Collective Monograph

Specialists' Identity in Language Activity and Professional Communication

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

Collective Monograph

"SPECIALISTS' IDENTITY IN LANGUAGE ACTIVITY AND PROFESSIONAL COMMUNICATION"

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Specialists' identity in language activity and professional communication: a collective monograph. / edited by T. Stasiuk

Preface

The evolution of the global economy, the increasing international cultural and economic integration of Ukraine with other nations, its integration into the global community, and the necessity for business ties with foreign partners are driving forces behind transformations in all aspects of social life. These changes are particularly evident in the higher education system, which is fundamental for nurturing the intellectual and spiritual capacities of individuals. It serves as a potent tool for addressing challenges in science, technology, culture, national identity, state-building, democratic principles, and the professionalization of the country's endeavors.

This collective monograph explores the intricate facets of specialists' identity in language activity and professional communication, delving into the complex interplay between individuality, professional roles, and linguistic practices. As scholars and practitioners in diverse fields, we are keenly aware of the pivotal role that identity plays in shaping our interactions, both within our professional domains and beyond.

In today's rapidly evolving global landscape, characterized by unprecedented interconnectedness and technological advancements, the nature of professional communication is undergoing profound transformations. In this context, understanding how specialists negotiate their identities through language becomes not only intellectually stimulating but also practically crucial.

Drawing on a range of theoretical frameworks and methodological approaches, the chapters in this monograph offer insightful analyses of various aspects of specialists' identity construction. From the linguistic strategies employed in professional discourse to the cultural nuances that shape communicative practices, each contribution sheds light on different dimensions of this multifaceted phenomenon.

We are indebted to the scholars whose rigorous research forms the backbone of this monograph, as well as to the practitioners whose firsthand experiences enrich our understanding. Their collective efforts have resulted in a volume that we hope will inspire further exploration and debate in this dynamic field.

It is our sincere belief that this monograph will serve as a valuable resource for researchers, educators, and professionals alike, fostering a deeper understanding of how identity shapes and is shaped by language and communication in professional contexts.

The monograph explores fundamental areas of linguistic research, as well as methods and technologies for teaching foreign languages. It also covers topics such as professional, interpersonal, and intercultural communication, translation studies, copywriting, and media literacy.

Section 1

"Fundamental directions of linguistic research"
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STYLES AND SEMANTICS OF LEXICAL SYNONYMS (BASED ON THE MATERIAL OF MODERN UKRAINIAN WOMEN'S PROSE)

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Abstract. This research is devoted to the study of stylistics and semantics of lexical synonymy in modern Ukrainian women's prose. On the material of modern Ukrainian women's prose, language means of expressing emotionality, dialectics, structural-semantic types of interjections, etc. have already been analyzed. In general, the stylistics and semantics of lexical synonymy in the artistic discourse of modern Ukrainian women's prose are not researched. It has been observed that a person's belonging to a certain gender is marked on his character, determines or explains his actions, ultimately models his individual linguistic picture of the world, which is understood as an individual awareness of the facts of the surrounding reality and their interrelationships. It has been noticed that in the artistic text of modern Ukrainian women's prose, numerous lexical synonyms form a special manner of expression. It is noted that the description of the lexical synonyms that mark the artistic discourse of modern Ukrainian women's prose requires the involvement of linguistic stylistic analysis, which makes it possible to study their semantic content at the same time.

It is proved that lexical synonyms in artistic texts of modern Ukrainian women's prose are usually stylistically and expressively colorful, undergo associative and figurative-symbolic reinterpretation in the context. Expressive features of the language practice of prose writers are word fusions, the components of which are emotionally, expressively and stylistically colored vocabulary, individually authored innovations. It is emphasized that a specific feature of modern linguistic stylistics is a functional approach to the study of linguistic units that form an artistic text, which contributes to the knowledge of the general laws of artistic and aesthetic creativity and the originality of the idiolect of this or that artist. Synonyms, like any other linguistic units, in their meaning concentrate the functional and stylistic potential, realized in a unique way in the artistic text / discourse according to the author's intentions.

It has been proven that the artistic works of modern women writers testify to a skillful mastery of the synonyms of the Ukrainian language.

Keywords: stylistics, semantics, vocabulary, synonymy, modern Ukrainian women's prose.

