

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

Collective Monograph



**Linguistic and Methodological Training of
Students for Future Professional Activities**



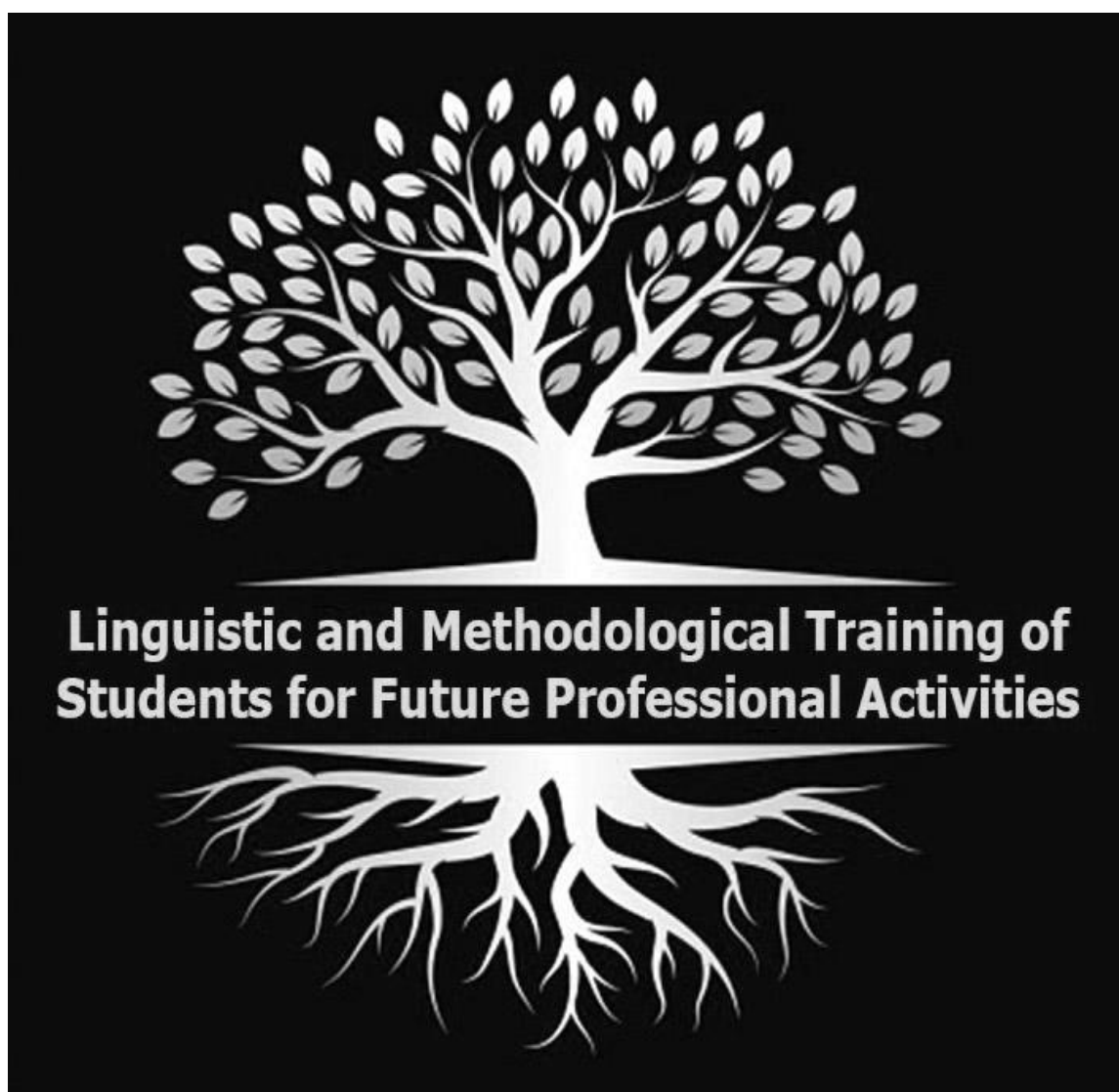
Philology and Pedagogy

Dnipro, 2023

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Collection of scientific materials published is the scientific and practical publication which contains scientific articles of Doctors, Candidates of Sciences, PhDs, research workers, lecturers and practitioners from Europe and Ukraine. The papers contain the study reflecting linguistic and methodological issues in the framework of students' training for professional activities.

The publication examines fundamental directions of linguistic research, methods and technologies of teaching foreign languages, professional, interpersonal and intercultural communication, translation studies, copywriting, media literacy. The collective monograph was published within the framework of the State Budget research topic “Linguistic and professional training of specialists: linguistic, social and cognitive, communication and pedagogical aspects” (state registration number 0122U001178). The publication is aimed at professionals engaged in practical activities in the field of linguistics, methodology, academics and general public.

