

Economic Texts. Economic Science Series, 21(2) pp.152-157.

27.Snell-Hornby M., (1995), *Translation Studies: An Integrated Approach* (2nd Edition). John Benjamins, Amsterdam.

7.3. FORMATION OF PROFESSIONAL COMMUNICATION IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

*Olena Stukalo,
Senior Lecturer of Philology Department,
Dnipro State University of Agriculture and Economics, Ukraine*

Summary. The work substantiates the structure of pedagogical communication and the structure of psychological readiness for its implementation. The article deals with the peculiarities of professional communication formation of students in a higher education institution. The purpose of the work is to analyse the expediency of teaching a foreign language discipline for students of agricultural specialties. The basic directions of professional communication formation of future specialists are determined. It is established that the quality of teaching a foreign language in higher education institutions to European standards is impossible without implementation of modern methods.

Keywords: pedagogical communication, professional communication, foreign language, training, higher education institution, modern methods of teaching.

Formulation of the problem. In the context of education modernization, the problem of professional training is especially important. The increased interest of scholars and practitioners for professional training is due to a change in the educational paradigm – there is a shift from mass-productive forms and methods of teaching to individual and creative, when a specialist is trained with the emerging need for professional self-education, capable of self-development and full self-realization in the chosen profession [26].

Professional communication is an integral part of the future specialist. The need to improve the level of preparation for professional communication of future professionals in higher education institutions will raise the issue of forming their readiness for communication, professional self-improvement and development. Therefore, there is a need to consider the peculiarities of forming a structure for students' readiness for professional communication.

Humanistic orientation is a priority in the modern educational system. That is what raises a separate personality to the level of the highest social significance and orientates the educational process to create the optimal organizational and pedagogical conditions for the formation of a future specialist as a carrier of high spiritual values, disclosure of his creative potential and self-realization in future professional activities. Humanistic educational trends also embrace the future specialists training in the field of agriculture. It is well-known that in higher education institutions of agricultural profile, attention has always been focused mainly on the general professional component, which led to the degeneration of

humanistic traditions.

The construction of the theoretical model of pedagogical communication is based on the results of the analysis of the approaches to understanding the connection between the categories – communication, activity, interaction known in philosophical and psychological sciences. These results testify to the need to distinguish between the two main directions of communication research.

The aim of the paper is to substantiate the expediency of teaching a foreign language discipline for students of agricultural specialties and to determine the main areas for the professional communication formation of future veterinarians.

Presenting the main idea. Representatives of the first direction with the presence of some differences in their interpretation of the category of communication argue that it should be considered as a special form of human interaction.

This view was deeply substantiated in scientific works of psychologists B.F. Lomov [19, 20], O.O. Bodalev [5, 6, 7], M.P. Erastov [12], M.M. Obozov [22, 23], B. D. Paryhin [24].

B.F. Lomov, having conducted a systematic analysis of communication, interprets this phenomenon as one of the most important independent categories of psychology. In his conception, activity and communication act as two sides of human social existence [19, 20]. At the same time, B.F. Lomov argues that communication is the interaction of people who enter it as subjects. The study of the structure of communication, as B.F. Lomov emphasizes, requires three levels of its analysis [19]. At the first level (macro level) of the analysis of communication it is necessary to consider as a difficult network of interrelations of the individual with other concrete individuals and social groups. The second level of analysis (meso level) of communication involves, according to the researcher, the study of individual contacts that people enter. In this case, it is necessary to distinguish the period of communication, which has several main phases (the initial phase, which requires the formation of certain "common coordinates" of behaviour of participants; the next phase is to coordinate the temporal characteristics of communication, mental processes and states, and the "background" knowledge, skills and abilities). The third level of analysis (micro level) involves the study of individual connected acts of communication, which act as a kind of elementary units. Each of these acts includes not only the action of one of the individuals, but also the related cooperation (or opposition) of the partner.

His approach to creating a social and psychological concept communication was suggested by B.D. Paryhin [24]. After conducting a structural analysis of communication, he singled out its content (communication) and form (interaction). Further, the content and form also stood out in these two structural components of communication. The content of communication is characterized by mutual understanding, empathy and the degree of agreement between its participants. Form of communication – verbal and nonverbal means of communication. The content of interaction is social relations (economic, legal, political, etc.), and the form is the practical behaviour of people in joint activities (action, counteraction, conflict, cooperation, differentiation, integration).

The second direction of the study of communication should be attributed primarily to the scientific works of M.I. Lisina [18], O.O. Leontev [15].

In the psychological concept of communication, developed by M.I. Lisina, the studied phenomenon is considered as a type of human activity, each of the participants of which is equally a carrier of activity and anticipates it in his partner [18, p. 9]. In the structure of communication, according to this concept, the following main components are distinguished: its subject – the second person, the partner of communication as a subject; needs and motives – for which communication is carried out; actions – a holistic act that is addressed to another person and directed at him as his own object; task – the goal, the achievement of which in these specific conditions are aimed at various actions carried out in the process of communication; means – operations by means of which actions of communication are carried out; products – the formation of material and spiritual nature, which arise as a result of communication.

In view of the above, it should be emphasized that the concept of communication of M.I. Lisina is based on the basic provisions of the concept of activity developed by O.M. Leontev.

O.O. Leontev considers that the starting point of the analysis of communication to be understood as one of the types of human activity [16, 17], which is characterized by: intentionality (the presence of a specific goal, independent or subordinate to others; effectiveness (the degree of coincidence of the achieved result with the intended purpose), normativeness (obligatory social control over the course and results of the act of communication).

O.O. Leontev argues that it is necessary to distinguish between communication and interaction. He substantiates his scientific position on this issue as follows:

- the structure of interaction is determined by the distribution of labour functions, the individual contribution that each member of the team invests in the overall activity;
- communication processes can be autonomous: communication is necessary for interaction, but the same mutual mode can be provided by communication of different orientation, different character and volume.

Thus, O.O. Leontev emphasizes, the inconsistency of interaction and communication is traced [16].

It should be emphasized that the understanding of communication as a type of activity was reflected in the scientific research of N.V. Kuzmina. Thus, N.V. Kuzmina emphasizes that pedagogical activity is a complex dynamic system that has its own specific structure. In this system N.V. Kuzmina distinguishes constructive, organizational, communicative components [14]. Each of them corresponds to a certain group of functions, as well as pedagogical abilities that reflect the structure of pedagogical activity. In the communicative component of this activity N.V. Kuzmina sees the establishment of the correct relationship of teachers with students, teachers, parents, the public, which allows to take into account and meet the requests and interests of students, to properly assess and understand information about the effectiveness of pedagogical development. .

Pedagogical systems, as noted by the researcher, make certain demands on the communicative activity of the teacher, which is associated with its special design, organization and analysis [13, p. 86].

