Collective Monograph

Training of Specialists in Language Activity and Professional Communication

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

Collective Monograph

**TRANING OF SPECIALISTS
IN LANGUAGE ACTIVITY AND
PROFESSIONAL COMMUNICATION**

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Preface

The evolution of the global economy, the increasing international cultural and economic integration of Ukraine with other nations, its integration into the global community, and the necessity for business ties with foreign partners are driving forces behind transformations in all aspects of social life. These changes are particularly evident in the higher education system, which is fundamental for nurturing the intellectual and spiritual capacities of individuals. It serves as a potent tool for addressing challenges in science, technology, culture, national identity, state-building, democratic principles, and the professionalization of the country's endeavors.

This collective monograph explores the intricate facets of training of specialist in language activity and professional communication, delving into the complex interplay between individuality, professional roles, and linguistic practices. As scholars and practitioners in diverse fields, we are keenly aware of the pivotal role that identity plays in shaping our interactions, both within our professional domains and beyond.

In today's rapidly evolving global landscape, characterized by unprecedented interconnectedness and technological advancements, the nature of professional communication is undergoing profound transformations. In this context, understanding how specialists express themselves through language and professional communication becomes not only intellectually stimulating but also practically crucial.

Drawing on a range of theoretical frameworks and methodological approaches, the chapters in this monograph offer insightful analyses of various aspects of specialists' identity construction. From the linguistic strategies employed in professional discourse to the cultural nuances that shape communicative practices, each contribution sheds light on different dimensions of this multifaceted phenomenon.

We are indebted to the scholars whose rigorous research forms the backbone of this monograph, as well as to the practitioners whose firsthand experiences enrich our understanding. Their collective efforts have resulted in a volume that we hope will inspire further exploration and debate in this dynamic field.

It is our sincere belief that this monograph will serve as a valuable resource for researchers, educators, and professionals alike, fostering a deeper understanding of how identity shapes and is shaped by language and communication in professional contexts.

The monograph explores fundamental areas of linguistic research, as well as methods and technologies for teaching foreign languages. It also covers topics such as professional, interpersonal, and intercultural communication, translation studies, copywriting, and media literacy.

Section 1

"Methods and technologies of teaching foreign languages"

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FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE USING INTERACTIVE AND INNOVATIVE TECHNOLOGIES IN AGRICULTURAL INSTITUTIONS

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Abstract. The process of globalization and the transformation of the needs of Ukrainian society are making their adjustments to the training of future qualified workers in agricultural universities and technical institutions or universities, in particular in the DSAEU. There is currently a demand on the labor market for qualified personnel, to whom special requirements are imposed on their professionalism, including the level of proficiency in foreign languages. In the process of training future qualified workers, all modern standards and requirements for qualifications, prospects for future needs from society are taken into account. This process requires constant updating of knowledge, effective information, didactic and methodological support of classes with modern professional and technical literature, the use of innovative technologies by students during practical classes and self-training for better assimilation of the material. Modern methods and technologies for studying a foreign language by students of agricultural universities must meet world and European educational standards, and the requirements of society. The Law of Ukraine on Higher Education dated 01.07.2014 No. 1556-VII ensures proficiency in a foreign language for the mobility of students and their competitiveness in the labor market [1]. The greatest efficiency in the application of computer-based methods of learning foreign languages is achieved through the use of distance and blended learning.
Studying "English for Professional Purposes" as compulsory discipline will, in turn, contribute to the formation of skills that will be useful to them as qualified workers, teach them to communicate in a foreign language in professionally significant situations, and ensure their competitiveness, help future specialist to adapt in a dynamic world, which will facilitate the process of professional realization in modern conditions.
Key words: interactive methods, innovative methods, traditional forms of learning, intercultural communication competence, soft skills, communicative skills.

