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АГРАРНО-ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ*

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<b>РЕЗУНОВА В.В. ОСОБЛИВОСТІ ІНШОМОВНОЇ ПІДГОТОВКИ СПЕЦІАЛІСТІВ МЕДИЧНОГО ПРОФІЛЮ</b>	<b>107-108</b>
<b>ПРОФЕСІЙНА, МІЖСОБИСТІСНА Й МІЖКУЛЬТУРНА КОМУНІКАЦІЯ</b>	
<b>ALEKSANDROV A.O. ENHANCING LISTENING SKILLS FOR EFFECTIVE PROFESSIONAL COMMUNICATION</b>	<b>110-112</b>
<b>BABCHENKO V.A. INTERCULTURAL COMMUNICATION AS AN INTEGRAL COMPONENT OF THE PROFESSIONAL ACTIVITY OF THE FUTURE SPECIALIST</b>	<b>113-114</b>
<b>BALATSKYI O.V. STEREOTYPES AND THEIR ROLE IN INTERCULTURAL COMMUNICATION: THEORETICAL ASPECT</b>	<b>114-117</b>
<b>BERESTOVSKA A.A. THE IMPORTANCE OF PROPER COMMUNICATION IN RECRUITMENT</b>	<b>117-120</b>
<b>BIELOV D.S. USE OF ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN AGRICULTURAL BUSINESS</b>	<b>121-122</b>
<b>CHEHORKA V.O. IMPORTANCE OF ENGLISH FOR PHD STUDENTS</b>	<b>123</b>
<b>CHKHUN M.O. BUSINESS COMMUNICATION IS THE KEY TO SUCCESS</b>	<b>124-126</b>
<b>CHORNOBAI V. H. ACADEMIC INTEGRITY AND ACADEMIC CULTURE</b>	<b>126-129</b>
<b>DUMAN S.M. TYPES OF BUSINESS COMMUNICATION</b>	<b>129-131</b>
<b>HORBATENKO A.P. USING INTERACTIVE TECHNOLOGIES IN THE LEARNING PROCESS: BENEFITS AND CHALLENGES</b>	<b>131-133</b>
<b>HUTSOL A., SHEYPAK K. O. FORMATION OF SOCIO-CULTURAL COMPETENCE OF STUDENTS OF NON-LINGUIST SPECIALTIES OF HIGHER EDUCATIONAL INSTITUTIONS IN THE PROCESS OF STUDYING THE ENGLISH LANGUAGE</b>	<b>134-136</b>
<b>IVANOVA D.V. WHY IS PROFESSIONAL COMMUNICATION IMPORTANT IN ACCOUNTING?</b>	<b>137-138</b>
<b>KEBA M.E. INFLUENCE OF A FOREIGN LANGUAGE ON PROFESSIONAL SUCCESS</b>	<b>139-140</b>
<b>KOSENKO S.M. ANALYSE DER INTERKULTURELLEN KOMPETENZ VON ZUKÜNFTIGEN TIERÄRZTEN</b>	<b>140-142</b>
<b>KYRYCHOK V.O. CUSTOMER COMMUNICATION CHALLENGES AND SOLUTIONS FOR THE FINANCIAL INDUSTRY</b>	<b>142-143</b>
<b>KULKO V.A. THE ROLE OF VIRTUAL REALITY IN THE DEVELOPMENT OF STRATEGIC THINKING OF FUTURE SPECIALISTS</b>	<b>144</b>
<b>LUKATSKA YA.S. COMMUNICATIVE ORIENTATION OF FOREIGN STUDENT ADAPTATION TO NEW SOCIAL ENVIRONMENT</b>	<b>145-147</b>
<b>MARCHENKO V.S. ENGLISH AS A MEANS OF SUCCESSFUL EUROPEAN INTEGRATION</b>	<b>148-150</b>
<b>MOISEIEV N. R. MODERN TECHNOLOGIES AND THEIR IMPACT ON PROFESSIONAL COMMUNICATION</b>	<b>150-152</b>
<b>MOTIAKIN I.V. THE ROLE OF CROSS-CULTURAL COMMUNICATIONS IN ENHANCING INTERNATIONAL COMPETITIVENESS IN THE FIELD OF INVESTMENT ATTRACTION BY TERRITORIAL COMMUNITIES</b>	<b>152-156</b>
<b>ONYSHCHENKO N.O. THE ROLE OF INTERNATIONAL COMMUNICATIONS IN MARKETING</b>	<b>156-158</b>
<b>PANCHENKO-TERESHCHENKO V.O. THE MAIN FACTORS OF EFFECTIVENESS IN BUSINESS COMMUNICATION</b>	<b>158-159</b>
<b>PETROVA D.A. SPECIFIC FEATURES OF BUSINESS COMMUNICATION OF</b>	<b>160-162</b>

## **SIGNS OF COMMUNICATIVE COMPETENCE OF AGRICULTURAL STUDENTS**

Teaching students oral and written communication, i.e. communicative competence, is of exceptional importance in modern society. Due to the rapid decline of the general level of national linguistic culture in the mass media, fiction, journalism, and everyday communication, there is a need for mandatory formation of individual and personal motivations for mastering communicative competence among university students. Such a task in the system of higher education is implemented through the mandatory teaching of the discipline «Ukrainian language (for professional direction)».

In the modern methodology of teaching the native language in higher education, the following indicators of students' communicative competence are determined: 1) knowledge of linguistic theory, awareness of it as a system of rules and general instructions that regulate the use of language means during communication; 2) knowledge of communicative theory, mastering the main types of speech activity; 3) use of basic linguistic (identification, classification) and speech (selection, actualization) skills; 4) the ability to consider the speech situation and choose adequate behavior (verbal and non-verbal).

The analysis of such indicators helps the teacher establish the levels of communicative competence of students: unconscious (subconscious) competence, reproductive competence, productive competence, creative competence.

The communicative approach is usually used at the final stage of language learning, therefore it is the most suitable for language teaching in a higher education institution, since students should already have formed and developed language skills during the acquisition of the first educational degree. The communicative approach is also known as communicative language learning – learning a language through

communicative interaction. The process of learning any language becomes easier, clearer and more pleasant when it is truly meaningful, therefore communicative training of students of higher education is based on the sociolinguistic approach, which is embodied through the idea of effective knowledge of the language – to be able to interact, and not only to know vocabulary and grammar rules and pronunciation. Future professionals must be able to use the business Ukrainian language correctly in any environment, both in professional official and scientific fields, as well as in entrepreneurial activity or social context. The communicative approach focuses on language as a means of communication, therefore it assumes that communication has a social purpose, that is, the language learner has something to say or perceive and understand. During this method, interactive activities in the class increase opportunities for learners to use professional language with a communicative purpose for meaningful activities.

The communicative approach focuses students' attention on competence in communication according to the required context. The communicative approach is a method of language learning that has functional significance for communication, i.e. with this approach, the most important during the process of mastering language skills are selected language means, and the purpose of communication, the tactics and strategies used to achieve the intended result of communication. To implement the concept of the communicative method, tasks and exercises should be used in business Ukrainian language classes that will help students to enrich their vocabulary and understand the social context in which the communicative act takes place.

Therefore, taking into account the signs of the students' communicative competence, the teacher reconstructs his level of awareness and chooses such methods and tasks in education in order to bring up the highest creative level of the formed communicative talent of a linguistic personality from unconscious competence.