Introduction. Contemporary Ukrainian women's prose, represented by such names as Emma Andievska, Nina Bichuya, Lyuko Dashvar, Oksana Zabuzhko,

Kateryna Kalytko, Irena Karpa, Yevgenia Kononenko, Maria Matios, is becoming the object of many studies. Usually, such an artistic phenomenon finds itself under the close attention of literary critics. V. Ageeva [1], T. Dolzhikova [9], N. Zborovska [12], Iu. Maslova [21], M. Ryutkenen [23] and others devoted their research to the issue of highlighting women's prose in the general literary process, to the problems of models and narrative strategies used by writers to reveal the worldview and thematic essence of works, to the concept of women's prose.

Relevance of research. In linguistics, there are currently no works in which a detailed analysis of the language of modern prose women has been carried out. Some aspects of the style of women's writing are highlighted by such linguists as I. Denisenko [8], T. Dolzhikova [9], V. Oleksenko [22] and others. Almost all researchers analyze the language of Ukrainian women writers, starting from the thesis that representatives of different genders have different ideas about the same realities of reality and, accordingly, choose different linguistic and visual means. Sex in such a context is usually understood not as a biological phenomenon, but as a phenomenon formed by society and defined as gender. Scientist M. Rütkenen states: "In modern linguistics, gender is a socio-cultural construction that is created in relation to the socio-cultural situation in society, which determines some features as feminine and others as masculine. We are socialized into men and women" [23, p. 7].

This construction is the reason that, as Iu. Maslova notes, "men and women use language differently (I speak this way because I am a woman / man)" [21, p. 101]. According to M. Rütkenen, "the unity of women's prose is revealed in the so-called gender" [23, p. 7].

A person's belonging to a certain gender is marked on his character, determines or explains his actions, ultimately models his individual linguistic picture of the world, which is understood as an individual awareness of the facts of the surrounding reality and their interrelationships. The linguistic picture of the world reflected in the human mind is a secondary existence of the objective world, fixed and realized in a peculiar material form. This material form is language, which performs the function of objectifying individual human consciousness" [16, p. 15]. In this regard, the

analysis of texts/discourses produced by a woman or a man, that is, an artistic reality created through the prism of the author's vision with the help of individual linguistic means, is of great interest. According to T. Dolzhikova, "interpretation of the artistic text from the standpoint of gender-marked features is an actual and promising direction of modern linguistic stylistics" [9, p. 78]. The study of the mechanism of the functioning of lexical units in the artistic discourse of modern Ukrainian women's prose, taking into account their structural-semantic, communicative-pragmatic and stylistic features, is of primary importance.

A research problem. The relevance of the study of lexical synonyms, their functioning in the artistic text is related to the wide use of synonyms in the linguistic activity of writers and the insufficient development of the methodology of their research in the artistic discourse in modern linguistic-Ukrainian studies. The analysis of artistic texts on the subject of lexical synonymy in the plane of discourse and anthropocentrism can be successfully carried out taking into account the functional-semantic and stylistic aspect of synonyms, communicative features of those communicators who enter into communication itself. Such a role is played by writers who, by shaping language units into an artistic text for readers, transform the lexical meaning, model the artistic reality, and program the communicative act between the addresser and the addressee.

It is known that the artistic text as a process and result of the linguistic activity of the author (addressee), which must be perceived and evaluated by readers (addressees), has become the object of special scientific research only since the second half of the 20th century. In linguistics, we find isolated works devoted to the study of lexical synonymy in the context of a new qualification of an artistic text. On the material of modern Ukrainian women's prose, language means of expressing emotionality, dialectics, structural-semantic types of interjections, etc. have already been analyzed. In general, the lexical-synonymous level of the artistic discourse of modern Ukrainian women's prose is not researched.

The aim of the article is a linguistic stylistic analysis of lexical synonyms that are semantically and functionally significant in the artistic discourse of modern Ukrainian women writers.

The set goal led to the need to perform the following tasks:

1) synthesize linguistic studies of lexical synonymy in domestic and foreign linguistics;

2) describe the lexical synonyms that mark the artistic discourse of female prose writers;

3) investigate the functions of collocations in artistic discourse.

Objectives of the study. The object of the research is lexical synonyms in the language of modern Ukrainian prose women.

