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**PECULIARITIES OF PROFESSIONAL COMMUNICATION FORMATION  
OF FUTURE VETERINARIANS IN THE PROCESS OF FOREIGN  
LANGUAGE LEARNING**

*The article deals with the peculiarities of professional communication formation of future veterinarians in a higher education institution. The purpose of the work is to substantiate the expediency of teaching a foreign language discipline for students of agricultural specialties. The basic directions of professional communication formation of future veterinarians are determined. It is established that the quality of teaching a foreign language in higher education institutions to European standards is impossible without implementation of modern methods.*

**Key words:** *professional communication, foreign language, training, higher education institution, modern methods of teaching*

**Formulation of the problem.** In the context of education modernization, the problem of professional training is especially important. The increased interest of scholars and practitioners for professional training is due to a change in the educational paradigm – there is a shift from mass-productive forms and methods of teaching to individual and creative, when a specialist is trained with the emerging need for professional self-education, capable of self-development and full self-realization in the chosen profession [9].

Professional communication is an integral part of the future veterinary doctor. The need to improve the level of preparation for professional communication of future veterinarians in higher education institutions will raise the issue of forming their readiness for communication, professional self-improvement and development. Therefore, there is a need to consider the peculiarities of forming a structure for students' readiness for professional communication.

Humanistic orientation is a priority in the modern educational system. That is what raises a separate personality to the level of the highest social significance and orientates the educational process to create the optimal organizational and pedagogical conditions for the formation of a future specialist as a carrier of high spiritual values, disclosure of his creative potential and self-realization in future professional activities. Humanistic educational trends also embrace the future specialists training in the field of agriculture. It is well-known that in higher education institutions of agricultural profile, attention has always been focused mainly on the general professional component, which led to the degeneration of humanistic traditions.

Scientific researches of L. Baranovs'ka, L. Holovata, N. Kostritsa, L. Luchkina, L. Palamar, T. Rukas, N. Totskaya and others are devoted to the problem of professional communication formation among students of non-philological specialties. The formation of the language culture was studied by N. Babych, A. Koval, L. Matsko, M. Pentiluk and others. However, special studies of the problem of professional communication formation of future veterinarians have not been the subject of research from the standpoint of innovation processes that took place in the system of higher education in Ukraine.

**The aim of the paper** is to substantiate the expediency of teaching a foreign language discipline for students of agricultural specialties and to determine the main areas for the professional communication formation of future veterinarians.

**Presenting the main idea.** The need for professional communication along with the need for activities is prominent in the development of the personality of a future specialist. Researchers such as L. Vygotsky, V. Mikhailiuk, N. Reutov, N. Borisko, E. Ganish and others, believe that knowledge and life experience can only be acquired through communication. Professional communication should help the person to develop, raise his general, intellectual and professional level. Logical, correct, appropriate professional speech should be the student's inner need. The notion of «speech» as a certain type of activity was defined by L. Vygotsky [4, p.40], according to which professional speech must be regarded as a kind of activity of

people of a certain area of knowledge, which finds the use of the language of a particular specialty in the process of communication. V. Mikhailuk believes that «knowledge of the language of the profession increases the efficiency of labor, productivity, helps to better orient in direct business relationships» [7, p.33]. N. Borisko thinks that the purpose of teaching a foreign language of professional communication is the formation of a special intercultural communicative competence that covers language, social, cultural, vocational and educational competence. The basic principles of teaching a foreign language of professional communication include a communicative approach, a special professional approach, autonomous learning, and others [2, p.23]. However, some experts point out: despite the fact that the content of teaching a foreign language, which is taught as a general education discipline in all types of educational institutions, and the content of teaching profile-oriented foreign language are different. The processes of learning and mastering the language in the profile-orientation course are the same, as well as in general education course. In other words, there are no language teaching methods for special purposes that are not characteristic of language learning in general. On the other hand, some researchers who study the peculiarities of learning the language of professional communication (T. Hutchinson, A. Waters, R. Jordan, D. Brinton), concluded that the course of teaching profile-orientated foreign language cannot but use the methodology and methods of the disciplines it serves. The question of how to combine traditional and special methods and approaches in organizing the course of a foreign language of a professional orientation leaves open.

