

Olena Stukalo,

senior lecturer at Philology department of DSAEU

FEATURES OF PROFESSIONAL COMMUNICATION IN THE ACTIVITY OF AGRICULTURAL EXPERT

Introduction. Today, in a complex world with the constant complication of social processes, it is becoming increasingly important for each individual to realize the prospects of their own development, life self-realization, professional self-determination and building their own life strategy. The individual's understanding of the need for constant change in a rapidly changing world, focus on a significant social role in life allow him to relate to his full individual existence, which is largely determined by the ability to adequately and dynamically communicate with the world, himself and others.

The main type of such contact is communication. This contact allows each individual to realize himself to the fullest as a person capable of productive professional self-determination. That is why communication should be an axiological interaction of people, which determines interpersonal understanding and the creation of a spiritual community in the process of life, which should dominate in the modern educational system in the context of humanistic pedagogy.

Communication is an integral part of human life and activity. It is impossible to imagine activities without communication, which is present in all spheres of life. Communication itself turned the individual into a social person. It is not enough to say that communication plays an important role in human life; it is the main factor in the formation and establishment of man as a person (O. O. Leontiev, L .S. Vyhotskyi).

The main purpose of higher education is perceived not only in terms of training, but mainly as "professional education". A person comes in the first place

with all the fullness of the spiritual worldview, individual identity, and rich experience of communication.

Learning to communicate is a reserve of higher education, which can provide an approach to this goal. Only purposefully organized process of learning to communicate will form the need for joint activities, develop a strategy of interaction, perception, and understanding of the communication partner.

The training of professional communication acquires special significance during the preparation of a future specialist, because it is in the process of communicative activity that a person self-determines and develops. Deficiencies in communicative development significantly hinder the professional and personal growth of the specialist. The preparation for communication in the educational process for university students is especially important, which is focused on value interaction in future professional activities carried out in the field of subject-subject relations.

Analysis of previous research and publications. The analysis of scientific, methodical and special literature showed that a significant amount of work is devoted to the study of communication in the professional activity of specialists. This is especially true of professional communication of teachers (L. Volynska, I. Zymnya, V. Kan-Kalyk, L. Savenkova, O. Skrypchenko and others). Also, the theoretical and methodological principles of professional communication of specialists in the agricultural sector (L. Baranovska, H. Berehova, V. Mykhailyk, N. Berezina, L. Viktorova and others) are deeply studied. The search for new ways, forms, methods and means of organizing the training of students in professional communication is the most relevant for modern higher education. Professional communication should be part of the professional training of students of agricultural universities.

Today, a significant number of future professionals are unable to put their communication skills into practice; they do not have the necessary knowledge about the system of relations in their professional activities. Insufficient attention to the preparation of students of agricultural universities for professional communication during their studies causes a number of problems that arise in the relationship with

the subjects of professional interaction. These problems are especially acute for young professionals at the beginning of their professional activities. Having deep professional knowledge, they are often not ready to establish productive professional relationships. Thus, insufficient communicative training, inability to organize professional communication, lack of certain skills and abilities of professional communication reduce the possibility of successful employment of a young specialist in the field of agriculture.

This is due to the fact that there is still a strong opinion that students come to the university already quite communicatively prepared; communication is considered as one of the important means of educational process; teachers most often focus on teaching communication to create subject-cognitive situations of communication in the educational process.

In pedagogical science and practice, the view of communication as a phenomenon is not fundamentally known as subject knowledge, so communication in universities is not specifically taught; the educational process does not include tasks that promote the development of future professionals' communication skills and its construction in professional activities. Communication training, including professional communication, is not provided by the training program of many specialists.

The purpose of the article is to find out the role of professional communication in the training of future specialists in the agricultural sector and to reveal the place of professional communication in the activities of a specialist in agriculture.