The subject of the analysis is the functional and stylistic features of word conjugations in the language creation of Ukrainian women writers.

Methodology. General scientific methods of observation, analysis, and synthesis, as well as a descriptive method, were used in the investigation to interpret the essence of the phenomenon of close significance; distributive method, appropriate for characterizing the combinability of lexical synonyms; the method of contextual analysis, which made it possible to comment on the expressive possibilities of collocations; the method of linguistic stylistic analysis, which contributed to clarifying the stylistic functions of synonyms, revealing their specificity in the linear context of the works of female writers.

The source base of the work was the fairy tales "The Tale of the Viper and the Eagle, or the Ungrateful Friend" [2], "The Tale of the Ghoul That Fed on Human Will" [3] by Emma Andievska, the novel "Felix Austria" [4] by Sofia Andruhovich, a psychological novel "Slavka Berkuta's sword" [5] Nina Bichui, novel "Maty Vse" [7] Lyuko Dashvar, novel "Museum of Abandoned Secrets" [10] Oksana Zabuzhko, collection "Land of the Lost, or Little Scary Tales" [13] Kateryna Kalitko, novel "Himalaya Pizza" [14] by Irena Karpa, the psychological detective novel "Zrada (made in Ukraine)" [17] and short stories from the "Shock Bookstore" collection [18] by Yevgenia Kononenko, the novel "Four Seasons of Life" [20] Maria Matios, since

the language of these prose works is marked by numerous word combinations that require detailed comments.

Scientific novelty. The novelty of scientific research is that it is the first time in linguistic-Ukrainian studies that lexical synonyms in the language of modern Ukrainian women writers have been comprehensively investigated, as a result of which the semantic and linguistic stylistic features of cognates have been clarified. The generalizations and conclusions made in the work deepen the theory of linguistic stylistics and semantics, as they make it possible to expand the range of issues related to a comprehensive study of the artistic style of the Ukrainian literary language.

Analysis of publications. Scientific developments [15; 22; 25] currently make it possible to interpret lexical synonymy as a language category that, due to convergence of word meanings, realizes the individual consciousness and cognitive activity of the native speaker. A general overview of works that highlight the problems of synonymy convinces that at the current stage of development of linguo-Ukrainian studies, the study of lexical synonymy requires a complex synthesized analysis that takes into account the semantic and stylistic aspects of synonyms.

The works of art of modern women writers testify to a skillful mastery of the synonyms of the Ukrainian language. L. Tereshchenko notes: "In order to add expressiveness and emotionality to the texts, the authors choose unusual, at first glance, synonyms instead of traditionally appropriate words in a specific situation, thus increasing the concentration of embedded characteristics" [25, p. 281]. Due to the extraordinary use of words, prose writers create the impression of special communication, which makes it possible to clearly and convincingly convey artistic reality, depict images and situations. All this is achieved not so much by the richness of the lexical resource, but by a qualitative approach to the word, and also, as I. Denysenko emphasizes, "by a successful selection of meanings and semantic and stylistic shades of the word, that is, a masterful use of synonymous means and opportunities of the national language" [8, p. 191].

Linguistic aspect of synonyms

To carry out a qualitative analysis of lexical synonymy, let's define first of all the qualification of the concepts artistic text / artistic discourse. In order to establish lexical-synonymous relationships in artistic discourse, it is necessary to agree on its main features and categories. The definition and demarcation of the concepts artistic text / artistic discourse are still debatable in modern linguistics. Announcing the study of artistic texts, scientists more often analyze the artistic discourses of writers, thereby equating these two concepts. Sometimes scholars try to define artistic text and discourse through the correlation of these concepts.

In the artistic text of modern Ukrainian women's prose, we come across numerous lexical synonyms that form a special manner of expression. Lexical synonyms in the artistic discourse of modern Ukrainian women's prose are most pronounced when they appear as:

1. Words that differ in shades in the main lexical meaning, i.e. reflect different degrees of manifestation of the sign: *And dad liked to crunch delicious, sweet crackers: dad is big, strong, courageous, the strongest in the world – nothing can happen to him... dad tried airplanes* [5, p. 6]. The synonyms in the given sentence are the words big, strong, courageous with the common meaning "which has strength and a firm character." All selected lexemes have branched semantics. In the structure of the main lexical meaning of each synonym, the potential seven 'male person', 'great physical strength', 'strong character', 'development', 'hardened', 'power' have already been fixed, which became an integral basis for the convergence of words in the context. The differential semantic nuances that determined the peculiarities of the functioning of lexemes are "gender belonging", "content of the sign", "magnitude", "measure of manifestation of the sign".

