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Рецензенти:

Майборода Н. Г. – кандидат філологічних наук, доцент кафедри української мови ДНУ імені Олеса Гончара;

Мамчич І. П. – кандидат філологічних наук, доцент, завідувач кафедри підготовки іноземних громадян ПДАБА;

Семак Л. А. – кандидат філологічних наук, доцент кафедри філології ДДАЕУ.

У збірнику подано наукові статті, присвячені вивченню теоретичних та практичних аспектів викладання мови та її використання у різних комунікативних ситуаціях. Автори пропонують нові підходи до вивчення мови та її викладання з використанням сучасних технологій та методик, а також звертають увагу на необхідність врахування культурних та соціальних особливостей мовних спільнот. Збірник містить цікаві та актуальні матеріали для викладачів мови, лінгвістів та усіх, хто цікавиться проблемами лінгводидактики та лінгвопрагматики.

За точність викладеного матеріалу відповідальність покладено на автора.

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PROFESSIONAL COMMUNICATION TRAINING OF AGRICULTURAL UNIVERSITIES STUDENTS

Olena Anatoliivna Stukalo

Senior Lecturer of Philology Department at DSAEU

The article reflects the main means of teaching professional communication for students of agricultural universities. The processes of professional communication are characterized and described. It was established that professional communication in a foreign language environment is a process of interaction between specialists, which is determined by the needs of their joint professional activity. The problems of teaching foreign language professional communication are singled out and the factors determining the peculiarities of foreign language learning by students are identified, which become especially relevant in connection with the growing role of foreign language communication in the professional activities of modern specialists. The professional activity of specialists has the following features: the ability to work with personnel, make the right management decisions, implement the latest technologies and use modern problem-solving tools, establish contacts aimed at international cooperation, and the ability to compromise with speakers of other culture.

Key words: *foreign language, professional communication, professional activity, education, pedagogical conditions, learning technologies, future specialist.*

Introduction. A necessary condition for successful professional activity and further self-development of specialists is not only the volume of knowledge by specialty, but also the ability of future graduates of agricultural higher educational institutions to creatively apply them in the implementation of professional tasks, the ability to communicate in a foreign language in a professional aspect. The reasons for this state of affairs are, first of all, the deep reformation of society, which is becoming more and more open to the outside world. In this regard, the objective reality of today is the wide development of international contacts with representatives of foreign states.

The purpose of the research is to consider the peculiarities of foreign language professional communication training for students of agricultural universities.

A research problem. The formation of professional communication of future specialists in the field of agriculture is characterized by a number of features. In particular, for its successful formation, it is necessary to take into account the national cultural values of the state in whose language communication is carried out; in parallel with communicative culture, it is advisable to develop management culture; orient business communication to the achievement of the final results of professional activity, which is possible under the condition of a high level of formation of educational and professional competencies.

Relevance of research. The relevance of the study of the problem of the formation of professional communication of future specialists in the agricultural sector is determined by a number of factors: the insufficient level of formation of communication skills of graduates of agricultural educational institutions, which significantly affects the general level of their preparation for the performance of professional functions; the need to improve the educational process in the context of its practical orientation, the need to raise the level of general culture of students in general and communicative, in particular.

Analysis of publications. Recently, a number of scientific studies have appeared in this direction, namely: theories of speech activity and communication (V. Humboldt, L. Vygotskyi, O. Leontiev, I. Zymnya, and others); methodological regulations for building the educational process in educational institutions (M. Levina, P. Pidkasisty, N. Oleksandrov, T. Ilyina); teaching foreign languages with a special purpose (V. Buchbinder, I. Berman, C. Kozak, R. Johnson, G. Stone, B. Coffey, I. Waters, H. Holik, F. Eppert).

The aim of the article is to analyze the state of the problem of the formation of professional communication of future specialists in the field of agriculture in the theory and practice of higher education.

Objectives of the study are the process of training future specialists of the agricultural sector in higher educational institutions of an agrarian and economic profile.

Scientific novelty of the study is determined by the fact that for the first time the technology for the formation of professional communication of future specialists in the field of agriculture was developed, which ensures the interconnection of intersubject coordination of all cycles of humanitarian and specialized educational disciplines.

Research material. In conditions of extensive international relations with other countries, it is important to communicate with foreign specialists, develop scientific and professional contacts with foreign partners, read various publications in a foreign language. The goal of learning a foreign language in higher educational institutions is both the mastery of a foreign language as a means of communication, and the acquisition of professionally oriented foreign language competence for the successful performance of further professional activities.

The problem of the formation of foreign language skills among students of agricultural specialties has always attracted the attention of researchers. For a large number of students of non-language majors, professional communication in a foreign language is problematic and does not produce the desired results. A few years ago, in foreign language classes in non-language majors, the goal was to study general scientific literature. However, with the development of society's needs, the emphasis on learning foreign languages in a higher educational institution changed, and the formation of foreign language communicative competence became an urgent need.