Presentation of main material. Interest in the issue of learning to communicate arose in the 70s of XX century in the works of N. Flanders, A. Simon, E. Stones and other researchers. Learning to communicate was mainly to imitate the language patterns of the teacher. Another pedagogical tendency was to teach communication based on: speaking, listening, reading, writing; communicative support of a class; organization of dialogue in the learning process, creating situations of communication in educational activities; improving the process of language activity (V. Hrekhnov, V. Kan-Kalyk, A. Leontiev, V. Davydov, H. Kytayhorodska etc.).

In the scientific literature the main communicative skills and signs of professional communication of specialists of different profiles (V. Kvaskov, O. Mutovkina, S. Baukin, S. Zhukova, A. Korenieva etc.) were singled out, didactic approaches to the formation of professional communication of a number of specialists (O. Kyrylova, V. Tomilova, H. Kharisova, S. Baukina, M. Zaikovskiy etc.) were proposed, there is a tendency to take into account the specifics of learning to communicate depending on its types: business, manipulative, managerial, ritual or social role (H. Borozdin, L. Averchenko, A. Murashova, E. Bern, H. Simmel etc.).

The analysis of the research theory of the problem of professional communication has shown that today a certain scientific base has been formed; the range of ideas, positions and approaches to the problem of teaching professional communication has been formulated. At the same time, the scientific foundations of the system of vocational training are insufficiently developed, often in fragments, without focusing on revealing the essence of communication as the most important goal of professional training in the education system. At this stage, there is no fundamentally sound system of training for professional communication of professionals working in the field of subject-subject relations.

At this stage of development, modern science is inclined to believe that communication as an objective type of life of each individual is a kind of art, with its own rules and characteristics. Students' knowledge of the logical foundations of different types of communication is an integral condition of their effective activity, because it is in communication that knowledge, social experience and personality are formed. In addition to knowledge of the general laws of communication, the future agricultural specialist must not only have knowledge of certain humanities, but also to acquire a set of knowledge about the profession and specialty. It is this knowledge that will fill the specialist's communication with professional content.

The process of teaching students professional communication is difficult, because young people must master the experience of communicative activities acquired by previous generations, improve the practical skills of communicative interaction and learn to reach mutual understanding with people of all ages and statuses.

There are many definitions of communication. Communication is one of the activities that is a multidimensional process of establishing and developing contacts between people, involves the exchange of information, certain tactics and strategies of interaction, perception and understanding of the subjects of each other [10, p. 86].

The structure of communication separates the communicative, interactive and perceptual sides. The communicative side is the exchange of information between people, the interactive side is the interaction of people in the process of activity and the perceptual one is the perception and knowledge of man by man, the establishment of mutual understanding.

According to the direction communication is divided into domestic, business, professional, search, political and informational [8, p.391].

Today there is no clear definition of professional communication. L. Baranovska and V. Kan-Kalyk paid attention to the study of this problem. Thus, V. Kan-Kalyk calls pedagogical communication a kind of professional communication, “which is an integral part of the organizer, educator, leader, master of industrial training, doctor, etc.” [4, p.10]. It is pedagogical and professional communication that has the greatest influence on the student: on the part of the teacher who helps the student to master the knowledge, forms the student as a future specialist. The teacher must establish contact with the student, develop not only professional knowledge but also communication skills, and adjust to the level of professional and language culture. A special influence on professional communication has a teacher who teaches specialized disciplines, because they contain a large number of words that relate to professional vocabulary.

L. Viktorova considers professional speech as “a holistic formation, the components of which are knowledge of the norms of literary language, professional terminology, the ability to understand oral and written texts, the ability to create their own statements of a professional nature” [3].