Scientific researches of L. Baranovs'ka, L. Holovata, N. Kostritsa, L. Luchkina, L. Palamar, T. Rukas, N. Totskaya and others are devoted to the problem of professional communication formation among students of non-philological specialties. The formation of the language culture was studied by N. Babych, A. Koval, L. Matsko, M. Pentiluk and others. However, special studies of the problem of professional communication formation of future veterinarians have not been the subject of research from the standpoint of innovation processes that took place in the system of higher education in Ukraine.

The need for professional communication along with the need for activities is prominent in the development of the personality of a future specialist. Researchers such as L. Vygotskiy, V. Mikhailyuk, N. Reutov, N. Borisko, E. Ganish and others, believe that knowledge and life experience can only be acquired through communication. Professional communication should help the person to develop, raise his general, intellectual and professional level. Logical, correct, appropriate professional speech should be the student's inner need. The notion of «speech» as a certain type of activity was defined by L. Vygotskiy [10, p.40], according to which professional speech must be regarded as a kind of activity of people of a certain area of knowledge, which finds the use of the language of a particular specialty in the process of communication. V. Mikhailuk believes that «knowledge of the language of the profession increases the efficiency of labour, productivity, helps to better orient in direct business relationships» [21, p.33].

N. Borisko thinks that the purpose of teaching a foreign language of professional communication is the formation of a special intercultural communicative competence that covers language, social, cultural, vocational and educational competence. The basic principles of teaching a foreign language of professional communication include a communicative approach, a special professional approach, autonomous learning, and others [8, p.23]. However, some experts point out: despite the fact that the content of teaching a foreign language, which is taught as a general education discipline in all types of educational institutions, and the content of teaching profile-oriented foreign language are different. The processes of learning and mastering the language in the profile-orientation course are the same, as well as in general education course. In other words, there are no language teaching methods for special purposes that are not characteristic of language learning in general. On the other hand, some researchers who study the peculiarities of learning the language of professional communication (T. Hutchinson, A. Waters, R. Jordan, D. Brinton), concluded that the course of teaching profile-orientated foreign language cannot but use the methodology and methods of the disciplines it serves. The question of how to combine traditional and special methods and approaches in organizing the course of a foreign language of a professional orientation leaves open.

Professional communication is the main form of pedagogical process, the productivity of which is determined by the goals and values of communication,

accepted by all its subjects as the norm of individual behaviour. It unfolds in the process of joint communicative activity of people, mediated by the exchange of information, in which each of its participants learns universal experience, social, pedagogical, communicative, moral and other values, knowledge and methods of communication, discovers, reveals and develops his own mental qualities, is formed as a person and as a subject of communication. In this sense, communication, communicative activities are important factors in mental development.

The subject of professional and pedagogical communication is a carrier of active, creative beginning, communicatively educated personality, able to consciously plan and organize their own communicative activities, influence the partner, perceive, analyze, evaluate the informational, emotional and intellectual content of his statements, physiological and energy state, has a developed emotional intelligence, has communicative skills, abilities, experience.

The leading subject of professional and pedagogical communication is a teacher, professional, including communicative, whose activities should be aimed at fulfilling the social order – the formation of a harmoniously developed personality. As a participant in any act of communication, he must take care of education, upbringing and personal development. The communicative goal of the teacher is not only to achieve mutual understanding in communication, but also to initiate a comprehensive, harmonious development of others. He can achieve this by realizing the uniqueness of man as an individual, given the dynamics of change that occurs with him, understanding the complexity and ambiguity of the development process, being able to see the distant prospects of interaction, instilling in those with whom communication, confidence in successful mastery growth. The teacher must realize that the main responsibility for the success of communication lies with him as a specialist who can and should find a way out of any communicative situation.

The subject of communication is a social group, which, interacting with the subjects of the external environment, influences the behaviour and communication of each individual involved.

The object of professional and pedagogical communication is the joint activities of the subjects of communication, the result of which is the deepening of their awareness, improving the quality of communicative activities, the development of communicative skills, and enrichment of communicative experience.

Professional and pedagogical communication is realized as a system of various direct and indirect connections of the subjects of communication. The peculiarity of direct connections of the subjects of communication is their direct contacts (with uniform temporal, spatial characteristics): “teacher – student”, “teacher - group of students”, “teacher - team of students”, “teacher – teacher”, “teacher - group of teachers”, “teacher - team of teachers”, “teacher - a representative of the administration”, “teacher - a social pedagogue (psychologist, student's parents, members of the public, subjects of education management, random subjects)”, etc. Often the direct connections of the subjects of communication appear as a combination of several types. For example, a teacher can solve certain communicative problems related to the organization of the educational process, both

with colleagues and with students.

Indirect connections involve the mediator as a transmitter of information. They are separated in time and distant in space: computer (“teacher - computer – teacher”, “teacher - computer - student”, “teacher - computer”, etc.), correspondence, telephone conversations of subjects as transmitters of information, etc. The presence of an intermediary between the subjects of communication affects the content and purpose of information flows. An important component of professional and pedagogical, like any other, communication is the flow of information – the movement in a particular environment of data (information), structured on the basis of content-target relationship and order, directed from the source to the user. An example of indirect professional and pedagogical communication is distance learning, which involves communication between the teacher and students (system “man - computer – man”) with the help of special technical means (CDs, computer networks, audio-graphic form, video conferencing, etc.).

Professional and pedagogical communication is a complex type of pedagogical activity aimed at teaching, education and personal development, and requires responsibility. Its main functions are terminal, tactical, and operational.

Terminal (from Latin “terminalis” – border, edge) functions of pedagogical communication (functions-goals). They are related to the strategic directions of pedagogical activity; reflect its essential goals and objectives.

This group consists of:

- educational function of professional and pedagogical communication (involves mastering the subjects of communication communicative knowledge, their constant updating, communicative reflection for effective dialogue in pedagogical activities, contributes to the deepening, expansion and consolidation of knowledge, skills and abilities);

- educational function of professional and pedagogical communication (contributes to the formation of communicative, moral qualities that provide normative human behaviour, for successful adaptation to a particular social and cultural, educational environment), its implementation involves the formation of values, beliefs, communicative culture;

- developmental function of professional and pedagogical communication (creates unique opportunities for the development of communicative, personal qualities of communication subjects, mastering ethical norms and rules of conduct, disclosing the moral content of events, facts, actions, mastering evaluation and self-evaluation criteria, enriching communicative experience; and consistent transition to qualitatively new levels of culture of pedagogical communication);

- life-sustaining function of professional and pedagogical communication (creates conditions for personal self-realization, meeting information and communication needs of communication subjects through enrichment of culture of verbal and non-verbal communication, expansion of access to constantly updated information, use of information and communication resources of computer technologies);

- the function of socialization of the individual (provides preparation for

establishing mutual relations with the subject of communication, team, social environment through mastering the rules of verbal and non-verbal behaviour in standardized communicative situations; choosing the most appropriate means of communication to achieve goals in a particular communicative situation; openness and communication partners, awareness and overcoming barriers to communication, choosing the optimal style of communication and team leadership, overcoming obstacles to mutual understanding, conflict resolution, awareness of their place in the system of role, status, business, interpersonal and other relationships).