INTERCULTURAL BUSINESS COMMUNICATION AND ITS ROLE IN THE TRAINING PROCESS OF AN AGRICULTURAL SPECIALIST

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Abstract. *The article is devoted to the problem of communication in the professional society. First of all, it concerns the educational sphere, because it is designed to ensure comprehensive preparation of the future specialist for modern life in the world of the most diverse connections, communicative possibilities of social relations. The main form of the pedagogical process is professional communication. Its productivity is determined by the goals and values of the subjects of communication, accepted by everyone as the norm of individual behavior. It unfolds in the process of joint communicative activity of people, during which each of its participants, exchanging various information, learns moral and other values, common human experience, communicative, social knowledge and methods of communication active activities, agricultural students. The formation of a speech personality that freely and creatively expresses its needs, interests, intentions, knows how to use intercultural language means, is an important task of modernization of education in Ukraine. It was found that the formation of speech culture is an important indicator of professionalism.*

Key words: *intercultural communication, communicative activity, speech culture, business communication skills.*

Introduction. The study of key issues related to the processes of interaction between language and culture is one of the fundamental problems of the theory of language, as well as the theory and practice of intercultural communication. Language in the process of communication performs not only the function of encoding the transmitted information, but also plays a special role in the processes of obtaining new knowledge about the world, processing, storing and transmitting this knowledge. This makes the language the most important tool not only for learning about another culture, but also for interpreting and adapting it.

A research problem. In the life of modern students, direct and indirect interaction with representatives of other ethno-cultural communities is becoming increasingly important. The globalization of the economy, the development of tourism and business, migration processes, and educational integration determine active intercultural relations. For the further development of world civilization, it is necessary to establish a dialogue between representatives of different cultures, since ignorance of the ethno-cultural characteristics of both verbal and non-verbal communication negatively affects the process of communication, leads to a

stereotypical perception of carriers of other cultures, and causes errors in their communicative behavior.

Relevance of research. Modern agricultural production places ever higher demands on the communicative training of an agricultural specialist who needs to be able to extract and apply information, communicate with different people, convince communication partners, quickly join the production team, adapt to new working conditions and regulate relations between people in the process of joint activities, work in a team, organize teamwork as a middle manager.

Analysis of publications. General problems of communicative training are substantively presented in the works. Special attention of researchers should be noted to the course “Ukrainian language for professional *mu*vannyam” [1; 2]. Yu. V. Pozdran, I. Zozylyya, N. Franchuk note the importance of using interactive forms of conducting classes from the named discipline, because thanks to them “it is possible to arouse students’ interest in learning the Ukrainian language for the professional aspiration to promote the active participation of everyone in the educational process, to develop the skills to use the acquired knowledge in various communicative situations, not only domestic, but also in professional and scientific life” [2, p. 3]. Analyzing the experience of domestic scientists on this issue, we consider it appropriate to refer to the theoretical definition of the essence of the concept “professional communication” and its features. N. Orlova quite correctly, in our opinion, defines professional communication as “communication within professional and production situations between specialists in a particular branch of human activity” [3]. The researcher generalizes the following characteristics: a) the participants of professional communication are communicants - specialists of a certain industry, professional group; b) spiritual and intellectual unity of communicants on the basis of common consciousness, culture; c) the presence of professional language competence, professional knowledge, as well as a general humanitarian culture of a person; d) possession of the conceptual and categorical apparatus of a certain industry, the use of special terminology during professional activity; d) general communicative sphere (professional and industrial environment,

in particular scientific, industrial, educational); e) regulation, that is, the subordination of communicants to the rules and restrictions generally accepted in a professional team; f) the creative nature of relationships, their focus on solving specific professional tasks, achieving goals; g) creation by the professional community of means of communication - teaching aids, textbooks, professional periodicals, etc. At the same time, we believe that the professional and communicative competence of a specialist in the agricultural sector, as an educational result of his training at a university, should have specific characteristics determined by the characteristics of agricultural production: the variety of types of livestock and crop production and the need to scientifically and in an accessible form explain to agricultural workers the features of their actions. in each case; different duration of technological processes (from several weeks to several months) and the need to build a system of direct and indirect (through memos, instructions, etc.) communications; the increasing use of agricultural machinery and the associated need to communicate with representatives of industrial production; the unpredictability of changes in natural and climatic factors and the resulting need to stimulate agricultural workers to make decisions determined by the situation; dispersed workforce and the need to encourage them to act independently etc. All this makes it necessary to identify the content and structure of the professional and communicative competence of a specialist in the agricultural sector as an educational result of his training at a university. The results of our analysis of professional training programs for bachelors in the field of “Agronomy”, “Agroengineering” and “Veterinary Medicine”, as well as a survey of teachers, show that the educational process of an agricultural university has sufficient potential for communicative training of a future specialist in the agricultural sector. The didactic conditions of professional and communicative training of a student of an agricultural university help to reveal the competence approach in the modernization of domestic professional education, various aspects of which are considered in the works of a number of researchers. According to scientists, models of human behavior are formed in the process of education in a certain socio-cultural environment, and the most important component is communication, which is

carried out in accordance with the rules and norms adopted in a particular society. The works of F. Batsevich [4], V. Manakin [5], P. Donets [6], E. Hall [7], G. Treiger, Y. Shaigorodsky and others. In the works of E. Hall, the founder of a new scientific direction called “inter-round communication”, the problematic question is formulated: “What is the reason for communication difficulties that arise between representatives of different cultures?”, “How does culture help to establish intercultural communication?” [7]. E. Hall believed that awareness in foreign cultures can be effectively used only when, during the assimilation of knowledge, a person is aware of the features of his own culture. The researcher relied on three main provisions: a person is inherent in the culture in which he was born, but the bearer of the ethnic culture himself is not aware of his cultural characteristics, since he subconsciously considers them universal; this fact turns the individual into a prisoner of his own culture; getting rid of cultural dependence is possible only through self-reflection, that is, awareness of the presence of one’s own subconscious cultural program. E. Hall came to the conclusion that it is through the cultural limitations of one's perception, algorithms, ways of thinking and acting that one can establish effective intercultural communication. according to the scientist, culture is a set of values, norms and beliefs, representing a system of meanings, assimilated by representatives of a certain ethno-cultural community, defining active guidelines, determining intercultural communication processes [7] reveal the development of communicative competencies in the educational process.