Doctoral thesis of L. Baranovska is the most thorough scientific work on the problem of researching professional communication of future specialists in the agricultural sector. Students’ mastery of professional communication is carried out

under the conditions of individual and personal acquisition of relevant knowledge and skills. This approach to the organization of training of future professionals involves the formation of such socially necessary qualities as self-awareness, worldview and independence. This in turn promotes professional self-realization, the ability to show them. The process of forming professional communication gives positive results when during the study at the university conditions are created that promote the activation of cognitive activity of young people in mastering the necessary knowledge and skills. The interaction of those who communicate plays an important role in establishing communication. Communication is significantly improved if the interlocutors perceive each other. The important fact in this aspect is whether one of the partners perceives the other as trustworthy, intelligent, prepared person or prematurely assumes that he does not understand anything [1].

The formation of the personality of the specialist depends on many factors. Formation of future specialists in higher education is interpreted as "... organization of educational and scientific activities of students and its management, coordinated with mutual compensation of general scientific, professional and scientific spheres through specialized communication; organization of communication (indirect and direct) and its management; coordination of activities and communication by type and specific content" [2]. An important component of this definition is communication. And this is not accidental, because, as noted by V. A. Semichenko, "... in the scale of human life, communication is, firstly, the main condition for survival, and secondly, ensures the implementation of the functions of learning, education and personal development" [7].

Communication in the process of mastering a certain profession appears in the form of "interpersonal interaction is a set of connections and interactions that arise and are fixed between people in the process of their joint activities" [7]. These connections are governed by certain social norms that are developed in any society. Certain patterns that regulate people's behaviour are used as norms. The range of social norms is quite wide. Standardization and control in the system of role structure of society are gaining special character. It is the role in the broadest sense is

understood as the expected behaviour of a person depending on his status or position in society in the system of interpersonal relations [7].

Professional communication plays an important role in the preparation of future specialist because a person can develop himself it is in the process of communication. Disadvantages of communicative development significantly interfere professional and personal growth of a specialist. Preparation to the communication in the learning process for the students of the university is particularly important is training to communicate in the classroom because it is focused on the interaction of values in the future professional activities which are carried out in the subject-subject relations.

In the course of professional activity of a specialist it is necessary to improve the skills of his language behaviour, to improve the culture of communication. In the process of communication it is important to be able not only to speak, but also to listen to yourself, assessing the persuasiveness, intelligibility of own statements, the appropriateness of using different language and non-language forms of communication, the degree of emotional colour of speech.

Significantly complement speech behaviour means of nonverbal communication. These include: gestures, facial expressions, postures, spatial arrangement of the parties, various means of vocalization of speech (voice quality, range, and tone), tempo, pauses, crying, laughing, coughing and etc.

In the process of interpersonal perception there are always not only ideas about another person, but also ideas about oneself, which, enriching each other, help to look at the interlocutor, at himself as if through the prism of those images that arise in constant interaction with different people.

If you relate yourself to your communication partner, you begin to understand his motives and actions better, respond to them more adequately. This assimilation of oneself to another in the process of communication is called identification. Identification is one of the easiest ways to understand another person.

Training a modern specialist for the agricultural sector of Ukraine is a complex process. This is due to the fact that each specialist must be a multifaceted person who

has perfect knowledge, skills and abilities in a particular sector of the economy, is able to use this potential in practice.

The modern specialist must be erudite, called to learn the basics of the cultural heritage of our people in both spiritual and material spheres. An important feature of such communication is a broad use of professional vocabulary. Professional vocabulary is both scientific terms (learned during the study of professional and special disciplines) and professional words, which, unlike the first group of words, are linguistic elements of informal, simplified communication of specialists (learned during practical classes, industrial and undergraduate practices). Demand for the language of professional communication is explained by a certain pattern. Language is a necessary component of any human activity, including professional one. In many cases, the level of human speech culture determines the success of professional activities and can be considered as an indicator of a person's ability to a particular profession [6].

Communication of students with teachers, with experienced specialists in the relevant field helps to improve their training. The main factors influencing the effectiveness of mastering the profession: teaching skills, meetings with various specialists, independent work with special literature, practice at leading companies abroad, communication with students and specialists from abroad, the material base of the institution and the readiness of the student to master the profession. All these factors include communication itself or it as an organic component of the learning process.