The process of communication depends on the professional role of the teacher, who programs a certain pattern of social, professionally oriented behaviour ("teacher - student"). In this regard, of particular importance is his ability to diversify the role of professional positions, get rid of "masks", to take on the role of another.

Tactical functions of professional and pedagogical communication (functions-means). Their implementation is subject to the overall communication strategy. Each of these functions performs a corresponding instrumental role:

- informative function of professional and pedagogical communication: ensuring full exchange of messages, i.e. reception, transmission of information (about new knowledge and properties, features of objects and environmental phenomena, technologies and norms of specific communication activities, models, strategies, technologies of communicative behaviour, pedagogical tools communication, etc.), perception, understanding of its content; selection of adequate verbal and non-verbal means of conveying the content of information; formation of personal, emotional and value attitudes to information in the subjects of communication; understanding of the internal state of the partner in pedagogical communication; holistic analysis of the process of pedagogical communication on the basis of the formed system of knowledge, study, awareness and analysis of their communicative abilities, skills;

- expressive function of professional and pedagogical communication: providing accessible, interesting, emotionally expressive and vivid transmission of information, the formation of appropriate communication skills, stimulating the partner the necessary emotional states ("exchange of emotions").

The teacher's influence on the student's emotional sphere can be so significant that his views and ideas, reinforced by emotions and experiences, in some circumstances can encourage creativity, search, in others – to fill the student's consciousness, deprive him of the ability to rational analysis;

- meaning and forming function of professional and pedagogical communication: introduction of meaning in all aspects of communication, disclosure of universal, general cultural meanings, professional and individual significance of communicative actions;

- diagnostic function of professional and pedagogical communication: ensuring the effectiveness of communication, which depends on the degree of mastery of its subjects (including teachers) information about the state, level of knowledge, education, development of communication partner, the degree of his awareness, willingness to share information. It provides constant feedback, which allows you to "read" and analyze information, characterize emotional and volitional

states through their external manifestations, see the discrepancy between non-verbal communicative acts and their psychological content, draw certain conclusions;

- individualization function of professional and pedagogical communication: approval of uniform standards and rules of work with information, satisfaction of individual features of demand for information depending on abilities, interests, desires, potential possibilities of subjects of communication by use of various sources of information, artificial means of its storage and transfer, development of its forms;

- motivational function of professional and pedagogical communication: finding ways to transfer the partner from communication to the position of the subject, encouraging him to activity, directing to certain communicative actions, self-realization through verbal, non-verbal means of communication, use of telecommunications technologies to transmit and receive information;

- prognostic function of professional and pedagogical communication: anticipation of possible communication barriers during information exchange, changes that may occur with the subject of communication, analysis of their trends, modelling of the next communication process (content planning, choice of means, communication technologies based on content and the purposes of interaction, in particular educational, upbringing);

- culturological function of professional and pedagogical communication: opening opportunities for communication participants not only to demonstrate the level of culture of oral and written speech, non-verbal manifestations, knowledge of etiquette, but also to take a model, imitate personally significant features of behaviour, pronunciation of communication partner;

- psychotherapeutic function of professional and pedagogical communication: the use of means of communication (verbal, non-verbal) in order to provide psychological assistance, conflict prevention, levelling or compensating for their negative effects.

Operational functions of professional and pedagogical communication (functions-receptions). These functions are revealed in the process of realization of tactical goals, which, as a rule, are connected with the corresponding communicative strategy:

- function of measurement and evaluation in professional and pedagogical communication: search, improvement of forms and techniques of measurement (determination of values) of indicators important for pedagogical communication (level of formation of communicative skills, availability of communicative abilities, criteria for assessing quality and quantity of information), decoding, receiving information) and their evaluation (formulation of conclusions about the state of processes, events, phenomena on the basis of certain generalizations);

- methodical function of professional and pedagogical communication: correlation of the purpose and means, techniques of pedagogical communication with its results, definition of their efficiency, conformity of communicative activity to normative standards, revealing of lacks in construction of process of pedagogical communication, forecasting of its development, development of new strategies and tactics of communicative activity and the subject of communication;

- management function of professional and pedagogical communication: management of communicative activity of communication subjects, information flows; prevention of difficulties that arise in the transition of information from external to internal subjects of communication, as well as due to distortion of information in indirect pedagogical communication. This necessitates knowledge of information flows (“teacher - student”, “student - teacher”), the subjects of pedagogical communication, the ability to analyze information flows, find the causes of their non-identical transitions, ways to adjust and use them;

- function of coordination of professional and pedagogical communication: mutual orientation, coordination of actions of subjects of communication for the purpose of the organization of joint communicative activity;

- contact function of professional and pedagogical communication: establishing contact (the state of mutual readiness of the subjects of communication to direct or mediated by electronic means of receiving and transmitting messages); activation of the desire of the subjects of communication to contact each other and with the initiator of communication; creating conditions for learning about the personal qualities of communication partners; organization of common experiences; creating a positive, favourable atmosphere;

- self-affirming function of professional and pedagogical communication: awareness of the subject of communication of his own “I”, a sense of personal significance, the formation of adequate self-esteem, the level of claims of the individual;

- formative function of professional and pedagogical communication: external design of verbal expressions, non-verbal manifestations depending on the features, conditions of communication, personal qualities of its subjects.

Knowledge of functions, focus on the multifunctionality of professional and pedagogical communication allow teachers to organize their own communication as a holistic multifaceted process, to find it multiple meaning (educational, developmental, etc.), understanding its variability (lack of rigid determination of models, tactics, styles and means of communication), integrativity (each communicative act is a projection of many systems), multilevel (the need to stimulate the activity of the subject of communication, self-control and self-assessment of communicative activities, correlate their actions with the actions of the interlocutor, analyze, adjust, predict further communicative activities, etc.).

The content, forms and means of implementation of specific functions depend on the professional orientation of the teacher, the type of educational institution. Thus, the methods of establishing contact of primary school teachers and high school subject teachers must be significantly different, otherwise the teacher will not avoid interpersonal conflicts. Significant differences will have the content, emotional saturation of expressions and non-verbal manifestations (function of formation) of teachers of mathematics, literature, geography.

During the implementation of the socializing function in the university should take into account the presence of students with some experience of social relations, life stereotypes and norms.

It is not always possible to predict the success of communication, as it often depends on many unforeseen circumstances. Therefore, the teacher must act simultaneously in several dimensions: to communicate directly with the partner, to observe himself and his actions, to keep under control the purpose of communication, to assess the feasibility of achieving it or the need for change. Correlation of the forecasted course of events with the actual one is the basis for making adjustments.

The communicative activity of the teacher is a process of constant knowledge of the situation, conditions of communication, social environment, oneself, the opposite side. Otherwise, he will act blindly, by trial and error. Only on the basis of operational research, analysis of the situation, he will find adequate means to ensure pedagogically appropriate communication.