Introduction. Foreign (English) language training of specialists in agricultural specialties has become one of the important components of modern agricultural and

technical higher education. The English language program for higher education institutions for all levels states that the purpose of foreign language learning is: mastering a foreign language as a means of communication (which contributes to the development of the ability of applicants to use it as a communication tool in the dialogue of cultures and civilizations of the modern world); and acquiring professionally-oriented foreign language competence.

In order to increase the professional potential of a graduate of a higher educational institution in the labor market, the discipline "Foreign Language (by professional orientation)" should not only stand on the same level as professionally oriented subjects, but also encompass them, preparing the student for the realities of professional activity. For this, interdisciplinary integration, reliance on the intercultural aspect of language acquisition, variability and multilevel nature of the learning process are necessary. Today teaching a foreign language has to be oriented towards the formation and development of a specialist's professional competencies. For successful mastery and further use of a foreign language, the student beginning from Bachalor till Master and PhD must master all types of speech activity (speaking, listening, reading, writing). Thanks to computer technologies, the student's understanding of the learning environment is expanded, certain boundaries of access to educational resources are overcome, his educational arsenal is significantly enriched, and information and communication competence is developed.

Language is considered as a means of interpersonal interaction in a multinational and multicultural space. The process of teaching a foreign language in a higher educational institution should provide students not only with an appropriate level of language knowledge, skills and abilities to use it in various life situations, but also contribute to the successful implementation of the educational and developmental potential of this subject.

The purpose of the article is to investigate the issues of determining the essence and process of forming foreign language communicative competence in applicants for non-language specialties in agricultural universities in Ukraine.

Determination of the theoretical and methodological principles of forming the communicative culture system of future specialists in agriculture by creating an innovative and interactive educational environment that will ensure an improvement in the quality of their professional training.

To achieve the goal, the following **research methodologies** were set: The activities of a foreign language teacher in a higher educational institution should be accompanied by fully selected modern teaching methods and technologies, the latest methods of teaching a foreign language, where information and communication technologies play an important role. Modern computer-oriented methods and forms of foreign language learning by students are aimed at supporting the language teaching process and help to modernize and technologize the learning process, which is aimed at forming the phonetic, lexical and grammatical skills of the student.

1. To determine the scientific and methodological principles of the formation of professional and communicative skills in the process of professional training of specialists.

2. To find out the current state of the formation of professional and communicative skills of applicants in the process of their professional training.

3. To identify pedagogical conditions for ensuring the technology of forming professional and communicative skills of future specialists.

Research analysis. One of the first researchers to define communicative competence was D. Himes and A. Halliday. They argued that "Communicative competence" is the ability to communicate in various situations in the process of interacting with other participants in communication, correctly using the language system, following language norms, and choosing adequate communication and communicative behavior" [2].

Modern Ukrainian researchers define the term "foreign language communicative competence" as: – knowledge, skills and abilities necessary for understanding other people's and one's own programs of speech behavior, adequate to the goals, spheres, and situations of communication, the content of which includes

knowledge of the basic concepts of linguistics of language (styles, types, ways of connecting sentences in the text), skills and abilities of text analysis and communicative achievements themselves [3, p. 6-7]; – knowledge of the language, a high level of practical mastery of both verbal and non-verbal means, as well as experience of mastering the language at a variable-adaptive level depending on the specific speech situation [4, p. 14].

The methodology for the formation of foreign language communicative competence has been studied by domestic and foreign scientists-methodologists (I. Berman, V. Bukhbinder, V. Korostylyov, S. Shatilov, V. Hnatkevych, Yu. Passov, G. Kitaygorodska, O. Tarnopolsky, E. Miroshnychenko, I. Batsenko, V. Borshchovetska, R. Ellis, I. Nation, N. Schmitt, W. Widdowson, etc.).

The problems of using computer-based learning technologies are discussed in the works of V. Kukharenko, N. Morse, S. Rakov, E. Polat, A. Khutorsky, etc. The use of ICT in teaching foreign languages was considered in their studies by L. Kartashov, O. Rudenko-Morgun, E. Nosenko, O. Romanyshina, J. Belz, P. Car, Van de Poel and others.