It is very difficult while organizing the process of training to define its priorities, goals and training. Thus, the system of professional training simultaneously provides and fulfills a certain state order for a future specialist, is a certain stage and a means of life self-determination.

In today's conditions of development, expansion and absorption of scientific, technical, agricultural and other contacts, practical knowledge of a foreign language is a prerequisite for a successful professional activity of a specialist – graduate of a higher education agrarian institution. Oral forms of foreign language communication

are of particular importance. The teaching of oral professionally oriented communication and the ability to understand professionally oriented speech are important tasks for higher education institutions.

Modern requirements to the level of proficiency in a foreign language enter into a certain contradiction with the teaching. A large number of educational programs are overloaded with general scientific and professional disciplines, which eliminates the possibility to increase, and sometimes save the number of hours allocated to a foreign language. That is why researchers in the field of teaching a foreign language insist on the actual development of the concept of the approximation of the quality of foreign languages teaching in higher schools to European standards and the implementation of this concept in the practice of training. This concept should be based on the principles of interdisciplinarity and integrity. It is necessary to take into account the integrative nature of both the language interaction itself and other methodological principles, namely the principle of considering the recommendations of the Committee on Council of Europe and the program «English for professional purposes» [6, p. 35].

Teaching students of a foreign language in a higher school requires improvements in the system of the provision of education, the creation of effective teaching systems, new technologies, forms and methods of training that could provide intensive mastery of the knowledge system and on this basis – a significant increase in the level of students' activity. There is a contradiction between the growing demands of the society and the level of professionalism of the individual and the existing practice of professional training of students, between high-quality non-consistency of educational activities and professional activities. Thus, it is possible to overcome this problem through the application of such forms and methods of education, which not only transmitted the totality of knowledge, but also ensure optimal personal development in general, the transformation of cognitive activity into a professional one and, accordingly, changing needs, motives, goals. Particular attention is paid to the application of advanced technologies, for example, multimedia [3, p. 30].

In the process of studying, students of higher education agrarian institutions should acquire a level of communicative competence that would allow the use of a foreign language in establishing oral contacts with foreign specialists while participating in scientific conferences. In this connection, there are natural communicative situations in which it is necessary to understand the foreign language of a specialist and express their arguments on a particular problem. Among such situations are the following: 1) participation in international conferences, symposiums, congresses, in which it is necessary to understand the report or messages in a foreign language; 2) speech contacts during such meetings; 3) discussion of agreements, agreements on specialty; 4) speech contacts associated with joint ventures [5, p.24].

The foreign language course for students of Veterinary Medicine Faculty is based on the principles: from simple to complex; from the known – to the unknown. It is built in parallel on the basis of the knowledge, skills and abilities acquired by students during the basic study of a foreign language in a general education school, and the theoretical knowledge that is learnt in classes on various subjects and special courses. The general level of English-language competences of today's graduates of secondary schools leaves a lot to be desired. Testing, traditionally conducted with the first year students, shows not very optimistic results. Observations on the practice of professional foreign language teaching at the Faculty of Veterinary Medicine show that starting to learn this language, students have extremely vague idea of their future profession. That is why it is expedient to consider the general veterinary texts in the first semester, the language material of which does not cause particular difficulties, and from the second semester begin to read the thematic texts focused on the most recent achievements of veterinary science. Theoretical knowledge acquired by students in specialized classes on Anatomy, Histology, Cytology, Biochemistry, etc., is fixed and replenished in foreign language classes. The texts for reading have a professional orientation, expanding and deepening students' knowledge and are an additional source for the development of professionally oriented vocabulary.

The effectiveness of teaching foreign language for students of agrarian specialties is achieved through the application of various forms and methods of problem learning, the introduction of a systematic organization of individually differentiated communication, which simultaneously provides variations in content and dosage of the degree of complexity of educational tasks. Particular importance is given to the formation of lexical skills, as the primary goal is to create and expand the vocabulary of spoken orientation. Much attention is paid to working with terminology, because communication in a foreign language and the solution of any professional and everyday issues will simply be impossible without knowledge of the terms.

In recent years, the manufacturing sphere of communication has become much more complicated. Economic, managerial, commercial, and legal areas of professional activity became widespread and developed, which necessitates the acquisition of professional skills by future professionals as a significant component of professional intercultural communication.