It should be noted that senior students have some experience of professional communication gained during the study of professional disciplines and industrial practices. Professional communication is understood as the interaction of persons who have already mastered or have been mastering the profession, have a rich vocabulary of scientific and professional terms, have reached a certain level of education.

Professional communication is an important factor in improving the process of mastering the profession. The future specialist acquires life, professional experience, seeks to master the skill.

Modern specialist should be knowledgeable, designed to learn the basics of cultural heritage of our people in spiritual and in the material sphere. An important feature of this communication is widespread manipulation of professional vocabulary. Language is a necessary component of any human activity, including professional activity. In many cases the level of human speech culture determines success in professional activities and can be considered as an indicator of human abilities to a particular profession.

Conclusions and suggestions. Professional communication is carried out to achieve a communicative goal in a specific professional activity implemented by type of professional activity of future specialists in the agricultural sector. Professional communication facilitates greatly the learning process and helps prepared specialist to improve the level of his competence. Professional communication improves the process of communication with colleagues, promotes creative expression of human resources and production tasks in specialist's further work. In the further activity of the specialist professional communication improves the process of mutual understanding with colleagues, promotes creative solution of personnel and production tasks.

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НОВІТНІ МЕТОДИКИ ВИКЛАДАННЯ ДИСЦИПЛІН УНІВЕРСИТЕТУ

UDC 372.881.1

*Olena Zhemanova,
lecturer at Philology department of DSAEU*

INNOVATIVE ACTIVITIES OF THE THEACHER OF THE UNIVERSITY AS A CREATIVE PRICESS

The statement of the problem. The life cycle of modern pedagogical technologies is shorter than the professional activity of the teacher, actualizes the need to study the essence of innovative pedagogical activities and the implementation of ways to improve the preparation of future specialists for its implementation.

In recent decades, studies on pedagogical innovation have been intensified. Interest in the problems of innovation, the allocation of them as important directions of modern scientific thought is due to the growth of the dynamics of innovative processes in society, which characterize its transitional state of modernization and reform.

In modern studies, such aspects of innovation are analyzed:

- problems of the general theory of innovation;
- aspects of innovative activities in the context of training specialists in high school;
- questions of the introduction of pedagogical innovations;
- problems of determining the structure of innovation;
- issues of innovative pedagogical activities by teachers practitioners;
- determination of the stages of the practical development of pedagogical innovation;
- analysis of innovative processes in education;

- theoretical substantiation of innovative pedagogical technologies [3].

Despite the large number of studies in the field of pedagogical innovation and currently there are no uniform approaches to the definition of the concept of “innovative pedagogical activity”.

Integrated and comprehensive understanding of the term “innovative pedagogical activity” requires the analysis of each constituent concept of the indicated concept.

So, in the psychological and pedagogical dictionary edited by E. Rapatsevich concept is considering as “active interaction with the surrounding reality, during which a living being acts as a subject, purposefully affecting the object and that thus satisfies its needs” [4, p.119].

The purpose of the article. This article discusses the issue of innovative pedagogical activities and, which contributes to the emergence of pedagogical innovation needs. Also definitely, which components are based as innovation and pedagogical and which component includes its structure. The development of modern education and a number of trends that contribute to its upgrades are described. The concept of risk is considered which types of risk are characteristic of innovative activities of the teacher. It was analyzed that the modernization of the modern education system is aimed at the formation of the student’s personality. The authors revealed that for the development of various trends it is necessary to introduce numerous innovations into the education system. This article discloses scientific and theoretical aspects and leading trends in the development of innovative processes in the education system, the principles of the innovative educational process are allocated, integrative qualities that constitute the essential features of the innovative type identity.

The statement of the main material. Among the wide range of interpretations of the concept of “pedagogical activity”, we closest to the justification of its essence I. Zima, which understands the educational and educational influence of the teacher to the student, aimed at his personal, intellectual and activity development, simultaneously performing the basis of its self-development and self-improvement [5].