The process of communication as a conscious action of two subjects has goals (mutual understanding), content (intellectual, emotional, spiritual essence of information), methods (methods used), and result (consequence of communication). It involves the emergence of changes between the initial and final state of the subjects (a certain increase – a change in their own consciousness, inner image due to awareness of the world, the specific situation and themselves in it, their own position, purpose, content, method, result of communication).

Communication is known to be a two-way flow of information. It is important quality of information, its completeness, content, form, which allows not only quickly and correctly forming an idea of the problem, but also to choose partners, develop its strategy and tactics, determining adequate methods and means to achieve specific goals. The effectiveness of communication depends on the clarity, availability of information.

Information interaction of communication subjects is mediated by the influence of information (direct and feedback), the quality of its encoding and decoding. Feedback (in verbal or non-verbal forms) expresses the degree of assimilation of understanding of the message, trust in it, agreement or disagreement with it, changes the communicative roles of the subjects of communication. Feedback streams can carry data about each subject of communication, and about their interaction: the degree of mastery of the means of communication, the formation of communication skills; the level of preparation of teachers for communication and the level of formation of their professionally significant communicative skills, qualities, experience; ability to model the communication process.

In the process of information exchange, the teacher must emphasize the correctness of information transfer, its proper understanding by students, to realize that at each stage of the communication process; information is partially lost, distorted. During communication, the following modifications of information appear: information that the sender intends to transmit (his thoughts); the information transmitted was actually expressed; interpreted information; information that has finally remained in the listener's memory.

Implementation of the communication process is possible under the following conditions:

- 1) the presence of a common communicative space for the subjects of

communication – the social and psychological environment that affects the subjects of communication information (its content, value, novelty), means of communication (verbal, non-verbal, information and communication), adopted in a particular educational environment (educational institution, student group, class) rules of communication, moral norms, customs, speech rituals, etc.;

2) the use of a single system of codification and decoding of information, signs and their meanings (reflection of the most essential and generalized features of objects and phenomena), meanings (subjective meaning, which acquires an expression in context). The presence of a single sign system allows the teacher and the student to properly navigate in a particular field of knowledge;

3) adequate understanding of the information exchanged by participants in the communication process. Understanding – comprehension of specific information transmitted through words, signs, deeds, actions; human ability to comprehend the content, meaning of information; display the text and re-evaluate it in a new context. It is about the understanding direct meaning of individual words, phrases, expressions in general; directly expressed opinions (understanding of the subtext); clearly undefined motives for behaviour or individual actions of a person (interlocutor), etc. In each communicative situation, the mechanisms of understanding and its results differ in nature and levels. Thus, the meaning of a word can be understood only in the context of a sentence as the smallest unit of speech that expresses a complete thought. At the same time, the meaning of a single sentence can be understood only in the context of a certain passage of text (the principle of interaction of parts and the whole);

4) the optimal combination of verbal and non-verbal means of communication in the process of information exchange, which requires appropriate communicative knowledge, skills and abilities, communicative experience;

5) prevention and overcoming of possible communication barriers – absolute or relative, subjectively experienced or actually existing obstacle to effective communication. Communication barriers are social or psychological in nature. They are due to motivational and operational, individual and psychological, social and psychological features of the subjects of communication, differences in language, culturally determined norms of communication, in the interaction of representatives of different cultures and nations; misunderstanding by another person, lack of information;

6) taking into account the unique personalities of the subjects of communication, their communicative knowledge, skills, abilities, experience. Communicative knowledge is a generalized experience of mankind in communicative activities, the reflection in the minds of people of communicative situations in their causal relationships. They become professional when they are transformed and built into an individual model of practical solution of a communicative problem, when their acquisition is motivated by individual and personal needs.

A feature of communicative knowledge is complexity, which requires the teacher to be able to synthesize material for successful solving of communicative tasks, analysis of communicative situations, and choice of effective means of

communication. Communicative knowledge is the basis of communicative skills – communicative actions based on thorough theoretical and practical training, which allows you to creatively use communicative knowledge, skills to reflect and transform reality. Formed in the process of communication, communication skills are a consequence of the development of communicative abilities – the ability to communicate with other people. They are manifested in the skills of the subject of communication to enter into social contacts, to achieve communicative goals in interpersonal relationships.

Communicative abilities include several substructures: gnostic (the ability to understand other people: the desire to understand interlocutors, the ability to listen, psychological observation, the ability to identify), expressive (the ability to express themselves: the desire to be understood by others, truthfulness, trust in partners), interaction (the ability to adequately influence communication partners: demanding, polite, persuasive, determined, tactful, disciplined).

Communicative abilities, knowledge, skills are transformed into communicative skills – automated conscious actions that contribute to the rapid and accurate reflection of communicative situations, determine the adequacy of perception, understanding of the objective world, the impact on it in the process of pedagogical communication.

Thus, the basis of professional and pedagogical communication is the joint activities of the subjects of communication, mediated by the exchange of information, in the process of which each subject learns universal experience, historically formed social, pedagogical, communicative, moral and other values, knowledge and methods of communicative activity, reveals and develops their own mental qualities, forming themselves as a person and as a subject of communication. In this sense, communication is an important factor in mental development. This shows that full-fledged professional and pedagogical communication is a multifaceted phenomenon.

Professional and pedagogical communication places specific requirements on the qualities of the teacher's personality, the most important of which is communicativeness as a necessary prerequisite for successful and active work with pedagogical information – information aimed at teaching and educating students.

Communicativeness (from Latin “communication” – communication, message) is a set of essential, relatively stable personality traits that contribute to the successful reception, understanding, assimilation, use and transmission of information.

The components of professional and pedagogical communicativeness of a teacher are: a steady need for systematic and diverse communication with children in various fields; interaction of universal and professional elements of communicativeness; emotional satisfaction at all stages of the communication process; availability of communication skills; the desire to acquire communication skills and abilities.

Pedagogical communication consists in communicative interaction of the teacher with students, colleagues, directed on establishment of a favourable psychological climate, on psychological optimization of activity, exchange of thoughts, feelings, experiences, ways of behaviour, habits, and also on satisfaction of

needs of the person in support, solidarity, compassion, friendship, etc. It is a complex, multifaceted process of establishing and developing contacts between people, generated by the need for joint activities, which includes the exchange of information, the development of a common strategy of interaction, perception and understanding of another person. It provides transmission through the teacher to students of human culture, the acquisition of knowledge, promotes the formation of value orientations in them.

Pedagogical communication is a system of social and psychological interaction between teacher and student, aimed at creating optimal psychological conditions for joint activities. As a kind of creative activity, pedagogical communication is manifested during the cognition of students by the teacher, in the organization of direct influence on them, in the management of their own behaviour, the organization of the process of relationships.

Pedagogical communication is a multifunctional phenomenon that provides information exchange, empathy, knowledge of the individual, self-affirmation, productive interaction. The exchange of information and the attitude of interlocutors to each other characterize the communicative aspect of communication; cognition of personality and self-affirmation – perceptual; organization of interaction – interactive.