The term "professional communication" is found in the works of many scientists (V. Kan-Kalyk, O. Bodalyov, I. Zyazyun, T. Lipatova, O. Mudryk and others), but its interpretation is ambiguous [1].

T. Lipatova considers professional communication as verbal and non-verbal interaction of people within the framework of specific activities aimed at solving certain tasks. Professional communication is a special type of communication, the process of establishing and developing contacts between people, determined by the needs of joint activities, which includes the exchange of information, the development of a single strategy of interaction, perception and understanding of another person [1]. Therefore, professional communication can be interpreted as a process of interaction of individuals united by common professional interests, professional activity, during

which the exchange of professionally important information, experience, ideas takes place and the realization of the set professional goal takes place [1].

It was established that the term “professional communication” appeared in pedagogical literature (V. Kan-Kalyk), and from the end of the 20th century it began to be used in relation to representatives of any professions to denote the peculiarities of their interaction in professional activities. In this period, dissertation studies are published, which study certain aspects of professional communication, in particular, the problems of culture formation and communication style in various professional spheres (M. Koval, V. Liventsova, P. Sklyar, N. Sable) [2].

Scientific and professional communication in a foreign language environment includes the following components: subjects of communication – representatives of a certain profession, united by joint activity; needs and motives of subjects of communication, goals – the general goal of scientific and professional communication, which consists in the organization and optimization of joint activities, as well as the personal goals of subjects; means and strategies of communication, the choice of which is determined by the communicative situation and individual characteristics of the partners; scientific and professional sphere – a set of topics related to the interaction of people in various branches of agriculture during the performance of their professional duties; texts are segments of oral or written speech, which are limited to the subject of the scientific and professional sphere, the result is the realization of the goals of the subjects of communication.

Based on the theoretical analysis of scientific literature, it was established that scientific and professional communication in a foreign language environment is a process of interaction between specialists, which is determined by the needs of their joint scientific and professional activity and takes place in such a linguistic and cultural society, where the main means of communication is a non-native language for at least one of the communicators language. In view of this, the preparation of future agrarian specialists for scientific and professional communication in a foreign language environment is the preparation of future agricultural specialists for interaction outside our state (during practice or study abroad) with representatives of

a historically specific group of people, who live in a certain territory and are speakers of a language foreign to our students and a “foreign” culture to them [2].

There are several levels of foreign language proficiency: elementary, intermediate and advanced. The elementary level is characterized by insufficient awareness of the need for scientific and professional foreign language communication; lack of interest in learning a foreign language with external motivation; negative or passive attitude to foreign language communication; elementary knowledge of a foreign language, limited abilities and communication skills in the everyday sphere; superficial and intuitive ideas about norms of behavior abroad; insufficiently formed reflexivity.

The average level involves: awareness of the need to master a foreign language as a means of scientific and professional communication; cognitive motives and motives of self-affirmation in the profession, positive attitude to foreign language study; the presence of an unstable interest in learning a foreign language; familiarization with the most generally accepted rules of business etiquette abroad; the ability to analyze communicative behavior.

A high level is characterized by: awareness of the need to master a foreign language as a means of scientific and professional self-improvement; internal motivation; persistent interest in learning a foreign language; creative attitude to foreign language communication; developed scientific and professional communicative competence in all types of speech activity; in-depth knowledge of linguistic, sociological and cultural features of the foreign language environment; high moral norms of communication; reflective culture [2].

The training of future employees of the agricultural sector in the conditions of a higher school cannot be effective without taking into account the specifics of the training of agricultural students. One of the important indicators of students’ professionalism is the ability to communicate, including foreign language communication. Teaching a foreign language at a university is an integral component of the scientific and professional development of future specialists and should be based on the principle of pedagogical interaction, cooperation and co-creation, since,

in this way, the activity of students in mastering not only specific foreign language terminological vocabulary, but also foreign language communication skills increases, personal cognitive activity management technology. Under such conditions, students master the technology of interaction in the “teacher-student” relationship system, the method of creating an atmosphere of mutual trust and interpersonal communication, which allows for self-realization of the individual in education. In classroom classes, the style of creative communication is worked out, the indicators of which are: the activity of the communicating parties, the volume and type of communication; the intensity of communication, which is manifested in the dynamics, saturation of various types of interaction in the “teacher – student” system; psychological comfort, which ensures self-disclosure of the individual; creation of an individual program of communication with the student; interaction and cooperation of subjects of the educational process [3, p. 56].