The problems of developing foreign language communicative competence are highlighted in the works of E. Klymenko, S. Kozak, M. Pravdivlyany, etc.; the methodology for forming ICC was studied by domestic and foreign scientists-methodologists, like: T. Koval, N. Katrych, Yu. Passov, O. Chykhantsova, N. Kostenko, Zh. Nikolaeva, V. Bagaric, M. Canal, D. Hymes, etc.

J.M. Dewaele and L.M. Pavelescu (2021) [5] identified the conditions under which the process of learning a foreign language can be effective. In their opinion, a logical combination of conventional methods of education and modernised interactive approaches is a mandatory factor in the educational process. The latter is focused on the effective interaction of students with both the teacher and each other. This conclusion is important as it allows identifying the advantages of using interactive learning in the educational process and demonstrating the dynamics of increasing the activity of the subjects learning activities. D. Djamas and V. Tinedi (2021) [6]

explored the importance of interactive learning. It means that the educational environment and process are implemented in a way that involves all students in the process of learning. In their opinion, the interactive method of teaching excludes the possibility of domination by a narrow circle of people or a teacher. This conclusion allows disclosing the nature of the interactive approach to the educational process, which is based on friendliness and mutual assistance.

Objectives of the study. Recently, important steps have been taken in Ukraine towards the modernization of the higher education system, the creation of mechanisms for the introduction of computer-based learning technologies. However, an analysis of the works of domestic and foreign researchers shows that the problem of developing foreign language communicative competence with the use of ICT tools is studied mainly in the system of general secondary education. Insufficient attention in modern scientific works is paid to the problems of developing and using computer-oriented methods of developing foreign language communicative competence of future specialists of the agro-industrial complex.

However, the professional foreign language communicative competence of the applicant acts, first of all, as the ability to carry out communicative speech behavior in accordance with the tasks of specific situations of foreign language communication, in training, mainly external, symbolic similarity is reproduced, and not the integral content of professional activity related to the use of a foreign language.

In addition to the graet range of factors, the structure of the practical lesson is also greatly influenced by the creative nature of the teacher's work and the specific working conditions in a given group. Each lesson differs from other lessons in its own characteristics, even if they are taught on the same subject in parallel groups. During a lesson you can always see the specific "pedagogical style" of the teacher.

Scientific novelty. Due to the fact that various methods of classification established a limited number of lesson types, there was a steady tendency to assign a certain, rather rigid structure to each of these types. For example, a combined lesson was structured according to the following scheme: an organizational moment,

checking that students have completed their homework, questioning students on the material covered, the teacher presenting new material, consolidating the learned material, and homework. The stereotyped nature of such a structure caused fair criticism from didactics and advanced teachers. The structure of the lesson should not only reflect the external manifestations of the organization of joint activities of the teacher and students in the lesson, but also express mainly the essence of the internal processes with which the active cognitive activity of students is associated. The structure may change depending on the content of the educational material, conditions, students' preparedness, etc. A lesson in mastering new knowledge consists, for example, of the following elements that are common to lessons of this type: perception and awareness of the educational material, comprehension of connections and relationships in it, generalization and systematization of knowledge. But in the structure of individual lessons for mastering new knowledge, there may be no reproduction of basic knowledge at all, for example, when studying material that is completely unfamiliar to students.

Research material. Digital competences include digital literacy, experience using educational software and platforms, and the ability to seamlessly integrate information and communication technologies (ICT) into the organization of educational activities. We were trying to regard the possibilities of using digital technologies to achieve educational goals and the extent to which teachers integrate digital tools in their teaching activities on practical classes with all students' levels. The motivation to study a foreign language for professionally oriented foreign language communication in applicants of the first and second levels of education is closely related to the development of general professional motivation and cognitive motives. It is necessary to introduce professionally oriented changes to the teaching of a foreign language in agricultural higher education institutions, which will ensure the formation of motivation for professional and career growth. It is the motivation for career growth that allows attracting future specialists in the field of agricultural production to foreign language classes. At the same time, only that educational

material can stimulate the cognitive interest of applicants, the content of which corresponds to their existing and newly created needs.