The aim of the article: to develop the technological foundations for the professional and communicative training of a specialist in the agricultural sector in the process of his training at the university. Based on the substantiation of the professional competence of the future specialist of the educational institution, the purpose of our study is to reveal the need for the formation of an appropriate level of intercultural communicative competence among students.

The objectives of the study are: to find out the determining factors of intercultural communication in professional training of students; describe the process of formation of intercultural communicative competence of students; determine the

factors that contribute to the formation of professional and speech readiness of future specialists.

Object of study: the process of professional training of a specialist in the agricultural sector at the university. **Subject of study:** the formation of professional and communicative competence of a specialist in the agricultural sector in the process of his training at the university.

Research material. However, such training is mostly expected in the humanitarian, social and economic cycles of disciplines, practically without affecting the professional and other cycles. In addition, the existing potential for communicative training of an agricultural engineer is not realized in the appropriate content, methods and organizational forms of education in an agricultural university. Relevant, in the direction of “Agronomy” training of bachelors, are such aspects of communicative training (communicative competencies), as the possession of “a culture of thinking, the ability to generalize, analyze, perceive information, set a goal and choose ways to achieve it; the ability to logically correctly, reasonably and clearly build oral and written speech; willingness to cooperate with colleagues, work in a team; the ability to find organizational and managerial solutions in non-standard situations and the willingness to bear responsibility for them. The need for such competencies is expressed by the interviewed students and teachers. All this determines the need to substantiate the procedural and technological characteristics of the professional and communicative training of a student of an agricultural university. Since the communicative training of a student of an agricultural university is seen by us in the context of his professional as an agrarian engineer, then the need to include in such training various disciplines included in different cycles is obvious. So, for example, when preparing a bachelor in the field of Agronomy, it is required to form in him not only general cultural competencies such as “the ability to logically correctly, reasonably and clearly build oral and written speech”, “readiness to cooperate with colleagues, work in a team”, etc., but also professional, organizational and managerial competencies - such as “the ability to organize the work of performers, find and make managerial decisions in the field of organizing and

rationing labor in different economic and economic conditions”, “willingness to cooperate with colleagues, work in a team; knowledge of the principles and methods of organization and management of small teams; the ability to find organizational and managerial solutions in non-standard production situations and the willingness to bear responsibility for them. This approach necessitates a comprehensive monitoring of the professional and communicative training of a student of an agricultural university. At the same time, it is required to develop a criteria-based diagnostic toolkit for monitoring the professional and communicative training of a student of an agricultural university. All this causes the following contradictions to become more and more aggravated: – between the growing social need for agricultural personnel, who at a high level know the methods of effective interpersonal communication in the process of production activities, and the undeveloped content and structure of the professional and communicative competence of a specialist in the agricultural sector as an educational result of his training at a university;– between the high potential of state standards and university programs for the communicative training of an agricultural engineer and the undeveloped procedural and technological characteristics of the educational process that realizes this potential; – between the need to provide an appropriate contribution to the communicative training of a student of an agricultural university of various disciplines of different subject cycles and the lack of development of criteria-based and diagnostic tools for monitoring the professional and communicative training of a student of an agricultural university”. The identified contradictions explain the problem of developing the scientific and technological foundations of the educational process of an agricultural university, which optimizes the formation of professional and communicative competence among students, which is the reason for the research topic: “Professional and communicative training of a student of an agricultural university. The hypothesis of the study was the assumption that the technological foundations of professional and communicative training of a student of an agricultural university include: - understanding as one of the leading results of the education of professional and communicative competence, which determines the susceptibility of the subject of

professional activity to professional communication and the desire to carry it out, including the development of a complex of communicative competencies that allow the agricultural engineer to ensure professional socialization as a member and leader of the labor collective; - identification of procedural and technological characteristics of the implementation of the potential of curricula of various subject cycles in the formation of professional and communicative competence of a student of an agricultural university, including classroom and extracurricular work, work experience and educational and research design of a student, as well as stages (from the stage of formation to the stages of consolidation and transformations); - monitoring the professional and communicative training of a student of an agricultural university, providing reliable and timely information about the formation of a future engineer; agrarians of professional and communicative competence and allowing timely adjustments to the didactic conditions of its formation. The purpose and hypothesis of the study determined the following research tasks: 1. To identify the content, structure and functions of the professional and communicative competence of a specialist in the agricultural sector as an educational result of his training at a university. 2. Substantiate the procedural and technological characteristics of the professional and communicative training of a student of an agricultural university. 3. To develop a criteria-based diagnostic toolkit for monitoring the professional and communicative training of a student of an agricultural university, which makes it possible to correct didactic conditions in order to prevent the risks of forming professional and communicative competence. The content of the professional and communicative competence of a specialist in the agricultural sector as an educational result of his training at a university is a complex of his communicative competencies aimed at solving professionally significant and production tasks in various areas of agricultural practice: possession of a culture of thinking, the ability to generalize, analyze, perceive information related to different x branches of crop and livestock production, as well as agricultural machinery; setting a goal and choosing ways to achieve it using the innovative experience of domestic and foreign farmers; the ability to logically correctly, reasonably and clearly build