2. Words that have excellent expressive and emotional evaluations: *No matter how much he (the eagle) rushed at the prey, for some reason everything slipped from his claws, and that day the exhausted, hungry and ragged eagle appeared to the viper without a guest* [2, p. 69]. In the context, the highlighted words have developed a

common meaning "who has lost his strength" on the basis of the integral seven "neglected appearance". The usages have different evaluative shades, as worn is a lexeme with a neutral meaning, while tattered reflects a contemptuous attitude.

3. Words that converge in meaning and at the same time differ in semantic nuances and stylistic potentials: *Any coaxing, teasing and attempts to explain how good you really are automatically make you an accomplice of your attackers, before you even have time to catch your breath* [10, p. 283]. The author's innovation of obviously has an individual authorial meaning of "trying to do something", and the lexeme of effort conveys the semantics of "a desperate attempt to accomplish something". The highlighted nouns realize in the sentence the common meaning "action, for the execution of which great efforts are made", which arose on the basis of the archiseme "action", the integral seven "persistent action". Such synonyms enter into a special type of semantic relations with the actualization of the concept of an individual style norm.

4. Words that converge in semantic nuances under certain communicative conditions: *He thought about this later, but much more clearly and consciously* [5, p. 14]. Selected adverbial expressions, semantically subordinated to the verb thought, are synonymous due to the acquisition of the common seven "it is clear, quite clear".

5. Contextually connected words, one of which is an author's innovation: *The father's apartment was uncomfortable and overcrowded* [5, p. 32]. The author's neologism zabarlozhena, formed from the noun barlig, which in one of the derived meanings indicates an untidy, overflowing dwelling, together with the word use of the word uncomfortable acquired in the illustrated context the common meaning "inconvenient for living or staying in a room."

In modern linguistics, the functional-semantic direction of the study of words, in particular synonyms, dominates, the purpose of which is the simultaneous study of the functioning of the semantics of units of the lexical-synonymous paradigm. M. Fabian notes that "using this approach, the semantic fixation of a word in the process of communication is studied and its semantics is explicitly determined through a set of potential typical combinations where a given word is fixed" [26, p. 7]. According

to V. Krasavina, it is the functional approach to the study of synonymy that makes it possible to "include in the synonymy series not only words in their direct meaning, but also those that name the same concept of objective reality in their secondary, metaphorical values" [19, p. 184]. For example, in the sentence *To reach our city meant to save oneself, its walls were strong and impregnable – so many assaults had already crashed against these rocks, and even more were ahead* [13, p. 7] contextual attributive synonyms strong and impregnable in connection with the word usage of the wall, which they explain, have the common meaning "which is well fortified; protected".

Today, functional semantics directs researchers to the study of the lexical meaning of synonyms not as isolated words, but as organic elements of the language system and manifestation of language activity. However, it is still marked by the insufficient development of problems within synonymy in connection with the emergence of relatively new fields of linguistics and due to the increased interest of scientists in studying the pragmatic aspect of human language. According to M. Gaibova, "consideration of the dynamic process of functioning of lingual units brings to the fore such units of communication as a speech act, statement, text (discourse). The conceptual apparatus developed for the study of these linguistic and communicative units in linguistic pragmatics and other sciences can be successfully applied during the study of fiction" [6, p. 11].

Therefore, the description of the lexical synonyms that mark the artistic discourse of modern Ukrainian women's prose actually requires the involvement of linguistic stylistic analysis, which will make it possible to study their semantic content at the same time.

Lexical synonyms, as noted by V. Krasavina, "demonstrate the development of the Ukrainian literary language, and also reflect the specificity of the artist's individual and authorial language style" [19, p. 185]. The analysis of lexical synonyms in an artistic text is called linguistic stylistic, if it examines the functioning of collocations in a creative speech act, where they acquire artistic and aesthetic significance. The linguistic-stylistic aspect of the analysis of the artistic text for the

subject of lexical synonyms is leading, because in it, according to V. Oleksenko, "despite the presence of the analysis of rhythm, syntax, etc., which play an important role in the formation of the text, the analysis of the lexical means of the language is in the foreground as the main "stimulators" of units of the figurative and conceptual level of the content of the text" [22, p. 61].