It is known that the main theoretical provisions of teaching foreign language communication are:

- the need to implement a communicative technology for the formation of skills and abilities in all types of speech activity;
- compulsory use of integrated training for all types of speech activity;
- taking into account individual interests and peculiarities of students, as well as taking into account the various actions, steps or methods of activity used by students in order to increase the efficiency of material mastering;
- compulsory use of truly communicative tasks contributing to the formation of communication skills, and modes of work that are adequate to the conditions of real communication.

The teaching of foreign language for future veterinarians includes the following components: skills and abilities to operate language material; language skills and skills that characterize the level of practical language proficiency as a means of communication; educational and compensatory skills that provide a culture of

learning the language in the learning environment and the culture of communication with native speakers, as well as exercises of different types. It also includes such components as: communication, language situations, topics, texts, linguistic material and a system of knowledge of national and cultural features and realities of the country which language is learnt. It is equally important that students learn material from their specialty, learn special terminology and work with authentic sources.

Teaching a foreign language for professional communication provides the development of personal potential of students. In numerous studies it has been established that in the field of professional motivation the most important place belongs to the positive attitude towards the profession, because this motive is connected with the ultimate goals of the study.

Nowadays the question is how to learn a foreign language and what material to teach in order to meet the goals and requirements of professionally oriented education is also very important. One of the peculiarities of learning the language of professional orientation is that it should be as close as possible to the actual professional activity of a future specialist. Therefore, it is very important to carefully select the training material that would complement and deepen students' knowledge of specialized disciplines and promote the development of skills for working with professionally oriented texts.

As part of the teaching of a foreign language for professional purposes, the communicative approach is effectively implemented through the use of didactic games, when during the occupation the situation relates to the future profession of students or directly to the professional occupation of participants. Such games contribute to the development of intelligence, memory, affect the emotional sphere of personality and motivate communicative, speech, cognitive and creative activities. Developed intellectual skills and a common culture of thinking – are features that have some value for specialist's self-education, which is the goal of the entire educational process in a higher education institution. In the process of mastering professional terminology, it is necessary to combine different learning

tools. Textbook and visual teaching aids (tables, diagrams) are often used for these purposes.

Considering the great amount of scientific and professional terminology that students must learn, a small amount of hours spent on professional vocabulary learning the question of intensifying and optimizing the educational process arises. Expansion of vocabulary of students by professional terminology is carried out while studying all disciplines, but activation is already achieved through various exercises. The success of this work largely depends on the fact that terms perceived and mastered by students not isolated from each other, but by certain complexes. This should be taken into account in the texts of exercises in which the material should be presented on the basis of semantic, lexical, grammatical and word-building features. This approach helps to formally formulate professional terminological competence of students, and it will significantly increase the level of cognitive activity, which mobilizes the creative potential of the individual. The need for knowledge of professional terminology requires continuous professional self-improvement, which contributes to continuous professional growth. Then students have an increased interest in the future profession.

**Conclusion.** Foreign language for professional purposes is a compulsory component of specialist training. The content of teaching a foreign language for professional communication serves as an indicator of qualitative and quantitative characteristics of the level of communicative competence as a result of learning the language of students of non-language specialties. Foreign language for professional communication helps the student's development, his professional orientation. It has a great educational and developing potential. All this is capable of solving the problems faced by the teacher and students within the profile-oriented teaching of a foreign language.

### **Література**

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## **ОСОБЛИВОСТІ ФОРМУВАННЯ ПРОФЕСІЙНОГО СПІЛКУВАННЯ МАЙБУТНІХ ВЕТЕРИНАРІВ У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ**

*У статті розглядаються особливості формування професійного спілкування майбутніх ветеринарів у вищому навчальному закладі. Метою роботи є обґрунтувати доцільність викладання дисципліни іноземна мова для студентів сільськогосподарських спеціальностей. Визначені основні напрямки формування професійного мовлення майбутніх ветеринарів. Встановлено, що наближення якості навчання іноземної мови у вищій школі до європейських стандартів є неможливим без використання сучасних методів.*

**Ключові слова:** *професійне спілкування, іноземна мова, навчання, вищий навчальний заклад, сучасні методи навчання.*