In the pedagogical process, it performs the following functions:

- contact (establishing contact as a state of mutual readiness to receive and transmit a message, the content of the relationship);
- information (exchange of messages: reception, transmission of information; exchange of views, plans, decisions, etc.);
- motivational (stimulation of communication partner activity, directing him to certain actions);
- coordination (mutual orientation and coordination of actions for the organization of joint communicative activity);
- cognitive (perception, understanding of the content of information, knowledge of the inner state of the interlocutor);
- expressive (the ability to accessible, interesting and emotionally expressive knowledge, to form skills and abilities; arousal in the partner of the necessary emotional experiences (“exchange of emotions”));
- establishment of relations (awareness of one's place in the system of role, status, business, interpersonal and other communicative relations);
- organization of influence (change of state, behaviour, level of communicative knowledge, skills, experience, value-motivational sphere of the interlocutor, etc.);
- managerial (management of their behaviour, influence on other people).

In order for a student to become an active participant in the pedagogical process, it is necessary to ensure the nature of pedagogical relations, which consists in equality of psychological positions, mutual humanistic orientation, activity of teacher and students, their interpenetration into the world of feelings and experiences, arguments of the interlocutor, interaction with him.

Unprofessional pedagogical communication creates fear, insecurity in students,

causes reduced efficiency, impaired speech dynamics, unwillingness to think and act independently, alienation, negative attitude towards the teacher, learning. The feeling of depression from studying a certain subject, and often from communicating with the teacher in some students lasts for many years. Communicative interaction in the process of pedagogical communication is based on the following principles:

- taking into account the social guidelines of the student (each person has own views, values, experiences. It is easier for a person to reject what does not meet his guidelines than to change them. The teacher must take into account these guidelines, treat them carefully);

- tolerance (understanding that all people are individual and unique, everyone has the right to their own opinion);

- referentiality (implies respect for students, demonstration of faith in their best qualities, emphasis on the positive, balance, friendliness, optimism).

Pedagogical communication has signs of dialogue if it meets the following criteria:

1. Recognition of equality of personal positions, openness and trust between partners. This implies recognition of the active role, the real participation of the student in the communication process. In such circumstances, the teacher and the student act as partners, jointly organizing the search, activities, analyzing and correcting mistakes.

The teacher does not reduce his actions to assessing student behaviour, indications of the need and ways to improve it. He provides the student with information about this, and he evaluates his actions. It is not a question of eliminating the value judgment, but of changing its authorship, which ensures cooperation, equality and activity of both parties.

In pedagogical dialogue, the teacher chooses the position of the interlocutor, who, being a source of information, a leader of communication, not only recognizes the student's right to make mistakes, his own attitude to activities as a partner in communication, but also stimulates his independence in judgments. He must skilfully implement the subject-subject relationship, providing two-way activity in the interaction; purposefully pass the initiative to the interlocutor, to provoke his spontaneous reactions; to take care of the unity of the participants of the dialogue, finding a common field of interaction; focus on the interlocutor's answers, continue his thoughts, not reject them; it is advisable to apply the tips, stimulating students' interest in them. In the process of dialogue he has the opportunity to form ethical, spiritual in the behaviour and communication of students, to develop their taste for words, gestures, facial expressions, intonation.

2. The teacher's focus on the interlocutor and the interaction of their views. Personal equality in dialogic communication presupposes different positions of its participants. The student is in the circle of their needs, acts to meet them (attempts to assert themselves, learn something new, etc.), the teacher focuses his efforts on the needs of the student. In such communication, the centre of his attention is the person of the interlocutor, his purpose, motives, point of view, level of preparation for the activity.

In the organization of dialogue it is important to use the techniques of attraction (from Latin “attrahere” – to attract), which involve an easy perception of the position of a person to whom an emotionally positive attitude has been formed (feelings of sympathy, friendship, love). Winning of sympathy is promoted by: a friendly, sincere smile (encouragement, understanding) as a signal to a communication partner; concealment of negative emotions, even justified ones; use of mechanisms of suggestion (persuasion) for the purpose of formation at the interlocutor of belief in the forces, confidence in existence of positive features (reception of a compliment); patient and compassionate listening to the interlocutor, which allows him to satisfy the need for self-expression, forms a positive attitude towards the teacher.

Focusing on the interlocutor implies a willingness to change their intentions, opinions in accordance with the opposing reactions. The teacher, attentive to the child's reaction, achieves interaction in the plane of his interests, suggests ways to solve his problems. Equally important is the imagination, which allows you to see yourself in the place of the interlocutor, to find out how clear it will be for him.

The ability to see the situation through the eyes of a child is an important feature of the teacher. In its formation of great importance is intuition – the ability to see the characteristics of another person through direct contemplation, without logical reasoning. The process of interpersonal understanding is largely realized in the emotional sphere, as feelings, compassion and empathy help to better understand other people. The ability to perceive the feelings of another as their own and the ability to respond emotionally are a necessary component of pedagogical communication and a specific means of human cognition. Dialogue should take place in a human form, when the teacher, communicating with the student as a subject, tries to understand him and accept his position.

3. Personalized manner of expression (“I believe”, “I think”, “I want to consult with you”). According to its requirements, the dialogue should have an open position, which involves the presentation of information from the first person, the teacher and students to personal experience, expression not only opinion but also attitude to it, which together with other factors determines the interaction.

4. Polyphony of interaction. This means that each participant in communication should be able to express their own position, to seek solutions in the process of interaction, taking into account all opinions. Under such conditions, monologue communication is impossible, which represents only the opinion of the teacher.

5. Duality of the teacher's position in communication. During communication, the teacher conducts a dialogue not only with the partner, but also with himself (internal), analyzes the effectiveness of the implementation of his own plan, which helps to preserve his initiative during communication. When solving educational tasks, pedagogical dialogue allows the teacher to provide real psychological contact with students, to form their positive motivation for learning, to create an environment of collective cognitive search; in solving educational tasks – establishes educational and pedagogical relations, psychological contact between teacher and students, forms interpersonal relationships. Dialogue creates situations that stimulate self-education

of the individual, overcomes social and psychological factors that hinder the development of personality in the process of communication, social and psychological correction of its development and the formation of important personal qualities, speech development and thinking.

Dialogic communication with students is based on pedagogical optimism, openness, sincerity and naturalness in communication, perception of students as partners, the desire for mutual understanding and cooperation. Dialogue, in the process of which there is an exchange not only of knowledge, but also of personal meanings, cooperation and co-creation, provides a humanistic, democratic style of communication in the system “teacher -student”.

Professional pedagogical communication is a complex system, which in its attitude and development overcomes the following stages:

1. Modelling of future communication by the teacher (prognostic stage). At this time, the contours of future interaction are outlined: planning and forecasting the content, structure, and means of communication. The content of communication is the formation of the purpose of interaction, analysis of the interlocutor and the situation. At the same time, the teacher's goal setting is crucial. First of all, he must take care of involving the student in interaction, creating a creative atmosphere, open space for his individuality. This requires the ability to perceive and evaluate a person accordingly; restoration in the communicative memory of previous features of communication with this audience; clarification of the peculiarities of communication in the new communicative conditions activities. If the teacher meets the audience for the first time, his communication at this stage will be conditioned by the pre-communicative atmosphere, created on the basis of the initial information of the teacher about students and students about the teacher.