Modern linguistic stylistics, based on the scientific research of recent decades (in particular, on the monograph "Modern Ukrainian Literary Language. Stylistics" [24], works by S. Yermolenko [11], A. Koval [15], etc.), in which the theoretical basis for the analysis of language units of the artistic style of the modern Ukrainian language was developed, the comprehensive study of individual language styles of writers is currently being updated. Lexical synonyms are always the object of linguistic stylistic research as special pictorial and expressive markers and signs of the author's language creativity.

Lexical synonyms are considered an indicator of the dynamic progress of both the literary language in general and the speaking style of the writer. V. Oleksenko notes in this regard: "Behind each synonym is a semantic and stylistic originality, that is, subtle, rather specific shades. Differing in shades of meaning and stylistic coloring, synonyms perform several functions in the language: they contribute to the accuracy and clarity of expression, phonetically diversify the language, and determine the diversity and richness of language styles" [22, p. 63]. The study of lexical synonyms in the artistic texts of Ukrainian prose women in the linguistic-stylistic aspect, revealing the peculiarities of their semantic transformation in the artistic discourse is of significant scientific interest, since word convergence in modern Ukrainian women's prose is the most powerful stylistic category.

In the language of modern Ukrainian women's prose, lexical synonyms occupy a special place among other linguistic means, as they give artistic texts linguistic and aesthetic expressiveness, because each synonym has its own semantic and stylistic potential, original semantic overtones. In the artistic texts of modern Ukrainian short stories, numerous word combinations are introduced, which convey the individual author's style of writing. For example, many synonymous strings contain author's

novelties, which is indicative of the language styles of all modern women writers: ... *not yet familiar with deodorants, but stiflingly powdered with loose white and lipstick, scented with some "Indian sandalwood" from the "Red Moscow" fics or, in at best, no one will restore the Polish, equally sickeningly sweet "Byc moze..." against a varied and choral background of steaming female sweat – and in the pictures, disheveled and freshly combed, they completely pass for the contemporaries of Anuk Eme...* [10, p. 317]; *And, like children, people of the past always seem naive to us – in everything, from costumes and hairstyles to the way of thinking and feeling* [10, p. 509]; *...as if it was he who unscrewed the batteries from my mother – put them out and turned them off...*[10, p. 23]*; Because the business of the city is to remember: aimlessly, senselessly, needlessly and completely, with every stone* [10, p. 518]. Selected synonyms contribute to the expression of the content of statements, artistic and aesthetic depiction of reality.

In the structure of stylistic meanings of synonyms, there are sometimes additional connotations associated with the differentiation "neutral style" – "reduced style", "normativity" – "swearing", "high style" – "conversational style", etc. Additional connotations can also be concentrated in the meaning conveyed by words brought together on the basis of a common stylistic color with a pre-fixed assessment, for example: – *You are all double-minded and evil, thrice cursed kulaks! – Adrian recites pathetically* [10, p. 700]. The selected words are synonymized to convey the meaning "a person full of anger and enmity. "The semantic and semantic proximity of the words appeared on the basis of the integral seven "unfriendly hypocritical person" and the common negative connotation concentrated in the structure of their meanings.

For the language of women's prose, the juxtaposition of closely related word combinations within one linear context, that is, synonymous antonymization, is indicative. Such peculiar antithetical synonyms permeate the works of all women writers. For example, in the sentence from the novel by O. Zabuzhko ... *there was a kitchen, with its cauldrons and pans, where my own culinary talent came into play, and these useless and useless, destined only for the trash (non-recyclable!) various*

debris of someone's life , – once dear to someone and full of meaning, while that life lasted, while it filled it, illuminating from the inside every such little thing, the living moisture of someone's love [10, p. 117] the juxtaposition of the selected synonyms is based on abstract world-perception categories "importance" / "unimportance".