oral and written speech, i.e. to convey scientific information to the agricultural worker in an accessible form; willingness to cooperate with colleagues, work in a team (on the basis of a farm); the ability to find organizational and managerial solutions in non-standard situations (associated with the unpredictability of natural and climatic conditions) and the willingness to bear responsibility for them (which is the core of a specialist's professional and communicative competence). The degree of formed professional and communicative competence is expressed in the effectiveness of the manifestation of its following functions in the professional activities of a specialist in the agricultural sector: informational (the ability to systematize, structure, classify, transfer and generalize information on the formation and use of resources of an agricultural enterprise); prognostic (the ability to predict the results of one's own actions and the actions of colleagues, reflection and tolerance, social orientation towards communication partners); organizational (leading in the structure of selected functions, makes it possible to regulate the behavior of interlocutors, influence their attitudes and opinions, needs and actions through a common style of activity, compatibility of people, synchronism of their actions); operational (provides the mastery of knowledge and skills, the unity of this knowledge and the ability to do something well, effectively with a high degree of self-regulation, self-reflection, self-esteem). The structure of professional and communicative competence of a future specialist in the agricultural sector includes the following components: cognitive-value, integrative-activity and motivational-volitional. Only a gradual mastery of this set of communicative competencies, taking into account the basic functions of professional and communicative competence, allows to ensure the success of the professional adaptation of a young specialist in the agrarian sector in changing social and professional relations, his social role in the countryside, personal and professional growth, and psychological comfort. The formation of professional and communicative competence of a specialist in the agricultural sector is a process consisting of three technological steps: formation (realization of the need to develop professional and communicative competencies based on the study and analysis of personal communicative qualities and mastering theoretical knowledge about the

functions of professional and communicative competencies in the professional activities of a specialist - agrarian); consolidation (consolidation of professional communication skills, independent creative work that systematizes the student's ideas about his professional and communicative abilities and methods of professional communication); transformation (transformation and improvement of practical communication skills in professional activities, effective formation of abilities and readiness to analyze a communicative situation; emotional and behavioral self-regulation in difficult moments of professional and communicative activity; development of professionally significant forms of communicative behavior; free operation of a range of socio-psychological roles ; the necessary amount of knowledge about socio-psychological processes, sufficient to manage these processes; empathy and adequate social perception). The potential of professional and communicative training of a student of an agricultural university is realized in educational and methodological complexes of disciplines of the specialty, including theoretical material (selected taking into account the latest trends and trends in agricultural science), a system of problematic tasks (a university lecture is the main link in the didactic training cycle; we offer active use problematic lectures, with pre-planned mistakes, press conferences, heuristic conversation, etc.); modeling the situation of discussing theoretical and practical issues, professional communication in the learning process; adequate reflection of the content and structure of professional communicative activity in the active learning methods used; inclusion in practical classes and playing by students in various role positions of professional and communicative situations; organization of collective creative work at practical and seminar classes. Such an organization of training can be used in the formation of the communication skills of future specialists in the agricultural sector as a means of simulating the real conditions of agricultural practice and implementing the following opportunities in relation to this activity: modeling the conditions for unconstrained creative self-expression (mastering the ability to speak publicly, asking-response activity, realistically assessing the situation); direct involvement in the solution and implementation of ideas (skills of interpersonal interaction, making contact,

regulating interaction processes – listening intently, being creative, supporting and developing ideas, persuading and inciting to action; the ability to work in a team, realistically assess the situation, etc.); using the results of their work in professional activities. Criteria-diagnostic tools for monitoring the professional and communicative training of a student of an agricultural university include: – a goal-setting aspect of monitoring the communicative training of students of an agrarian university, based on a dynamic model built on the passage of three levels of formed professional activity of students: reproductive – mastering certain techniques and methods of communicative activity, their conscious application to identify functional relationships and solve practical problems , analysis, perception of information, setting a goal and choosing ways to achieve it; the ability to logically correctly, reasonably and clearly build oral and written speech); normatively conscious – possession of basic algorithms of professional communicative activity in typical situations, their application for solving standard communication tasks (readiness for cooperation with colleagues, work in a team); subject-professional – confident knowledge of the algorithms of professional and communicative activity in non-standard, new situations in labor and industrial practice and in the implementation of creative projects. In the modern world, which is mastering ever new forms and methods of transmitting and storing information, the problem of mutual understanding as the main result of human communication comes to the fore. This implies a more in-depth approach to the communication process, taking into account the specifics of value orientations, which largely determine the motives and results of communication. The current situation requires the development of new strategies for intercultural communications aimed at activating not only the national and cultural potentials of society, but also the mental, mental and spiritual intrapersonal resources of each person. This involves studying not so much the adaptation of people to a foreign cultural environment as their inclusion in the integrative processes that take place in intercultural interaction, focused on organizing the behavior of the individual, not only in stable, but, first of all, in non-equilibrium multicultural situations. The need to study adaptation to a foreign cultural environment, based not

