foreign language, starting with basic general knowledge of a foreign language and gradually moving to specialized material that is already known to students from specialized disciplines, to correctly select certain methods and techniques for the implementation of the learning process, to develop ability to learn a foreign language, increase the motivation for learning.

While learning a foreign language, students must acquire not only certain knowledge in the field of phonetics, vocabulary and grammar, but also skills and abilities in oral speech, reading and writing, without which it is impossible to use a foreign language as a means of communication. Mastering skills and abilities in the absence of a language environment is much more difficult.

The goal of foreign language training for future specialists should be to bring the main subject as close as possible to the use of a foreign language, therefore, for educational institutions, the main goal of foreign language training is, first of all, the development of professionally oriented competence.

Along with the skills of fluency and communication on everyday topics, specialists need the skills of professionally oriented translation in the relevant field of science or technology, the ability to use a foreign language in telecommunication networks. Conducting a spontaneous conversation on professional topics with native speakers orally or in writing implies a high level of active command of a foreign language, as close as possible to the level of command of a native speaker. This level of language proficiency requires specialists not only to know and understand the laws of constructing a form of foreign language expression, but also to have a deep understanding of foreign language culture and realities [15, p. 52].

When studying a foreign language, students must perform various types of work with books on the specialty: be able to get the necessary information, understand the content, possess dialogic and coherent monologue speech at the level of both independently prepared and unprepared speech, translate or abstract the necessary material, to understand speech within a certain specialization.

Textbooks, various visual aids, audio and video materials, computer and technical tools used in the educational and methodological complex allow modelling a foreign language environment and stimulate communication in a foreign language. Traditional educational materials are reinforced with electronic courses or textbooks, multimedia educational programs. Electronic textbooks, practice books, multimedia training programs can be used not only for working on language material, but also for the development of the main types of speech activity.

The global practice of professional communication shows that registers that meet the requirements of the modern world of work, such as economy, mobility, flexibility, and ease of use, are of the greatest importance today. In this regard, telephone communication and business correspondence, in particular e-mail, are in the greatest demand. Numerous facts confirm that direct business meetings and negotiations between representatives of various companies and firms are usually preceded by repeated telephone conversations and communication by means of business correspondence, especially e-mail, during which the subject of discussion at the upcoming meeting, the place and time, the duration of the meeting, and the number of participants are clarified etc. Business meetings themselves for the purpose of conducting business conversations and negotiations are the next in the hierarchy of functional varieties of business communication.

In the professional world, communication by phone is used for various purposes, but in any case, a specialist must be able to: say hello in a foreign language; introduce himself, his company, institution, organization; transfer the necessary information; accept information; discuss the problem; apologize; say goodbye, etc. For this, there are appropriate examples of communication methods in various situations. In each sample, a specific stable model is reproduced: a nominative sentence, which consists only of the name of the company (firm, institution); a statement that consists of two sentences: a greeting and the name of the company. It is possible to note other models typical for this register of business communication: greetings and requests; presentation and formulation of the purpose of the phone call, etc. [16].

The ability to conduct business correspondence is very important in the professional activity of a modern specialist, which, in turn, presupposes the presence of written communication skills. It should be emphasized that written communication is a more complex type of speech activity than speaking. According to scientists, this is a specific, active, productive type of speech activity, which involves the ability to encode information taking into account the graphic communication channel. This is a way of forming and formulating thoughts in written linguistic signs. Written speech

as a type of speech activity has certain properties, in particular, it is a secondary form of communication: it relies on a graphic (visual) communication channel, auditory, speech-motor, visual and motor analyzers; method of indirect communication: lack of an interlocutor, feedback, one-sided nature of speech; communication unlimited in time and space: permanent, fixed form with the possibility of storage; non-linear, reversible process, available for editing and making substantive and formal changes; lack of extralinguistic means of communication: maximum verbalization of content, comprehensiveness, completeness of expressions; mandatory linguistic norms: speech coherence, grammatical and stylistic correctness, complex syntactic constructions, use of neutral vocabulary [17].

An essential feature of written communication is unlimited time, which gives an opportunity to think more deeply about the message, return to what has been written and, if necessary, make corrections.

Modern specialists must be able to draw up various types of business letters and faxes, each of which has its own characteristics, but there are a number of general requirements for all types of correspondence that future specialists must learn: business letters should not be very long; express your reasoning clearly and succinctly, present relevant and reliable information; any business letter should have a heading to the text containing a brief summary of its main content; the text of the letter usually consists of two parts: a description of the facts or events that served as the basis for writing the letter; conclusions and proposals; the letter should begin with an address, which is a generally accepted form of politeness; it is very important to carefully consider the first phrase, because it should convince the addressee of the legality of writing the letter; common following phrases in business letters can be a reference to a previous letter, telephone conversation, meeting, event; the further content of the letter depends on its type (reminder letter; thanks; notice; refusal); the choice of final sentences is also very important and depends primarily on the content of the letter, but usually it will not be superfluous to thank you again for the offer (even if it is not acceptable), support, help, attention, etc.; do not forget about the parting phrase.

E-mail is extremely popular in the business world today. Emails in general take into account generally accepted standards of correspondence, using an official business style. Compared to ordinary letters, they should be more concise, clear, and understandable. In the texts of electronic official business letters, commonly used vocabulary of business communication and persistent lexical and phraseological turns are widely used.

In addition to these types of written business communication, specialists must have the ability to write telegrams, various statements, autobiographies, announcements, contracts, etc.