Lexical synonyms in artistic texts of modern Ukrainian women's prose are usually stylistically and expressively colorful, undergo associative and figurative-symbolic reinterpretation in the context. Expressive features of the language practice of prose writers are word fusions, the components of which are emotionally, expressively and stylistically colored vocabulary, individually authored innovations. The original features of the speaking style of female writers include those lexical synonyms that in artistic texts constitute such stylistic figures as amplifications, gradations, parcellations, synonymous antonymizations, etc. and perform various stylistic functions – clarification, detailing of the image, synonymous strengthening, contrast, etc. For example: *Sometimes we pretended to have reached an agreement, and then in the middle of the night, lying next to each other in the same bed, we started everything from the beginning: even more ruthlessly, even more persistently, even more hopelessly* [4, c. 13]; *The whole day I was rushing to the phone: didn't it jam, didn't it block, didn't it disconnect?* [20, p. 11] In the given linear contexts, amplification stringings of contextual synonyms were observed, which condense the semantic or emotional-expressive characteristics of the concepts.

Lexical synonyms express contexts when they form stylistic figures – gradations. Accumulation of synonyms can create a gradual transition from a lower level of manifestation of the sign of concepts to a higher one and vice versa, cf.: *I lie motionless, full of heat, full of you, sleepy, comforted – I almost fainted, but joyful, joyful, like the earth that has been damaged by harrows, and I mutter something dark and unreasonable, and I am not ashamed of stupidity and impotence* [20, p. 51].

A distinctive feature of the artistic discourse of modern Ukrainian women's prose is also situationally determined synonyms that convey not only special semantics, but also pragmatics, cf.: *Once among the ghouls there was such a frail, small and weak ghoul that the parents were deeply saddened, considering whether*

their the long-awaited child will follow in their footsteps at any time in order to continue the glory and dignity of the ghoul family [3, p. 33]; *... I'm sorry, dear, but I'm not able to endure any longer this torpor of insane, universal tenderness, with which I swim up, as if bleeding, this visceral, abdominal, animal pity...* [10, p. 23]. The above and many other collocations that mark the linear contexts of the literary works of female prose writers attract the attention of the reader, who must in his own way recognize and understand the intentions of the writers regarding the contextual synonyms of this type.

Functions of lexical synonyms

A specific feature of modern linguistic stylistics is a functional approach to the study of linguistic units that form an artistic text, which contributes to the knowledge of the general laws of artistic and aesthetic creativity and the originality of the idiolect of this or that artist. Synonyms, like any other linguistic units, in their meaning concentrate the functional and stylistic potential, realized in a unique way in the artistic text / discourse according to the author's intentions.

Synonyms in works of art are often characterized by functional singularity due to the individual nature of their metaphorical semantics. For example, *in the linear context, this case is hopeless, because the reason for the mutual dislike of Ivetta and Stas – Plato – was totemic and untouchable* [7, p. 9] we consider the selected words as contextual synonyms that acquire a common integral seven "significance". The situational-meaning convergence of several lexemes is associated with their common purpose, therefore, it is necessary to analyze the synonymous level of modern Ukrainian women's prose not only from the standpoint of lexical semantics, but also within the limits of textology, linguistic stylistics, and other fields.

According to our observations, in the language of modern Ukrainian women's prose, synonyms most often perform the function of clarification, serve as an important linguistic stylistic means of detailing the depicted, where each subsequent word in the synonymous series gives new, additional information about the subject,

its features or qualities. The role of situational synonyms is always determined by the function of distinction, which appears as the authors' desire to express different shades of the concept. For example: *...all of a sudden, an old, black, shriveled old woman with a cellophane bag in her hands stuck out from under the basket with the carcasses spread out on it* [14, c. 45]. The role of clarification in the linear context is played by the synonyms old, black, wrinkled, which are united by the term "oldness". The meaning of the lexeme old is clarified by the synonym black, that is, one that has darkened over time, wrinkled, because it has become covered with wrinkles with age.