In parallel with the change in the requirements for the level of formation of professional and communicative skills of applicants, it is necessary to change the role of the teacher himself. It is the teacher who ensures increased interest in the communicative features of the professional behavior of future specialists, develops communicative strategies in them in professionally significant situations, based on their own cultural prerequisites.

This is ensured by using the resources of the teacher's capabilities in additional foreign language training: the use of interactive methods; bringing situations simulated in the process of learning a foreign language closer to practice and finding non-standard solutions to them; increasing the intensity of work; involving students in self-analysis of knowledge and skills; organizing language-educational research activities.

The next important factor that determines the process of training applicants in professional and communicative skills is the ability to rely on the previous experience of the subjects of the educational process.

First, applicants for the 1st level of education have a basic level of knowledge of the foreign language itself. For the implementation of the process of variable (additional) learning, this is very important for both applicants and teachers. If we talk about using the spectrum of activities, then future FAF-agrarians are already familiar with many: this is translating technical texts, writing annotations and summaries, organizing monological and dialogical speech, presentations, etc.

Thus, there is no need for additional time to master the features of work forms during the lesson, and the teacher, taking into account the initial basic level of foreign language communication skills of students, methodically and reasonably makes the transition to professional topics.

The formation of foreign language communicative competence of applicants during training in agricultural higher education institutions includes two practical approaches:

1) The traditional approach, which involves practical teaching of a foreign language in order to form a system of basic knowledge in future specialists (1st bachelor's level), which will be the basis for further training (2nd master's level; postgraduate study – PhD);

2) Cognitive-activity approach – communicative skills in future specialists are formed by creating situations in which applicants were able to effectively master communicative and communicative-technological knowledge and form certain skills, developing their own professional communicative qualities.

This approach is based on the use of such methods and technologies as: situational and business games; methods of partial and full "immersion"; modeling situations of business conversations and everyday communication; participation in video conferences; preparation of presentations in a foreign language related to future professional activities; use of interactive and innovative learning technologies – use of modern training methods and programs (*Hello English, Duolingo, Lingualeo, Hello Talk, Quizlet, Mondly, Busuu*); participation of applicants in international programs and projects in their specialization.

Implementation of a cognitive-activity approach taking into account cognitive and rhetorical principles	Using independent, out-of-classroom training of applicants when studying a foreign language	Using innovative "immersion" technologies in foreign language communication

The formation of foreign language communicative competence of applicants in agricultural higher education institutions consists in teaching a general and specialized foreign language, which will contribute to the achievement of the key goal - the formation of their own professional competence of future agricultural specialists.

The organization of variable training as a means of additional training of students for professionally oriented foreign language communication is a necessary

condition for the formation of Soft Skills in future specialists. The features of such training, which must be taken into account, can be formed as follows:

a) the presence of a conscious interest in learning and a sufficiently high level of motivation for professional self-development of students;

b) the possibility of relying on the previous experience of the subjects of the educational process in the formation of professional communicative skills of foreign language communication;

c) shifting the emphasis in the content of training: from general humanitarian / general professional to general professional / special orientation;

d) changing the content of control and the object of control: from teacher control of individual language skills to control and self-control of integrated communicative skills and abilities in professionally significant situations; e)variability of the proposed content and structural components of the course according to the wishes, interests and capabilities of students [7].

Conscious study of a foreign language to acquire professionally-oriented foreign language competence is a guarantee of further professionalization and continuous self-education, which will ensure the ability of the future specialist to dialogue with foreign partners and the ability to convey their thoughts to the interlocutor, exchange information and results of cooperation. We believe that one of the priority areas for optimizing and individualizing continuous language education, increasing the efficiency of managing the educational process in relevant educational institutions is the creation or modernization of programs and educational and methodological support.

