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Технологічний центр БЕТА (Іспанія)  
Університет Жирони (Іспанія)  
Університет Кордобі (Іспанія)  
Університет сільського господарства в Кракові (Польща)  
Чеський університет природничих наук (Чехія)  
Університет Мугла Сіткі Кочман (Туреччина)

# **«ТЕОРЕТИЧНІ ТА ПРАКТИЧНІ ПИТАННЯ АГРАРНОЇ НАУКИ»**

## **МАТЕРІАЛИ**

**Міжнародної науково-практичної конференції  
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**PART 2**

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*Vira Chornobai*  
(*Dnipro, Ukraine*)

FORMATION OF ENGLISH LANGUAGE COMMUNICATIVE  
COMPETENCE FOR FUTURE SPECIALISTS IN AGRICULTURAL COMPLEX  
(TUTOR ASPECT)

The growing need for highly qualified specialists in the field of agriculture forces the orientation of the university's educational policy to be oriented towards the interrelation of the profession by conspiracy (in English). That is why a foreign language has become an integral part of professional training. Teaching foreign languages at the non-language faculty of a higher education institution requires the development of foreign language communicative competence in the professional sphere of communication.

With the development of the needs of society, the emphasis of learning foreign languages in higher education changed, it became necessary to form a foreign language communicative competence. The problem of development of communicative competence in the process of learning a foreign language was studied in the works of L. Byrkun, O. Vyshnevsky, I. Zymnaya, Y. Passova, T. Sirik and others. The concept of communicative competence as a generalized communicative property of personality, including developed communicative abilities and formed skills and abilities of interpersonal communication, knowledge of its basic laws and rules directly or in connection with the study of other problems are considered in the works of O. Bodalyov, Y. Emelyanov, V. KanKalyk, O. Kyrychuk, J. Kolomynsky, O. Krylov, N. Kuzmina, I. Ladanov, A. Panfilova, L. Petrovska and others. Most scholars consider communicative competence to be an important component of professional competence, which has its own specifics in each activity.

Foreign language communicative competence is an integral characteristic of the professional activity of a specialist, which covers the following substructures:

- activity (skills, knowledge, abilities and methods of professional activity); - communicative (skills, knowledge, abilities and methods of professional communication). E. Bibikova defines professional competence as an integrative quality of a specialist's personality - a systemic phenomenon that includes knowledge, skills, abilities, professionally significant properties that ensure the effective performance of their own professional responsibilities. As an integrative education, professional competence covers functional, motivational, reflective and communicative components [1, c. 58].

Modern research offers different definitions of communicative competence: in some it is the level of formation of interpersonal experience necessary for an individual to function successfully in a certain society within his own abilities and social status (T. Wolfowska); in others, it is a person's ability to communicate as a complex multicomponent dynamic holistic speech activity, the nature of which can be influenced by various factors (O. Petraschuk); or as the ability to coordinate the interaction of its individual components to ensure the efficiency and effectiveness of communication (V. Topalova).

An important structural component of professional competence is communicative competence, which is a qualitative characteristic of the personality of the specialist and includes a set of scientific and theoretical knowledge, practical skills in the field of professional communication, experience of professional interaction, sustainable motivation of professional communication. Pedagogical and communicative activity taking into account the corresponding abilities, abilities, skills has the general semantic characteristics. This testifies to the existence of general theoretical and methodological principles, because the preparation of the student for communicative and pedagogical activities allows to create the basis for his professional development as a future military specialist. Features of decision making by the teacher, and in the future, the employer makes high demands on both the general development and the development of his communication skills as the basis of communicative competence. In particular, we are talking about such traits as sociability, tact, flexibility in relationships, observation, the ability to establish business and emotional contact. On the other hand, the creative nature of the serviceman's work, the dynamism and variability of communication situations eliminates the element of programming and standardization of his actions.

One of the pedagogical conditions for the formation of foreign language communicative competence is individualization of learning through the introduction of academic counseling (tutoring) and a system of practical communicative tasks aimed at developing components of the studied competence (linguistic, speech and socio-cultural). The phenomenon of tutoring is closely connected with the history of European universities in medieval Europe, as it originated around the XIV century at the classical English universities of Oxford and Cambridge.

The tutor has the following main functions: a) diagnostic - mastery of methods for diagnosing abilities, level of acquired knowledge and skills and abilities of cadets); b) projection - the ability to develop a long-term plan for the development of the cadet's personality; c) implementation - assistance to the cadet in advancing the individual educational route; d) analytical - assistance to the cadet in adjusting his individual plan, reflection and analysis of educational activities.

The main purpose of tutoring is the formation of skills of self-education and creative solution of professional problems, learning effective methods of development and implementation of research projects in various fields of practice and more. Therefore, this form of organization of the educational process involves mostly individual consultations, the use of design and game techniques, the introduction of information and case technologies.

We can conclude that communicative competence considered by scientists in both broad and narrow senses: in a broad sense – it consists of linguistic, speech, socio-





cultural, sociolinguistic, discursive and strategic competence; in the narrow – as a practical mastery of cadets' speech skills at the level sufficient for foreign language communication in four types of speech activity: listening, speaking, reading, writing in typical situations.

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