The role of semantic reinforcement in linear contexts is partly performed by verb synonyms opposed by additional semes. Such combinations of words dynamize the context, emphasize the emotionality of the action, which also reflects certain mental traits of the artist: *Still not opening my eyes, I push my thoughts through the door, mentally listen and check the corridor, the bathroom, the kitchen – everywhere is quiet* [10, p. 57]. The second word clarifies and intensifies the meaning of the first: I don't just listen, but I listen carefully and carefully check. The peculiarity of the mentioned qualities of verb synonyms serves for the writer O. Zabuzhko as an effective means of characterizing Darina's character, her attentive attitude to actions and deeds. Synonyms in such cases perform the same function as repetition of one word, they can also be combined with repetition: *And every smallest particle is divided into smaller and smaller particles every day, and they move and circle around us, in us, in everything, everywhere* [4, c . 17]. The recognition and understanding of oneself and the surrounding world by the heroine Stefania Chernenko in the novel by S. Andruhovych is depicted through the use of synonymous phrases around us, with us, in everything, everywhere. Such synonymous constructions act here as a text formant.

The functioning of lexical repetition and synonyms in one linear context is often determined by the distinction that arises as a need to emphasize the semantic and stylistic nuances of the concept, when each subsequent synonym details the semantics of the previous one. In the statement, *He (Ernest Thorne) did not come out from behind the scenes, did not crawl out of the pagoda, did not slip out of the darkness on*

the stage. No movement occurred, nothing disturbed the stagnant air [4, c. 18] each subsequent repetition is reinforced by the negative part no, which further intensifies the narrative and reveals the expressive potential of artistic discourse. Many linear contexts from this novel are marked by more than one word convergence. The functioning of several synonymous lines in the same syntactic fragment strengthens the expression of the statement, makes it possible to detail the description of the artistic reality: *They restrain the spring of impatience inside, they are fully ready for the fact that now an unworldly manifestation will jump out from nowhere or an unspeakable nonsense will roll out, an incomprehensible wonder will burst forth, something completely unthinkable will happen , something that cannot be imagined. And they are completely ready for this, tense and scared, excited to the limit* [4, c. 18]. In the statement, each subsequent highlighted conjunction is clarifying. From the given synonymous situations, it is possible to single out synonyms of one part-linguistic belonging and combine them into the following series of synonyms: jump out, roll out, burst out, happen; unworldly, unspeakable, incomprehensible, inconceivable; manifestation, nonsense, wonder, unthinkable. The impression from the reading is enhanced by the synonym series ready, tense, scared, excited introduced in the next sentence, which conveys the feelings of the characters-spectators of the show, thereby arousing a feeling of delight and incomprehensibility in the readers as well.

In the language of modern Ukrainian women's prose, synonyms perform the function of substitution when they realize the possibility of conveying shades of the same concept, since there are several words for its designation in the language. At the same time, the very need to convey semantic overtones led to the appearance of several words to denote the same concept, i.e. caused the emergence of ideographic synonyms.

As noted by V. Oleksenko and O. Rembetska, "there are no significant differences in emotional coloring or stylistic use between ideographic synonyms, but their additional semantic nuances are sometimes quite transparent" [22, p. 64]. Based on this view of scientists, we believe that the main purpose of ideographic synonyms

both in language and in artistic text is to serve as a means of accurate expression of thought in a speech act, for example: *She (Adele) knows that I have been interested in the nature of various miracles since childhood, of what is called magic and sorcery ...* [4, p. 30]. The lexical meanings of the given synonyms are quite close, they differ only in the semantic shade "magnitude of supernatural power".

Artistic texts of modern Ukrainian women's prose sometimes become a springboard for the successful implementation of the function of synonymous opposition of words. The studied material proves that synonyms in the artistic discourse of prose writers can be contrasted on a semantic and semantic basis, or with the help of various grammatical and syntactic means: conjunctions, negative particles, etc., cf.: *With Adele it is easy and calm, and I am loud and nervous, I cry even in my sleep. [...] It was funny: Adele and I are like heaven and earth. Adele is pale and translucent, with a cloud of blond hair, as thin as fluff, delicate as a snow dragon made of whipped cream, dreamy, vulnerable and tearful. [...] I, Stefania Chornenko, are sinewy, dark-skinned and quick-witted, strong as a boy, not ugly at all* [4, p. 33]. Depicting counterimages, S. Andruhovich introduces language units that, on the basis of simultaneous convergence / opposition, synonymize the words delicate, dreamy, vulnerable, thin tear and tough, quick, strong.