Educational and methodological complexes take into account the real needs of learning and subjects of learning for their further academic activity and professional career. When creating educational and methodological complexes, not only the content but also the means of learning, the principles of organizing students' educational activities are of great importance. Textbooks, visual aids, audio and video materials, computer tools allow you to model a foreign language environment and

stimulate communication in a foreign language. Multimedia media can be used for work both directly in the classroom and in extracurricular work.

The comparison method allowed comparing different types of interactive tools. Based on this, their significance and essence, and ways of implementation are disclosed. In addition, the comparison method allowed identifying the most effective ones and describing their practical value for students and teachers. The method of deduction led to the knowledge of the specific features of interactive methods based on knowledge of the general process of teaching and learning English. It involved an analysis of the general features of learning activities, which allowed exploring the specific content of interactive learning tools. The abstraction method allowed for a mental separation of the object from other elements. In this research, it was used to explore the category of "interactive learning" separately. This method allowed identifying certain features of this concept without considering the peculiarities of the process of teaching English in schools.

In modern conditions, when everyone understands the importance of knowledge of foreign languages, students cannot help but realize the importance of learning a language for further successful employment and career growth. But in practice, some students are not ready to make any effort to do this. That is why the teacher's task is to find effective ways to increase student motivation. As practice shows, learning not so much language as through language is more productive, since it imperceptibly for the students themselves involves them in the learning process due to the interest generated by the content of the proposed materials. A wide variety of teaching methods and techniques used by the teacher can be effective only if there is interest on the part of the student.

The term "innovation" comes from the Latin "innovation" – "renewal", "renewal", "change". In the educational context, "innovation" means the creation of new approaches and technologies based on rethinking previous experience and introducing the latest achievements and their integrated use [8 pp.22-27]. Thus, in pedagogy, innovation means an innovation that improves the course and results of the

educational process. One of the innovative technologies used in teaching foreign languages is interactive learning, a type of educational and cognitive activity that is implemented in the form of dialogue, with continuous adjustment of the content of learning based on the results of the analysis of the activity of the subject of learning. The purpose of using interactive methods in teaching foreign languages is to create conditions in which the subjects of learning interact with each other. Forms of work using this technology include individual, pair, group work. Among the pair and group forms of work, the most famous are: inner (outer) circles (inside / outside circles); brainstorming; jigsaw reading; think-pair share; pair-interviews; case study method.

In the information-technological society, communication skills are very important qualities. Communication contributes not only to the exchange of information, the acquisition of knowledge, but also to the establishment of interpersonal relationships, business contacts, and cooperation.

Foreign language teachers must master modern educational technologies, which include educational technologies of active learning, integrated educational technologies, and information and communication technologies [9, p. 14]. One of the obstacles standing in the way of successful mastery of a foreign language in an educational institution is insufficient, and sometimes frankly low, motivation of students to learn the language. That is why **interactive technologies** are of particular interest, the purpose of which is to create comfortable learning conditions in which everyone will feel their success and intellectual ability. The basis of such an educational process is cooperation and productive communication aimed at joint problem solving, the formation of skills to highlight the main thing, set goals, plan activities, distribute functions, responsibility, think critically, achieve significant results. The essence of interactive learning lies in mutual learning, a group form of organizing the educational process and the implementation of active group learning methods to solve didactic tasks. The teacher performs the functions of an assistant in work, consultant, organizer, and becomes one of the sources of information. The student and the teacher act as equal subjects of the educational process. Interaction

excludes the dominance of any participant, opinion, point of view over others, but must take into account specific experience and practical application. During such dialogic learning, students learn to think critically, solve complex problems based on an analysis of circumstances and relevant information, weigh alternative opinions and make thoughtful decisions, participate in discussions, and communicate with other people [10, p. 16].

