

Отже, різні технології подання навчальної інформації в лекційних презентаціях і навчальних вправах на практичних заняттях здійснюються засобами мови, але дедалі ширше включають і засоби аудіосупроводу й візуалізації.

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PROFESSIONAL COMMUNICATION OF FUTURE VETERINARIANS

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 [4].

Professional communication is an integral part of the future specialist. The need to improve the level of preparation for professional communication of future professionals 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.

In the psychological concept of communication, developed by M.I. Lisina, the studied phenomenon is considered as a type of human activity, each of the participants of which is equally a carrier of activity and anticipates it in his partner [2, p. 9]. In the structure of communication, according to this concept, the following main components are distinguished: its subject – the second person, the partner of communication as a subject; needs and motives – for which communication is carried out; actions – a holistic act that is addressed to another person and directed at him as his own object; task – the goal, the achievement of which in these specific conditions are aimed at various actions carried out in the process of communication; means – operations by means of which actions of communication are carried out; products – the formation of material and spiritual nature, which arise as a result of communication.

O.O. Leontev considers that the starting point of the analysis of communication to be understood as one of the types of human activity, which is characterized by: intentionality (the presence of a specific goal, independent or subordinate to others; effectiveness (the degree of coincidence of the achieved result with the intended purpose), normativeness (obligatory social control over the course and results of the act of communication).

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. Vygotskiy, V. Mikhailyuk, 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. Vygotskiy [1, 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 labour, productivity, helps to better orient in direct business relationships» [3, p.33].

Professional communication is the main form of pedagogical process, the productivity of which is determined by the goals and values of communication, accepted by all its subjects as the norm of individual behaviour. It unfolds in the process of joint communicative activity of people, mediated by the exchange of information, in which each of its participants learns universal experience, social, pedagogical, communicative, moral and other values, knowledge and methods of communication, discovers, reveals and develops his own mental qualities, is formed as a person and as a subject of communication. In this sense, communication, communicative activities are important factors in mental development.

The leading subject of professional communication is a teacher, professional, including communicative, whose activities should be aimed at fulfilling the social order – the formation of a harmoniously developed personality. As a participant in any act of communication, he must take care of education, upbringing and personal development. The communicative goal of the teacher is not only to achieve mutual understanding in communication, but also to initiate a comprehensive, harmonious development of others. He can achieve this by realizing the uniqueness of man as an individual, given the dynamics of change that occurs with him, understanding the complexity and ambiguity of the development process, being able to see the distant prospects of interaction, instilling in those with whom communication, confidence in successful mastery growth. The teacher must realize that the main responsibility for the success of communication lies with him as a specialist who can and should find a way out of any communicative situation.

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.

LITERATURE

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