2. “Communicative attack” – gaining initiative, establishing emotional and business contact. It is possible if the teacher has developed communication skills (building the content of communication, creating creative well-being, professional and pedagogical attention, orientation in the situation, establishing and maintaining feedback in communication, implementation of communication plan, possession of verbal and non-verbal means of communication, social perceptions, etc.).

Orientation in a communication situation includes: orientation in the interlocutor, spatial conditions of communication, circumstances that are subject to visual and kinetic perception; orientation in time conditions of communication (presence or absence of time deficit); orientation in the social situation of communication (actual relationships between those who communicate). Necessary component of orientation in the face of the interlocutor are regulators (eye contact, facial expressions of confirmation or misunderstanding: nodding, raising eyebrows, smile, etc.); speech signals that are caught by the communicator (the one who speaks) in the behaviour of the recipient (the one to whom the speech is addressed). Such orientation is the perception and on its basis the understanding of the external “pattern” of the interlocutor's behaviour without penetrating into the hidden motives and purpose of his communication.

The effectiveness of the “communicative attack” depends on the development

of professional thinking, speech of the teacher, his professional and lexical stock, the ability to determine the communicative structure of the lesson (communication), mastery of the technique of pedagogically appropriate experience, emotional well-being; orientation in time and conditions of communication.

It is important for the teacher to master the technique of quick interaction, as well as the following methods of dynamic impact:

- infection (subconscious emotional response in interaction with other people based on empathy with them);

- suggestion (targeted conscious “infection” by one person of other motivations of certain actions, content or emotions through speech influence on the basis of uncritical perception of information);

- beliefs (conscious reasoned and motivated influence on the system of views of the individual) are the imitation (assimilation of forms of behaviour of another person on the basis of subconscious and conscious identification).

“Communicative attack” can be unsuccessful or impossible if the teacher has the following speech defects: incorrect diction, inability to intone speech, incorrect accents, excessive or insufficiently loud pronunciation, unjustified slowing down.

To ensure its effectiveness, the method of speech enlargement is used, according to which the desired phrase (the one that is enlarged) must be “expanded”, i.e. spoken slowly, lengthening vowel sounds and maintaining its logical harmony; different words, phrases are not enlarged in the same way, the main (stressed) word is always enlarged; the aggregation of a single-syllable or multi-syllable word requires pronunciation by syllables.

The initiative of the teacher in communication is provided by: clarity of the organization of initial contact with a class; efficiency in the transition from organizational procedures to business communication; lack of intermediate zones between organizational and semantic aspects of the beginning of interaction; efficiency in achieving psychological unity with the class; inclusion of personal aspects in interaction with students; overcoming stereotypical and situational negative attitudes towards individual students; organization of integral contact with the whole class; ensuring the external communicative appearance of the teacher; reduction of pedagogical requirements that prohibit something, and expansion of positive-oriented pedagogical requirements; implementation of verbal and non-verbal means of communication; expression of personal commitment to students; understanding the situational inner disposition of students and taking it into account in the process of communication, transferring this understanding to students; introduction at the initial stage of interaction of tasks and questions that mobilize the audience; formulation of bright, attractive goals of activity and demonstration of ways of their achievement; summary of an interesting fact, history, comparison of different views.

Communication management is a conscious and purposeful organization of interaction with the adjustment of the communication process in accordance with its purpose. At this stage, there is an exchange of information, its assessments, mutual evaluation of interlocutors.

What is important is the atmosphere of friendliness, in which the student is free

to express their thoughts, to feel positive emotions from communication. Giving the initiative to a student, the teacher delegates to him the right and need for independent analysis of events and facts. He must show interest in the student, receive information from him, express judgments, conveying to the student his optimism and confidence in success, set bright goals for him, outline ways to achieve them.

4. Analysis of communication is a comparison of the purpose, means of interaction with its results which show semantic and emotional (it is expressed in behaviour of students, the general atmosphere of activity) feedback, modelling of the further communication (a stage of self-adjustment).

It is very difficult while organizing the process of training to define its priorities, goals and training. Thus, the system of professional training simultaneously provides and fulfils a certain state order for a future specialist, is a certain stage and a means of life self-determination.

In today's conditions of development, expansion and absorption of scientific, technical, agricultural and other contacts, practical knowledge of a foreign language is a prerequisite for a successful professional activity of a specialist – graduate of a higher education agrarian institution. Oral forms of foreign language communication are of particular importance. The teaching of oral professionally oriented communication and the ability to understand professionally oriented speech are important tasks for higher education institutions.

Modern requirements to the level of proficiency in a foreign language enter into a certain contradiction with the teaching. A large number of educational programs are overloaded with general scientific and professional disciplines, which eliminates the possibility to increase, and sometimes save the number of hours allocated to a foreign language. That is why researchers in the field of teaching a foreign language insist on the actual development of the concept of the approximation of the quality of foreign languages teaching in higher schools to European standards and the implementation of this concept in the practice of training. This concept should be based on the principles of interdisciplinarity and integrity. It is necessary to take into account the integrative nature of both the language interaction itself and other methodological principles, namely the principle of considering the recommendations of the Committee on Council of Europe and the program «English for professional purposes».

Teaching students of a foreign language in a higher school requires improvements in the system of the provision of education, the creation of effective teaching systems, new technologies, forms and methods of training that could provide intensive mastery of the knowledge system and on this basis – a significant increase in the level of students' activity. There is a contradiction between the growing demands of the society and the level of professionalism of the individual and the existing practice of professional training of students, between high-quality non-consistency of educational activities and professional activities. Thus, it is possible to overcome this problem through the application of such forms and methods of education, which not only transmitted the totality of knowledge, but also ensure optimal personal development in general, the transformation of cognitive activity into

a professional one and, accordingly, changing needs, motives, goals. Particular attention is paid to the application of advanced technologies, for example, multimedia [19, p. 30].

In the process of studying, students of higher education agrarian institutions should acquire a level of communicative competence that would allow the use of a foreign language in establishing oral contacts with foreign specialists while participating in scientific conferences. In this connection, there are natural communicative situations in which it is necessary to understand the foreign language of a specialist and express their arguments on a particular problem. Among such situations are the following: 1) participation in international conferences, symposiums, congresses, in which it is necessary to understand the report or messages in a foreign language; 2) speech contacts during such meetings; 3) discussion of agreements, agreements on specialty; 4) speech contacts associated with joint ventures [11, p.24].