only on the idea of developing common new value standards, but also on the idea of the interaction of already existing norms, becomes relevant. The insufficient development of the theory and practice of intercultural interaction is explained by the rapid development of intercultural ties, the accelerated expansion of the cultural boundaries of states, communities, and social groups. The rapid pace of change in the cultural situation in the world requires the organization of such behavior in a multicultural environment that would contribute to the prevention of cultural conflicts between communicants, the formation of readiness to find the best ways to achieve certain goals in non-equilibrium, unpredictable and non-programmed situations of culture clash. In recent years, the production sphere of communication has become much more complex and multicomponent. The economic, managerial, commercial, and legal areas of professional activity have become widespread and developed, which makes it necessary for specialists to possess the skills of professional culture as a significant component of professional intercultural communication. Poor development of the theory of business intercultural communication does not allow for the socialization and adaptation of the individual to the modern multicultural space and the effective use of internal resources to ensure the achievement of the intended result. This determined the main problem of this article. Today, the individual, like society as a whole, is becoming not only a means, but also the goal of social development. Therefore, a modern business person must have the necessary spiritual potential. The latter, as the practice of business communication shows, should be expressed in respect for the dignity of a partner, the ability to see an equal in an interlocutor, in tolerance and the desire to understand both his position and values, in a culture of discussion, and observance of generally accepted cultural and moral norms. The need to form a new style of social behavior of a business person that meets the challenges of the current stage of development of Ukrainian society causes an urgent need for learning to communicate. This, in turn, determines the urgent need to study the phenomenon of communication, the comprehensive development of factors for optimizing interpersonal relations of people at different levels of social integration and determining the relevance of a deep theoretical

understanding of business communication. The latter should contribute to the solution of many practical problems, because scientific validity and a conscious progressive orientation of people's behavior is a necessary condition for the successful development of modern society. Business communication is currently a very promising scientific and practical direction of an interdisciplinary, integrated plan. It is quite obvious that at present it is difficult to do without the knowledge and skills of communicative competence in the modern world. This applies to literally all spheres of human activity. In connection with the expanding international relations in various fields, the problems of intercultural business communication are of particular relevance, when the communication process takes place in the context of a mismatch between national and cultural stereotypes of thinking and behavior, including situations of business interaction. And factors such as language, linguistic identity, gestures, traditions, national character, etc. play a decisive role in intercultural business communication. Business communication is an interpersonal intercultural zone of professional communication, which involves perceptual, communicative and interactive levels of behavior, determined by pragmalinguistic (informativeness, regulativeness, implicitness, expressiveness) and pragmapychological (interest, conflict, mutual understanding and understanding) characteristics of communication. Business communication is characterized by a rational ratio of international and national elements. The national and cultural specificity of business communication has its own ways of displaying it and means of correlating with it. The means of embodying the national and cultural specificity of the language of business communication are culturally marked realities, and the way to convey this specificity is their interpretation in the symbolic national and cultural space of a certain linguistic society. When analyzing business communication, style-forming criteria, such as social and status roles, are fundamental. The heterogeneity of business speech in stylistic terms underlies the diversity of speech situations of business communication, which, depending on the stage of negotiations, determine speech forms, speech etiquette and behavior etiquette. As we can see, intercultural business communication is determined not only

by social factors, but also by the stereotypical behavioral conditions of the cultures of communicants. In connection with the emergence of new socio-cultural realities, it became necessary to develop educational strategies, which was noted in the documents of the UN, the Council of Europe, and UNESCO. By communicative behavior, following E.N. Malyuga, we understand the “rules and traditions of communication of a certain linguocultural community” implemented in the process of communication [8, p.180].

The types of communicative behavior are manifested: a) in the specifics of the communicative behavior of a foreign society as a whole (generally valid norms: rules and traditions); b) in the features of the communicative behavior of representatives of the business community, the norms of professional communicative behavior, its rules and traditions. Recently, researchers have considered intercultural business communication as a system that includes a number of variables – components of the communication process. Participants of communication (bearer or non-bearer of linguistic culture; sender or recipient of information, socio-psychological type of each communicant-individual). Relationships between communicants (role relations of an official type; correlation of value complexes). Attitude to intercultural business communication (experience of business communication; motive for entering into business communication; level of communicative, linguistic and cultural competence). Form of business communication (mediated/non-mediated communication; direct/indirect communication). Channels of business communication (voice, facial expressions, gestures). Types of communicative activity (speaking, listening, reading, writing, etc.). Tools for intercultural business communication (channels, cultural and linguistic code, communication strategies and tactics). Context (place, time, sphere of communication, communication interference). Parameters of information content (topics, volume characteristics, speech style, norms and genre) [8, p.181–182].

Intercultural business communication includes the transfer, exchange and receipt of business or professional information between business partners, taking into account verbal and non-verbal means. As you can see, this is a complex process of

establishing, maintaining and developing contact between people of different nationalities in a professional environment, taking place in the conditions of a discrepancy between national and cultural stereotypes of thinking and behavior and rules and standards accepted in society, and as a result, a business agreement is reached between the parties concerned. A person with a higher education must have good general education. But subject knowledge alone is no longer enough. Today, specialists are increasingly required to have the abilities and skills to which are called “key qualification qualities”. This concept includes competence in the field of methods of applying knowledge, which implies the ability to combine and supplement the acquired knowledge, make decisions and solve problems, as well as competence in the field of social relations and in the field of new media, in the field of interpersonal and intercultural communication. All this emphasizes the need for young specialists to constantly acquire certain theoretical and applied knowledge in this area. Realizing that the external attributes of the life of society are diverse, it is advisable to put the basic assumptions regarding being and consciousness, such as attitude to the world around us, attitude to time, relationship between people, etc., as the basis for a comparative analysis of cultures. , which determines the relationship between people, is the degree of emotionality adopted in the communication of a cultural community, on the basis of which cultures can be divided into emotional and neutral.