An important form of business communication is a conversation, in which, unlike a telephone conversation and correspondence, communication takes place directly with the participation of interlocutors.

The technique of conducting a business conversation covers the most common ways of interaction between interlocutors in such situations as introductions, greetings, invitations, offers, requests, farewells, etc.

It should be noted that the choice of one or another way of expressing an opinion depends not only on the communication situation, but also on the nature of the relationship between the participants of the communication. An official setting, especially if business partners are meeting for the first time, dictates the choice of more formal means of expression. The effectiveness of interaction is largely determined by the ability to start a conversation when the statement of one of the business partners is replaced by a reply, answer or question of another. Such transfer of initiative from one communicator to another is carried out due to invariant mechanisms.

Fluency in conducting a business conversation in a foreign language requires mastering some methods that help support the conversation, that is, you need to be able to: clarify information, question and paraphrase an opinion if it is not completely clear to the partner, it is appropriate to insert remarks into the context of the conversation.

It is especially worth paying due attention to the ability to formulate lines as a means of maintaining a conversation. This is a statement that is related to the previous and subsequent statements, without which it may be incomprehensible. A replica does not correspond to a sentence; it can be expressed by a word, a phrase or an extended monologue of several phrases. The one who starts the conversation utters a stimulating remark, the one who supports it – a reactive one. These replicas differ in terms of their formation. A stimulating remark can be caused by a certain situation that arose during a business conversation. The one who submitted the cue is practically not limited in his choice, but the one who answers must correlate his cue with the cue-stimulus. It can be an answer to a specific question, a clarifying question, an expression of agreement, disagreement, solidarity, sympathy, etc.

It is also important to emphasize that mastering the skills of professional communication using a foreign language involves the extensive use of standard expressions, so-called “clichés”.

It is known that expressions in business communication are characterized by a certain stereotyping, that is, there are various stereotypes, standard expressions that are widely used in business speech in similar situations.

Speech stereotypes are ready-made formulas from the point of view of their morphological and syntactic structure and lexical content in a certain speech situation. These general formulas serve as guidelines in the interaction of communication partners and are chosen in accordance with the environment and situation of communication.

Speech clichés as standardized, stereotyped speech formulas are to a large extent automatically included by the interlocutors in the communication process and thereby contribute to the saving of time and energy of the communicators, since there is no need to constantly think about how to formulate a phrase in another language. And although they have a generalized character and do not reflect an individual style of communication, they are of great importance in mastering the skills of foreign language communication. That is why every modern specialist should have

knowledge of the most common clichés, that is, stereotypical expressions when greeting, introducing, expressing agreement, doubt, thanks, farewell, apology, etc.

At the current stage of society's development, mastering foreign languages cannot be separated from the social and cultural context in which they are used.

In other words, future specialists should be familiar with the most important aspects of the daily and professional sphere, which focuses on the training of people not only at a narrowly specialized level, but also involves the development of their general cultural level, which is necessary for adequate and full-fledged communication in a foreign language environment. This means that a modern specialist must possess at least a minimum of so-called background knowledge for full-fledged foreign language communication.

It is known that background knowledge is a complex of knowledge about national characteristics, the national culture of the country whose language is being studied and necessary for the implementation of an effective communicative act. Background knowledge can be social, individual, collective:

- social background knowledge is the information on the discussion problem that is known to all communication participants even before the beginning of receiving a speech message;
- individual background knowledge is the information on this problem that is known only to individual participants before the start of their communication;
- collective background knowledge is information that is known to all members of a certain social, professional group of people who have special knowledge in a certain field.

Considering the specifics of professional communication, it is necessary to remember that all specialists must acquire background knowledge regarding daily communication and background professional knowledge. In the first case, we mean daily communication as a set of specific situations that reflect the picture of the world as a microculture of social communication of typical speakers of a given language. Microculture is the conventionally established norms and rules of behaviour adopted in another linguistic and cultural community. In the second case, specialized

background knowledge is considered in conditions as close as possible to real professional and business communication.

In professional communication in a foreign language, the interaction of the participants and the system of their relations has a standardized national character. Entering into business contacts, partners are not only representatives of a certain social category, but also speakers of the language and culture of a specific country or region.

Each linguistic and cultural community has its own rules and norms of behaviour. For example, some properties of the national character of some nationalities are manifested in statements that are characterized by the wide use of persuasive means, the presentation of facts as a way of argumentation, and the minimization of emotional manifestations at the time of decision-making.

Therefore, foreign language communication will not be full and productive if the communicators do not know and do not follow the rules and norms of behaviour accepted in another culture.

Teaching foreign language of professional communication in non-language higher education institutions requires a new approach to content selection. It should be focused on the latest achievements in one or another field of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, provide them with an opportunity for professional growth.

Conclusions. The study of humanitarian disciplines is practically aimed at the future professional activity of specialists in the field of agriculture. Their practical significance lies in mastering the norms of the modern Ukrainian literary language and foreign languages, the rules of drafting business documentation, and methods of constructing texts. These are necessary conditions for the professional development of future specialists in the field of agriculture.

Prospects for further research. The specifics of the quality training of future specialists in higher educational institutions should be determined by such an educational model, according to which the most important component of modern

education will be humanitarian, from which the pragmatic component will also be built – the professional training of a future specialist. Therefore, a deep fundamental study of humanitarian disciplines in combination with practical courses and scientific research will contribute to the high quality of professional training of future specialists in agriculture.

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