The foreign language course for students of Veterinary Medicine Faculty is based on the principles: from simple to complex; from the known – to the unknown. It is built in parallel on the basis of the knowledge, skills and abilities acquired by students during the basic study of a foreign language in a general education school, and the theoretical knowledge that is learnt in classes on various subjects and special courses. The general level of English-language competences of today's graduates of secondary schools leaves a lot to be desired. Testing, traditionally conducted with the first year students, shows not very optimistic results. Observations on the practice of professional foreign language teaching at the Faculty of Veterinary Medicine show that starting to learn this language, students have extremely vague idea of their future profession. That is why it is expedient to consider the general veterinary texts in the first semester, the language material of which does not cause particular difficulties, and from the second semester begin to read the thematic texts focused on the most recent achievements of veterinary science. Theoretical knowledge acquired by students in specialized classes on Anatomy, Histology, Cytology, Biochemistry, etc., is fixed and replenished in foreign language classes. The texts for reading have a professional orientation, expanding and deepening students' knowledge and are an additional source for the development of professionally oriented vocabulary.

The effectiveness of teaching foreign language for students of agrarian specialties is achieved through the application of various forms and methods of problem learning, the introduction of a systematic organization of individually differentiated communication, which simultaneously provides variations in content and dosage of the degree of complexity of educational tasks. Particular importance is given to the formation of lexical skills, as the primary goal is to create and expand the vocabulary of spoken orientation. Much attention is paid to working with terminology, because communication in a foreign language and the solution of any professional and everyday issues will simply be impossible without knowledge of the terms.

In recent years, the manufacturing sphere of communication has become much

more complicated. Economic, managerial, commercial, and legal areas of professional activity became widespread and developed, which necessitates the acquisition of professional skills by future professionals as a significant component of professional intercultural communication.

It is known that the main theoretical provisions of teaching foreign language communication are:

- the need to implement a communicative technology for the formation of skills and abilities in all types of speech activity;
- compulsory use of integrated training for all types of speech activity;
- taking into account individual interests and peculiarities of students, as well as taking into account the various actions, steps or methods of activity used by students in order to increase the efficiency of material mastering;
- compulsory use of truly communicative tasks contributing to the formation of communication skills, and modes of work that are adequate to the conditions of real communication.

The teaching of foreign language for future veterinarians includes the following components: skills and abilities to operate language material; language skills and skills that characterize the level of practical language proficiency as a means of communication; educational and compensatory skills that provide a culture of learning the language in the learning environment and the culture of communication with native speakers, as well as exercises of different types. It also includes such components as: communication, language situations, topics, texts, linguistic material and a system of knowledge of national and cultural features and realities of the country which language is learnt. It is equally important that students learn material from their specialty, learn special terminology and work with authentic sources.

Teaching a foreign language for professional communication provides the development of personal potential of students. In numerous studies it has been established that in the field of professional motivation the most important place belongs to the positive attitude towards the profession, because this motive is connected with the ultimate goals of the study.

Nowadays the question is how to learn a foreign language and what material to teach in order to meet the goals and requirements of professionally oriented education is also very important. One of the peculiarities of learning the language of professional orientation is that it should be as close as possible to the actual professional activity of a future specialist. Therefore, it is very important to carefully select the training material that would complement and deepen students' knowledge of specialized disciplines and promote the development of skills for working with professionally oriented texts.

As part of the teaching of a foreign language for professional purposes, the communicative approach is effectively implemented through the use of didactic games, when during the occupation the situation relates to the future profession of students or directly to the professional occupation of participants. Such games contribute to the development of intelligence, memory, affect the emotional sphere of

personality and motivate communicative, speech, cognitive and creative activities. Developed intellectual skills and a common culture of thinking – are features that have some value for specialist's self-education, which is the goal of the entire educational process in a higher education institution. In the process of mastering professional terminology, it is necessary to combine different learning tools. Textbook and visual teaching aids (tables, diagrams) are often used for these purposes.

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 by external motivation; negative or passive attitude to foreign language communication; basic knowledge of a foreign language, limited communication skills in the domestic sphere; superficially intuitive ideas about the norms of behaviour abroad; insufficiently formed reflexivity.

The middle level involves: awareness of the need to speak 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 follow-up; presence of unstable interest in learning a foreign language; familiarity with the most common norms of business etiquette abroad; ability to analyze communicative behaviour.

For a high level are characterized by: awareness of the need to speak a foreign language as a means of scientific and professional self-improvement; internal motivation; steady interest in learning a foreign language; creative attitude to foreign language communication; developed scientific and professional communicative competence in all types of speech activity; deep knowledge of lingual and sociological features of a foreign language environment; high moral norms of communication; reflective culture.

Training of future specialists in the conditions of higher school cannot be effective without taking into account the specifics of training of agricultural students. One of the important indicators of students' professionalism is the ability to communicate, including – to communicate in another language. Teaching a foreign language in higher education is an integral part of scientific and professional development of future professionals and should be based on the principle of pedagogical interaction, cooperation and co-creation, as it increases students' activity in mastering not only specific foreign language terminology but also foreign language communication skills, technology of management of personal cognitive activity. Under such conditions, students master the technology of interaction in the system of relations “teacher – student”, the method of creating an atmosphere of mutual trust and interpersonal communication, which allows for self-realization of the individual in learning. The classroom develops the style of creative communication, 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, the saturation of different types of interaction in the system “teacher –

student”; psychological comfort that provides self-disclosure of personality; creation of an individual program of communication with the student; interaction and cooperation of subjects of educational process.

It is necessary to allocate some characteristic features of training of a foreign language in higher agrarian establishments.

One of them is the short term of the foreign language course for students of non-linguistic specialties, which, unfortunately, does not allow covering the full range of professionally oriented and basic educational material.

The second feature is the availability of educational material, which should be understandable to students. This obliges the teacher to follow the sequence of learning a foreign language, starting with basic general knowledge of a foreign language and gradually moving to specialized material, which is already known to students in professional disciplines, to correctly select certain methods and techniques of learning, to develop ability to learn a foreign language, increase motivation to learn.

When 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 teaching a foreign language to future specialists should be as close as possible to the main specialty with the use of a foreign language, so for educational institutions the main goal of learning a foreign language is, first of all, the development of professionally oriented competence.

In addition to the skills of free possession and communication on household topics, specialists need skills of professionally oriented translation in the relevant field of science or technology, the ability to use a foreign language in telecommunications networks. Conducting a spontaneous conversation on professional topics with native speakers orally or in writing involves a high level of active knowledge of a foreign language, as close as possible to the level of native language proficiency. This level of language proficiency requires from specialists not only knowledge and understanding of the laws of construction of the form of foreign language expression, but also a deep understanding of foreign language culture and realities.

When studying a foreign language, students must perform various types of work with books on the specialty: be able to obtain the necessary information, understand the content, have dialogic and coherent monologue at the level of both self-prepared and unprepared utterances, translate or review the necessary material, understand speech within a certain specialization.

Textbooks, various visual aids, audio and video materials, computer and technical means used in the educational and methodical complex allow modelling a foreign language environment and stimulating communication in a foreign language. Traditional educational materials are supported by electronic courses or textbooks, multimedia educational programs. Electronic textbooks, workshops, multimedia

training programs can be used not only to work on language material, but also to develop basic types of speech activity.