Ukrainian and Polish cultures, in particular, belong to emotional cultures, since the expression of one’s personal attitude both by verbal and non-verbal means is generally accepted, which is reflected both in the language and in the norms of communicative behavior. A manifestation of the emotionality of the Slavs in business communication is the categorical statement. For example, the modality of duty, the excessive use of “guilty” in Ukrainian and “powinien” in Polish cultures. The imperativeness of our business communication, the abundance of imperative and command structures and commands in it is perceived by us as a manifestation of decisiveness, adherence to principles, while other communities may have a qualitatively different opinion on this matter [3, pp. 200–201]. Harmonious

intercultural communication, and business communication along with it, requires an understanding of the stereotypes of behavior contained in national traditions and their perception. The interaction of community members involves not only information exchange in different areas of communication, and primarily professional (in our case, agricultural students), but also interpersonal communication, the nature of which is determined by the communicative intentions of partners and strategies for achieving them (cooperation, rivalry, conflict, etc.). etc.), determined by the socio-psychological and cultural characteristics of the respective communities. Sociopsychological, legal and cultural knowledge about another national community, creating a broad context of intercultural communication, form a perceptual readiness for effective intercultural business communication and, consequently, for international professional cooperation. Thus, the success of business communication between representatives of different cultural communities largely depends on their cultural literacy. Only under the condition of understanding the values and attitudes that guide the respective parties in order to find mutually acceptable behavior options, successful communication in intercultural business communication between specialists from different cultural communities is possible. Professional communications are interactions carried out in the sphere of official relations. Their main goal is to achieve the intended results, solve the set tasks, as well as optimize certain activities. At the same time, each of the participants in professional communications has its own status, being a boss, subordinate, colleague or partner. In cases where people at different levels of the career ladder communicate with each other (performer and manager), we can talk about subordinate communications. After all, the vertical of relations is clearly visible here. When implementing interaction based on the principle of equal cooperation, we can talk about horizontal communications. People deal with professional communication every day. It takes place at work and in schools, universities and official institutions. This is a communication between students and teachers, subordinates and bosses, competitors, partners and colleagues. In order to achieve the goal facing him, each person must be familiar with the means and principles of such communications, because partners

need to communicate in the same language (both literally and figuratively), have a common social experience and understand each other.

How to make communication in professional activity as effective as possible? This will require the fulfillment of a number of conditions. First of all, communication should have a clear purpose. At the same time, the interest of all persons involved in this process is important in achieving it. An example is the conclusion of an agreement, the establishment of relations, the coordination of events, the development of the most favorable conditions for cooperation, etc. All participants in professional and business communication need to communicate with each other, etc. how to do it regardless of personal likes or dislikes. At the same time, observance of subordination, job roles, business etiquette and formal restrictions is mandatory. The latter concept implies not only the implementation of various protocols, routines and regulations, but also the banal need to control the power of one's own emotions and respect the interlocutor. In addition, one of the necessary conditions for the most effective implementation of business communication in professional activities is its manageability. The head of the company, as the person most interested in solving the tasks facing the team, should first take care of such a moment. It is important for him to motivate his employees to find the optimal solution, because otherwise they will remain passive observers, not offering any ideas. Professional communication is a meaningful desire of one person or a whole group of people to motivate one employee or the whole team to action that can somehow change the situation that has arisen or turn the conversation in a different direction. There are a number of tools available to accomplish this. In this paper, we consider the content of the concepts “the ability to implement business communication in Russian and foreign languages”, “the ability to apply modern communication technologies”, for bachelors in the direction of preparation “Agronomy”; let’s analyze the content of the concepts “integrative system of education”, “professional communication of agronomists”. Let us present the results of a survey of students and graduates of an agricultural university about the features of professional communication at agricultural enterprises and the difficulties in

learning the language. We will also try to substantiate the methodological expediency of developing an integrative system for teaching professional communication in Ukrainian classes. The intensive process of formation of agrarian policy in Ukraine, focused on international cooperation in the field of agriculture, dictates the need for specialized universities to train farmers who are able to communicate in their native and foreign languages to solve new professional problems, for example, to promote scientific achievements in the international community, to conduct scientific research in international teams and critically analyze the results obtained, work with documents in a foreign language. Moreover, Ukraine is traditionally considered an agrarian region and cooperates with well-known foreign scientists and producers in the field of agriculture.

According to the state educational standard, a bachelor, regardless of the direction of training, must be able to carry out business communication in oral and written forms in the state language and a foreign language. How are the concepts of “communicative abilities” and “communicative technologies” interrelated? Communication skills are a set of individual mental characteristics of a person that ensure the success of communication. Communication technology includes the ability to strategically plan communicative situations. It is used “systemically and comprehensively for the implementation of a pre-planned result” and includes “reflection on the methods of communication”. If in the bachelor’s degree students get acquainted with professionally significant communicative situations and learn to navigate in them, then in the master's program the student himself develops a sequence of organizing these communicative situations to achieve the desired result. The author considers propaganda of scientific knowledge and advertising technology to be communicative technologies. The richer the thesaurus of a communication participant, the more active his speech activity, the more adequate the semantic perception, the more accurately he expresses his thoughts and the more effective the speech impact. Therefore, we can talk about such a system of teaching professional communication in a higher educational institution, the components of which are considered not in isolation, but in interconnection. Such components, from our point