Interactive teaching methods include the following: brainstorming, project method, role-playing and business games, discussions, debates, round tables. Thus, the use of role-playing games, in which students communicate in pairs or groups, not only makes the lesson more diverse, but also provides an opportunity to demonstrate speech independence, implement communicative and speech skills. In project work, students are involved in the search educational and cognitive activity created by the teacher. The use of project technologies makes it possible to form and develop search and research, communicative, technological, informational competencies, forms creativity, stimulates intellectual activity, develops communicative skills, helps to form interdisciplinary connections, teaches to use information and telecommunication technologies when learning a foreign language, helps to master the skills of working in a group, forms social mobility, increases the motivation of students, since in this case, learning a language becomes not a goal, but a means of creating the final product of activity. Thus, modern teaching of foreign languages involves the use of various approaches, the development of exercises that would contribute not only to the formation of communicative skills in a foreign language, but also develop thinking, tolerance, politeness of communication, a creative approach in solving professional tasks by students, and also encourage students to engage in independent scientific and professional search. An interdisciplinary approach to teaching foreign languages will allow applying knowledge of special subjects in foreign language classes, practicing professional communication situations, contributing to the communicative training of future specialists.

One of the modern methods is the use of **computer technologies** in learning a foreign language, which opens up access to new sources of information for students, increases their motivation to obtain information in a foreign language, increases the effectiveness of independent work, and provides new opportunities for creativity. The methodological advantages of teaching a foreign language using multimedia tools indicate that this method has a greater degree of interactive learning, makes it possible to choose the pace and level of tasks, improves the speed of mastering grammatical structures and accumulating vocabulary. Also, the undoubted technical advantages of this method include the possibility of using interactive video and audio clips when teaching oral speech. By demonstrating diagrams, photos and drawings on the topic of linguistic communication, the principle of clarity is implemented. The introduction of multimedia technologies creates conditions for interactive communication, which today is the most important component of the educational process. Using multimedia technologies, the teacher can present information in a completely new and effective form, make it more complete, interesting and closer to the topic of communication being studied. Also, multimedia technologies allow you to develop brighter and more interesting speaking exercises. For students, learning a foreign language using multimedia technologies also has certain advantages. Since these technologies are new, it is interesting for students to deal with sources of new types of information. It is also important that the assimilation of new information using multimedia technologies takes place in a playful way. The use of multimedia technologies allows students to independently prepare mini-projects on the topic of communication and present them.

The use of *information and technological innovations* (multimedia format, hypertext, virtual reality, Internet technologies) in pedagogical theory and practice allows for the implementation of an individually oriented approach to teaching foreign languages in a vocational educational institution. The methodological content of a modern foreign language lesson should be communicativeness. After all, in the process of learning using the communicative method, students acquire

communicative competence – the ability to use language depending on a specific situation. They learn communication in the process of communication itself. Accordingly, all exercises and tasks must be communicatively justified by the lack of information, choice and reaction (information gap, choice, feedback). The most important characteristic of the communicative approach is the use of authentic materials, that is, those that are actually used by native speakers. Speech interaction of students takes place with the participation of the teacher in a variety of forms: pairs, triads, small groups, with the whole group. From the very beginning, students master these four types of activity at the supra-phrase and text levels with limited use of their native language. For example, by combining sound, graphic, animation and text effects, it is possible to quite successfully simulate the effect of immersion in an active language environment, implementing modern linguistic, technological, methodological and pedagogical technologies. I believe that when teaching a foreign language under such programs, all aspects of the language are worked out: phonetic, grammatical, lexical and communicative, which allows for a more qualitative and faster assimilation of language material, acquisition of speech skills and abilities. Multimedia tools play a large role in this, which make it possible to constantly update educational materials and improve systems for working on them. The teacher's task in this case is to exercise general control over the work of students, understanding that the student is an active factor in the educational process. The development of students' creative abilities contributes to their successful activity in assimilating new knowledge. The Internet is the world's largest computer network, which has enormous information capabilities. The Internet provides a unique opportunity for learners of a foreign language to use authentic texts, listen to and communicate with native speakers, that is, it creates a natural language environment. The use of modern teaching aids (software: multimedia textbooks, disks, universal encyclopedias, presentations, video, audio materials, Internet resources; hardware: PC, audio, video equipment, multimedia projector, interactive whiteboard) significantly improves the

quality of the presentation of the lesson material and the effectiveness of its assimilation by students.