Along with the skills of fluency and communication on everyday topics, specialists need the skills of professionally oriented translation in the relevant field of science or technology, the ability to use a foreign language in telecommunication networks. Conducting a spontaneous conversation on professional topics with native speakers orally or in writing implies a high level of active command of a foreign language, as close as possible to the level of command of a native speaker. This level of language proficiency requires specialists not only to know and understand the laws of constructing a form of foreign language expression, but also to have a deep understanding of foreign language culture and realities [4, p. 52].

Students of agricultural specialties have to perform various types of work with the original literature of the specialty, namely: understand the content, be able to get the necessary information, translate or abstract the necessary material, have the skills of dialogic speech, as well as possess coherent monologue speech at the level of both self-prepared and unprepared speech, understand dialogic and monologue speech within the limits of a certain specialization.

Some characteristic features of foreign language teaching in higher agricultural institutions should be highlighted.

One of them is the short duration of the foreign language course for students of non-linguistic majors, which, unfortunately, does not provide an opportunity to cover the entire range of professionally oriented and basic educational material. The second feature should be noted the availability of educational material, which should be understandable to students. This obliges the teacher to adhere to the sequence of learning a foreign language, starting with basic general knowledge of a foreign language and gradually moving to specialized material that is already known to students from specialized disciplines, to correctly select certain methods and techniques for the implementation of the learning process, to develop ability to learn a foreign language, increase the motivation for learning.

While learning a foreign language, students must acquire not only certain knowledge in the field of phonetics, vocabulary and grammar, but also skills and abilities in oral speech, reading and writing, without which it is impossible to use a foreign language as a means of communication. Mastering skills and abilities in the absence of a language environment is much more difficult.

The goal of foreign language training for future specialists should be to bring the main subject as close as possible to the use of a foreign language, therefore, for educational institutions, the main goal of foreign language training is, first of all, the development of professionally oriented competence.

Textbooks, various visual aids, audio and video materials, computer and technical tools used in the educational and methodological complex allow modeling a foreign language environment and stimulate communication in a foreign language. Traditional educational materials are reinforced with electronic courses or textbooks, multimedia educational programs. Electronic textbooks, practice books, multimedia training programs can be used not only for working on language material, but also for the development of the main types of speech activity.

Teaching foreign language professional communication in non-language higher education institutions requires a new approach to content selection. It should be focused on the latest achievements in one or another field of human activity,

timely reflect scientific achievements in areas that directly affect the professional interests of students, provide them with an opportunity for professional growth.

According to N. Halskova, the content of foreign language learning should include: spheres of communicative activity, topics and situations, language actions and speech material, taking into account the professional orientation of students; linguistic material (phonetic, lexical, grammatical, orthographic), rules for its design and operating skills; a complex of special (language) skills that characterize the level of practical mastery of a foreign language as a means of generalization, including in intercultural situations; the system of knowledge of the national and cultural features and realities of the country of the studied language [5, 17].

Conclusions. The effectiveness of training future agrarian specialists for foreign language communication in the scientific and professional direction is determined by a set of pedagogical conditions, which include positive motivation for the educational and cognitive activity of future specialists; high level of intellectual activity of students and formation of communication skills; involving students in active communicative activities. Therefore, it can be concluded that only the close interaction and interdependence of the set of outlined pedagogical conditions ensures the effectiveness of training future workers of the agricultural sector for professional foreign language communication.

Prospects for further research. The following issues require further development: scientific and methodological support of the educational process using modern learning technologies, the Internet; optimization of the educational process in agricultural higher education institutions as a means of developing the creative potential of a future specialist; creation of appropriate electronic training aids that will contribute to the formation and improvement of professional communication of future specialists in the field of agriculture.

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ПІДГОТОВКА СТУДЕНТІВ АГРАРНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ ДО ПРОФЕСІЙНОГО СПІЛКУВАННЯ

Олена Анатоліївна Стукало
ст. викл. каф. філології ДДАЕУ

У статті відображено основні засоби навчання професійного спілкування студентів аграрних закладів вищої освіти. Охарактеризовано та описано процеси професійного спілкування. Встановлено, що професійне спілкування в іномовному середовищі – це процес взаємодії фахівців, який визначається потребами їх спільної професійної діяльності. Виокремлено проблеми навчання іномовного професійного спілкування та визначено чинники, що визначають особливості вивчення іноземної мови студентами, які набувають особливої актуальності у зв'язку зі зростанням ролі іномовного спілкування у професійній діяльності сучасних спеціалістів. Професійна діяльність спеціалістів має такі особливості: вміння працювати з персоналом, ухвалювати правильні управлінські рішення, впроваджувати новітні технології та використовувати сучасні інструменти вирішення проблем, налагоджувати контакти, спрямовані на міжнародне співробітництво, вміння знаходити компроміс зі спікерами.

***Ключові слова:** іноземна мова, професійне спілкування, професійна діяльність, освіта, педагогічні умови, технології навчання, майбутній спеціаліст.*