of view, are the ability to communicate, communication skills and communication technologies. As one component of the system changes, others change. When developing a learning system, it is the effect of the interaction of its components that is important. When starting training, the teacher must clearly imagine what language skills and abilities a young person who has passed the training system will have, what specific situations in the profession he will have to face. What does the concept of “training in professional communication” mean? As part of the training courses at the university, we can see different wordings of their names - “foreign language in the field of professional communication”, “foreign language in the field of professional communication”, “business Ukrainian language”. In the domestic and foreign methods of teaching language disciplines, there are synonymous concepts: “practice-oriented learning”, “professional-oriented learning”, the linguistic context, professional communication is based on the study of speech works in the process of people’s communication and is realized in oral and written discourse in the form of texts, each of which accumulates and preserves special knowledge. There are interesting studies by European scientists that the ideas of employers and their future employees, still students, about what professional communication between an employer and an employee should be, are different. The university environment, according to N.V. Burko, N.N. Akhinko [9], “is designed to provide optimal conditions for the formation and development of such a level of communicative competence of students, which will allow them to correctly assess the situation of communication; use in the process of communication language means that adequately convey their thoughts and testify to a high level of culture, to feel worthy in a decent society. Speaking about the features of teaching a professionally oriented foreign language to students of agronomic specialties, one can single out the problem of mastering a professional thesaurus and teaching the basics of terminology, since the semantic and logical-conceptual content of terms reflects a system of connections, patterns, processes and relationships, phenomena of agronomic science. It is possible to single out thematic groups of agronomic terminology, for example, tillage techniques, agricultural plants, and also take into account the previous professional

cognitive experience of students, as it helps to maintain productive activity when learning a foreign language. We had a conversation with undergraduate students and graduates of DSAEU working in the field of agriculture. The purpose of the conversation is to find out what features of professional communication exist among the farmers of the Dnipropetrovsk region at the present stage, what situations of professional communication cause difficulties, and how to take these features into account when developing tasks for teachers of language disciplines. Graduates were asked the following questions: “Did you have to communicate in a foreign language at work? If so, in what situations? It turned out that in the regional offices of the international companies Bayer Crop Science, Syngenta, specializing in plant protection, John Deere, which imports agricultural machinery, there is such a need. According to the regional representative of Bayer Crop Science, the translator cannot always understand the intricacies of crop protection technology, and two or three words change the meaning. It is better to communicate personally with colleagues abroad. In leadership positions, for example, a regional representative, knowledge of a foreign language is mandatory. In the management of the “State Expertise of Agricultural Products” mandatory regulatory documentation are certificates of conformity of seeds for export and import. They are translated into English and Ukrainian, respectively. Employees of different companies conduct electronic correspondence in a foreign language with foreign suppliers of agricultural machinery and spare parts for it. It should be noted that for specialists in plant breeding, in some cases, the necessary literature on the research topic exists only in a foreign language. When asked about what the guys would change in the process of learning a foreign language, they answered as follows: “Bachelors need to form a stable base, in the magistracy more specialization should be studied, for example, phytocides, herbicides.” At the stage of “bachelor’s degree – master’s degree” the respondents had the following difficulties in language learning: – “forgetting” a foreign language due to the absence of foreign language classes for two or more years; – difficulties in understanding professional texts / terms in a foreign language, due to insufficient knowledge of the research topic in Ukrainian; – stylistic errors in the

translation of texts in the specialty; – difficulties in filling out business documentation in Ukrainian and foreign languages. Thus, the results of the survey showed a direct dependence of the level of knowledge of students in a foreign language on the level of knowledge in the specialty, the Ukrainian language and the culture of speech. We also found out that the skills of professional communication in a foreign language are in demand in our country, which can motivate students to study a professional foreign language. Why should the system of teaching professional communication of students of an agricultural university be integrative? What does the term “integrative learning system” mean? Why is it advisable to use the Ukrainian language when studying a foreign language in a non-linguistic university? In our study, we rely on the classic work of Lev Vladimirovich Shcherba “Language System and Speech Activity” of 1974 and his words that “if the importance of a foreign language for the native is great, then the enormous importance of the native language for learning a foreign language is justified, especially with an insufficient number of hours”. “When a person already comprehended the diversity of sense words of the verb werden, it will be easier for him to understand the full originality of the special use of werden as an auxiliary verb in the forms of the passive voice - a peculiarity that has no analogy in Russian” [10, p. 341]. At the same time, the scientist cannot but admit that “the native language is still our enemy, since it is it that makes us make those countless mistakes that are known as Russianisms” [10, p. 343]. “A careful selection of what should be included in school subjects is required, and it is necessary to fight in every possible way against the naive desire of many specialists to introduce everything that they themselves know into it, up to the scientific theories of today. The selection must be made both in the sciences themselves and in the information they provide. The criteria for selecting educational material should be practical general usefulness and general educational value” [10, p. 345]. Of course, the mentioned problems of information overload of students, the insufficient number of hours allocated to language disciplines, the problems of the content of education are still relevant today. The formation of a linguistic personality presupposes both the cultivation of the philosophical, ideological, ethnocultural values accepted in society in the

consciousness of each person, and the development of his individual communicative abilities, communicative competence. The leading role of the university as a social environment in the development of the individual should be emphasized: within the walls of a higher educational institution, not only a narrow-profile specialist should be brought up, but a highly educated, diversified personality with a high level of communicative competence. The question of the technocratization of education, the departure from the humanitarian component in education is relevant both for teachers of the humanities in non-linguistic universities and for their students. From our point of view, the professional orientation of training agronomists is manifested in the lexical composition of texts, types of documents (for example, a certificate of conformity of seeds from agronomists). At the master's level, it is necessary to develop the skills of scientific and technical translation, as well as to teach the use of communication technologies for professional communication, to analyze situations of professional and academic communication. The main purpose of communication is to convey a message. The sender of the message expresses himself, appeals to the recipient and represents the subject of communication. There can be several purposes of communication. For example, a film may inform, entertain, warn, explain, and so on. The main reason for communication is the corresponding needs of an individual or a group of individuals. And then - the goals of communication serve the various needs of individuals.