Interactive technologies for teaching foreign languages are based on a personal-activity approach and include: the use of interactive teaching methods, including non-situational (dialogue) and situational (game – imitation and non-imitation, non-game interactive methods – situation analysis, auction of ideas, etc.); organic combination in the educational process of various teaching aids (on electronic and paper media) and innovative (distance) and traditional forms of learning according to the principles of expediency of their implementation and mutual complementarity [11, pp.25-32]. Using a computer in the process of learning a foreign language contributes to the implementation of the following tasks.

1. Interest in a foreign language. When working with the curriculum, a methodological technique of "transferring" students to a foreign language situation close to real life is used. In addition, students also develop an interest in working with a computer, in particular, in various computer programs.

2. Visualization of educational material. With the help of educational programs, it is possible to combine sensory, auditory and visual components of the impact on the perception of the text by students.

3. Expanding students' knowledge on a specific educational topic. Thus, the corresponding CD-disks provide a lot of interesting and useful illustrated information on topics that are usually not presented in an interesting enough way in ordinary textbooks. Students also have the opportunity to expand their knowledge through the use of computer technologies not only in the subject of "foreign language", but also to obtain certain knowledge and experience of situations close to real ones.

4. Verification and self-testing of acquired knowledge and skills. Working with educational programs, students have the opportunity to check themselves by looking at the "lesson results". Also, in classes using a computer, they very quickly pass tests and perform control exercises.

Multimedia is a set of computer technologies that simultaneously use several information media: graphics, text, video, photography, animation, sound effects, high-quality sound [12 pp. 1–19]. In our practical work, we most often used presentations created using the Power Point program. At the same time, we used different types of presentations: 1) computer filmstrips using animation elements; 2)presentations for repeating and summarizing acquired knowledge; 3) classic computer presentations.

Conclusions. Therefore, to form the professional level of foreign language communicative culture of applicants to agricultural higher education institutions, it is advisable to develop and implement a system of innovative, computer and classical technologies for forming foreign language communicative culture.

Teaching speech is a very important part of learning a foreign language. The ability to communicate freely in a foreign language is the key to success not only in studies, but also in later life. Therefore, foreign language teachers should pay attention to teaching students foreign language. The proposed types of work and practical advice in their organization will make students more active, and the learning process more interesting and effective.

Thus, it can be argued that for the successful teaching of "English (for professional purposes)" and "Business foreign language" it is possible and necessary to use innovative and information (computer) technologies, since the modern generation of students is not always interested in traditional teaching methods. However, this does not mean that they will automatically improve language learning. In order for the result of their use to be successful, it is necessary for the teacher to be well versed in existing technologies and constantly monitor the innovations offered by developers, since the world of modern information technologies is changing rapidly. In addition, it is necessary to carefully develop appropriate tasks, taking into account the specifics of studying a foreign language in a professional direction, so that they become a useful addition to the material contained in traditional textbooks.

Interactive methods of teaching a foreign language are aimed at developing a culture of communication and forming a personality with creative potential, technologies of creative self-development, self-improvement. With the help of modern computer programs, students experience a real immersion in a living language, receive many opportunities for learning and memorizing new words, as well as for developing speech skills.

Methods of teaching foreign languages, which are based on a humanistic approach, help to reveal the creative potential of students and contribute to the development and self-improvement of the educational and communicative process.

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