Teaching foreign language professional communication in non-language universities requires a new approach to content selection. It should be focused on the latest achievements in a particular field of human activity, reflect on scientific achievements in areas that directly affect the professional interests of students, give them the opportunity for professional growth.

Considering the great amount of scientific and professional terminology that students must learn, a small amount of hours spent on professional vocabulary learning the question of intensifying and optimizing the educational process arises. Expansion of vocabulary of students by professional terminology is carried out while studying all disciplines, but activation is already achieved through various exercises. The success of this work largely depends on the fact that terms perceived and mastered by students not isolated from each other, but by certain complexes. This should be taken into account in the texts of exercises in which the material should be presented on the basis of semantic, lexical, grammatical and word-building features. This approach helps to formally formulate professional terminological competence of students, and it will significantly increase the level of cognitive activity, which mobilizes the creative potential of the individual. The need for knowledge of professional terminology requires continuous professional self-improvement, which contributes to continuous professional growth. Then students have an increased interest in the future profession.

Conclusion. Foreign language for professional purposes is a compulsory component of specialist training. The content of teaching a foreign language for professional communication serves as an indicator of qualitative and quantitative characteristics of the level of communicative competence as a result of learning the language of students of non-language specialties. Foreign language for professional communication helps the student's development, his professional orientation. It has a great educational and developing potential. All this is capable of solving the problems faced by the teacher and students within the profile-oriented teaching of a foreign language.

References:

1. Baranovska, L.V. (2002). *Navchannia studentiv profesiinoho spilkuvannia*. [Teaching students professional communication]. Bila Tserkva, 256 p.
2. Baranovska, L.V. (2016). *Osnovni shliakhy vstanovlennia komunikatyvnoi rivnovahy v systemi "vykladach-student"* [The main ways to establish communicative balance in the system "teacher-student"]. *Visnyk Natsionalnoho aviatsiinoho universytetu*. [Bulletin of the National Aviation University], no. 4 (8), pp. 16-22.
3. Baranovska, L.V. (1995). *Profesiine spilkuvannia: kontseptsiiia navchannia ta rezultaty yii realizatsii* [Professional communication: the concept of training and the results of its implementation]. Kyiv, 201 p.
4. Berman, I.M. (2008). *Metodika obuchenija anglijskomu jazyku v nejazykovyh vuzah* [Methodology of teaching English in non-linguistic universities]. Moskva, Vysshaja shkola, 230 p.

5. Bodalev, A.A. (1983). *Lichnost i obshchenie* [Personality and communication], Moskva, Pedagogika, 272 p.
6. Bodalev, A.A. (1989). *Problemy gumanizatsii mezhlichnostnogo obshcheniia i osnovnye napravleniia ikh psikhologicheskogo izucheniia* [Problems of humanization of interpersonal communication and the main directions of their psychological study]. *Voprosy psikhologii*, pp. 6, pp. 74—81.
7. Bodalev, A.A. (1996). *Psikhologiiia obshcheniia* [Psychology of communication]. Voronezh, 253 p.
8. Borisko, N.F. (2005). *Obscheevropejskie kompetentsii vladenija inostrannym jazykom: Izuchenie, obuchenie, otsenka. Analiz nekotorykh aspektov* [Common European Framework of Reference for Languages: learning, teaching, assessment. Analysis of some aspects]. *Inozemni movy*, no. 2, pp. 22-25.
9. Borodina, H.I. (2005). *Komunikatyvno-oriientovane navchannia inozemni movi u nemovnomu vuzi* [Communicative-oriented learning of a foreign language in a non-language university]. *Inozemni movy*, no. 2, pp. 28-30.
10. Vygotskiy, L.S. (1996). *Myishlenie i rech* [Thinking and speaking]. Moskva, Labirint, 416 p.
11. Drab, N.L. (2002). *Kompleks vprav dlia navchannia profesiino-spriamovanoho monolohichnoho movlennia studentiv-ekonomistiv* [A set of exercises for teaching professionally oriented monologue speech by students of economics]. *Inozemni movy*, no.1, pp. 22-25.
12. Erastov, N.P. (1973). *Psikhologiiia obshcheniia* [Psychology of communication]. Yaroslavl, 93 p.
13. Kuzmina, N.V. (1980). *Metody sistemnogo pedagogicheskogo issledovaniia* [Methods of systemic pedagogical research]. Luhansk, 176 p.
14. Kuzmina, N.V. (1967). *Ocherki psikhologii truda uchitelia* [Essays on the psychology of teacher labor]. Luhansk, 183 p.
15. Leontev, A.A. (1979). *Deiatelnost i obshchenie* [Activities and communication]. *Voprosy filosofii* [Philosophy questions], no. 1, pp. 121—132.
16. Leontev, A.A. (1974). *Lektsiia kak obshchenie* [Lecture as communication]. Moskva, Znanie, 33 p.
17. Leontev, A.A. (1979). *Pedagogicheskoe obshchenie* [Pedagogical communication]. Moskva, Znanie, 47 p.
18. Lisina, M.I. (1997). *Obshchenie, lichnost i psikhika rebenka* [Communication, personality and psyche of the child]. Voronezh, 383 p.
19. Lomov, B.F. (1984). *Metodologicheskie i teoreticheskie problemy psikhologii* [Methodological and theoretical problems of psychology]. Moskva, Nauka, 444 p.
20. Lomov, B. F. (1981). *Problema obshcheniia v psikhologii* [The problem of communication in psychology]. *Problema obshcheniia v psikhologii*, Moskva, Nauka, pp. 3—23.
21. Mykhailiuk, V.S. (2004). *Ukrainska mova profesiinoho spilkuvannia* [Ukrainian language for professional communication]. *Dyvoslovo*, no. 6, pp. 33-35.
22. Obozov, N.N. (1979). *Mezhlichnostnye otnosheniia* [Interpersonal

relationships]. Luhansk: LHU, 151 p.

23. Obozov, N.N. (1990). *Psikhologiiia mezhlichnostnykh otnoshenii* [Psychology of interpersonal relationships]. Kyiv, Lybyd, 192 p.

24. Paryhin, B.D. (1971). *Osnovy sotsialno-psikhologicheskoi teorii* [Foundations of social and psychological theory]. Moskva, Mysl, 1971, 351 p.

25. Skurativska, H.S. (2009). *Suchasni pidkhody do vykladannia inozemnykh mov* [Modern approaches to teaching foreign languages]. *Inozemni movy*, no. 1, pp. 27-32.

26. Strelnikov, V.Yu. (2006). *Pidhotovka vykladachiv do proektuvannia dydaktychnykh system* [Preparation of teachers for designing didactic systems]. *Pedahohika i psykholohiia profesiinoi osvity: Naukovo-metodychnyi zhurnal*, no. 2, pp. 9 – 23.

27. Totska, N.I. (2003). *Metodyka roboty vykladachiv vyshchoho tekhnichnoho navchalnoho zakladu nad ukrainskym profesiinym movlenniam studentiv* [Methods of work of teachers of higher technical educational institution on the Ukrainian professional speech of students]. *Dyvoslovo*, no. 1, pp. 62-65.