

Index. The country probably is associated with fjord surrounded by snow-topped mountain, a royal family, and the Nobel peace prize [3].

On the 22nd of July in 2011, Norway's attractive nation brand was changed for the foreseeable future because of terrorist attacks on Oslo and the island of Utøya. More than 70 people were killed by Anders Behring Breivik. This fact made Norway the world's top news story because no one was expected such awful situation. The attacks turned into a national tragedy and led to domestic consequences.

Norwegian far right domestic terrorist's actions have shattered the picture of a safe and a harmoniously integrated country. The perception that Norway is incapable of political extremism has disappeared. Years of work by the Norwegian government were destroyed by the actions of one man.

References

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PROFESSIONAL COMMUNICATION IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

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».

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 [2, 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 [1, 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.

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**SERIOUS VIDEO GAMES, GAMIFIED LEARNING APPLICATIONS AND
GAMIFICATION IN THE CONTEXT OF UKRAINIAN HIGHER
EDUCATION**

The contemporary educational environment in Ukraine, as well as in many other countries, is driven by the post-industrial model of society and postmodernism that underlie rapid social changes. In recent years, when contemporary high-tech enterprises require their employees to demonstrate a good level of mathematics, sciences, engineering, be computer literate and solve complex tasks creatively, the training of a new generation depends, primarily, on innovative technologies and teaching approaches that would enhance students' cognitive, motivational and social potential, skills of team-working, problem-solving, and critical thinking.

Therefore, the discussions around educational digitalisation and computer-mediate education (CMC) implementation into various educational contexts continue to gather momentum. Consequently, digital pedagogy, playful learning, gamification and serious video games are becoming a part of everyday toolkit of educators on a wide