The American researcher E. Sapir made a distinction between fundamental means, or primary processes, communicative in nature, and some secondary means that facilitate the process of communication. According to E. Sapir, the primary means of communication are the following: language, gesticulation, imitation of public behavior in the process of inclusion in the lifestyle of society, and "social hint" (implicit processes of new acts of communicative behavior). Secondary means of communication are aimed at facilitating the primary communicative processes in society: language transformations, symbolism and the creation of physical conditions for the implementation of a communicative act. Language transformations are associated with code substitution, symbolic "translation" (for example, oral language

into writing, Morse code, etc.) and make communication possible in cases where it is difficult by circumstances (for example, time and distance). Some of the forms and means of communication are associated with technological limitations. For example, words are heard only at a distance of the power of the sender's voice and the hearing of the receiver. Printed materials are more resistant to time and space. All forms and means of communication are "an extension of the human body", supplementing and strengthening the insufficient functions, especially of vision and hearing. For example, loudspeakers and audio transmissions amplify the voice, reducing the distance between communicants. Types of communication are distinguished by the composition of communicants. This is due to the fact that the technology of the communicator in each case has its own specifics (even the volume of the voice in the case, for example, of talking with oneself, with one interlocutor or with a large group will differ). Symbolic systems (flags-signals in the Navy, semaphore and traffic light, bugle in the army communicative environment, etc.) translate a possible verbal message not symbolically, but globally, in its entirety. This is required in cases where the speed of perception of the message is necessary, the speed of reaction, when the simplest yes / no answer is expected. The prominent American researcher Edward Sapir distinguishes the following types of communication: Intercultural (communication both between peoples who speak different languages and communicative cultures, or between states, Interpersonal - between individual representatives of these peoples or states), Organizational (communication in business and production military sphere, including interpersonal, group and personal-group). These varieties are associated not only with the characteristics of the communicative environment in the area where communicative activity is carried out, but also with the composition of communicants (one communicator or a community of communicators, or some combination of both). Among the various types of communications, in addition to personal, interpersonal, mass and specialized (business, professional, political, etc.), visual, mythological and performance communications deserve special attention. This is because the public relations specialist works in a highly organized environment. Visual communication is the

transfer of information through gestures, facial expressions, body movements. According to experts, about 65% of information is transmitted by non-verbal means. Often, in order to make a person understand our attitude towards him, we do not say anything, but only look at him with a certain facial expression. The advantage of visual communication is that it is understandable to the majority. Mythological communication is based on myths. The use of mythological structures allows the communicator to exercise an obviously unconscious influence on the audience. Due to the unconsciousness and autonomy of the existence of these structures, the audience cannot resist them.

As a scientific discipline, intercultural communication is in its infancy and is distinguished by two characteristic features: applied nature (the goal is to facilitate communication between representatives of different cultures, reduce conflict potential) and interdisciplinarity. Research on intercultural communication has recently become increasingly important due to the processes of globalization and intensive migration. In a more scientific aspect, we should talk about communication – as a unidirectional process of encoding and transmitting information from the source to receiving information by the recipient of the message. Communication can also be understood as a certain kind of joint activity of communication participants (communicants), during which a common (up to a certain limit) view of things is developed. Interpersonal communication is based on various motives, goals and objectives of its participants. The determinants of this type of communication can be the transfer or receipt of any information, the inducement of a partner to take actions, the intention to change his views, the desire to provide emotional support, etc. Depending on these factors, it is customary to distinguish several models of interpersonal communication: linear, transactional, circular model of interpersonal communication. We will dwell on the circular model in more detail. It is not just a process of transmitting a message from the sender to the recipient, during which the first encodes and the second decodes information. An important element of this model is feedback. This is the recipient's reaction to the message, which is expressed in a response message sent to the sender. The introduction of feedback clearly

demonstrates the circular nature of communication: the sender and recipient of the message sequentially change places. The circular model, like the linear one, depicts communication as a series of discrete acts that have a beginning and an end, and the key figure in them is the sender of the message, since the reaction of the recipient of information depends on him. No culture exists in isolation. In the course of her life, she is forced to constantly turn either to her past or to the experience of other cultures. This appeal to other cultures was called “interaction of cultures“. In this interaction, an obvious fact is the communication of cultures in different “languages“. In cultural anthropology, these relationships between different cultures are called “intercultural communication“, which means the exchange between two or more cultures and the products of their activities, carried out in various forms. Relations are intercultural if their participants do not resort to their own traditions, customs, ideas and ways of behaving, but get acquainted with other people’s rules and norms of everyday communication. For intercultural communication, the sender and recipient of the message must belong to different cultures. It also requires the participants in communication to be aware of each other’s cultural differences. In its essence, intercultural communication is always interpersonal communication in a special context, when one participant discovers the cultural difference of another. Intercultural communication should be considered as a set of various forms of relations between individuals and groups belonging to different cultures.

Conclusions. Thus, the development of an integrative system for teaching Ukrainian and foreign language professional communication to students of the Agrarian University seems to be methodologically justified and relevant and, of course, requires further scientific research.

Prospects for further research. In the process of further study of science For this scientific problem, attention should be paid to certain aspects of preparing students for constructive intercultural communication and increasing their level of formation of intercultural communicative competence.

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