In the researched works, synonyms are endowed with unlimited stylistic potentials, they appear as one of the most expressive linguistic-aesthetic and linguistic-stylistic categories. Modern women writers always demonstrate a unique linguistic manner of writing and sophisticated artistic taste. In the vertical context of their speech-making, synonyms, performing an aesthetic function, contribute to the creation of a special – feminine – melodiousness of the text. The author achieves aestheticization of linear contexts by replacing some lexical units with others if the words have similar meanings, e.g.: *She smiled so kindly and gently that the mother suddenly thought: the son has something to yearn for so much* [18, p. 61]; *Drooping eyelids almost completely cover faded eyes, colorless lips curved downwards ...* [4, p. 34]; *But she saw in them only cracked vessels, despair and horror, pain and*

guilt [4, c. 19]. Only words with a close, almost identical meaning can perform the function of substitution: friendly, gentle; faded, colorless; despair, horror, pain.

Modern Ukrainian prose writers very subtly feel the semantic and meaning overtones of synonyms, the functioning of which in linguistic and artistic practice depends on the individual features of the formation of thought in a coherent text, and on the desire to find the most accurate means for describing thoughts and feelings, e.g.: *Petro is an artist, he lives in the world of images and outlines, in textures, bends and refractions of light* [4, p. 35]. The lexemes image, outline and bend, kink are semantically converged not only in the illustrated syntactic segment, but also in the linguistic usage. They are generally interchangeable, so in everyday communication such words are not used together in the same statement. However, in the presented linear context, we consider the selected synonyms as a kind of author's technique, which makes it possible to reveal additional semantic nuances of similar words: "concrete-sensory form of reflection", "artistic realization". With the help of these completely interchangeable words, the writer describes the world in which the artist lives, expressing and aestheticizing the statement in this way.

In the artistic discourse of female writers, we often notice a formal and stylistic diversification of thought with the help of different stylistic synonyms, cf.: *[...] and turn this unpleasant, smelly mixture into bars of hard soap, which ripened in long wooden forms, and then cut into square cubes , it changed color and smell, giving a thick fluffy foam when in contact with water* [4, p. 32]. Convergence in meaning of the swearing lexeme smelly and the neutral unpleasant gives an expressive color to the situation, due to which the entire fragment acquires a negative emotional and evaluative connotation.

Synonyms perform an aesthetic function in the texts of modern Ukrainian women's prose when they reflect the architems of artistic works, become an important means of reflecting the artistic and aesthetic reality, revealing the original linguistic thinking of women writers. In the language of the artistic works of modern Ukrainian prose writers, synonyms often expand the multifaceted semantics of statements, fill the content of the work with extraordinary symbols and associations.

In this way, the semantic structure of many lexemes is enriched and expanded, which converge in linear contexts, acquiring new nuances in their meanings, which are not inherent in usual language communication.

However, female authors more often immerse readers in the usual life of ordinary people, filled with many problems. For example: *In five minutes, Angelina closed the door behind the blonde, ran to the living room – agitated, indignant* [7, p. 44]; *They crowded in the kitchen for a long time. Stunned, agitated, powerless...*[7, p. 67]. The lexemes agitated, indignant, stunned, powerless, functioning in illustrated individual authorial expressions, make it possible to convey the plight of the heroes, their corresponding feelings and reasoning. We qualify the selected word usages as contextual synonyms that have converged in their meanings on the basis of the common integral seven 'depressed state'. Consolidation of contexts in this way serves the emotional expression of the artistic narrative, adds important semantic nuances to its content – dynamism and sharpness.

We notice the convergence of the words to destroy, to penetrate, to scatter, to boil, to spill out, to twist, to torture in the following linear contexts: *But on this black autumn evening, when the wind relentlessly destroyed the smallest islands of peace, penetrated the very soul, burrowed in it, scattered thoughts, searching for the most secret, and when he found it, he threw it into the rain so that it washed away all layers of hesitation and doubt, leaving only the pragmatic fact, or, on the contrary, drowned the fact and left the hesitation and doubt themselves – when Stas left, without even waiting for his pregnant wife...* [7, p. 44]; *He was boiling and splashing, shouting without words: "How?! This hideous creature does not want to come out?!"* [7, p. 15]; *Twisted and tortured – where do such thoughts come from? Where?* [7, p. 34]. All situational synonyms, except for the archiseme "action", have the meaning component "destruction", "humiliation". The given conjunctions make the reader feel uneasiness, anxiety. The highlighted lines are continued with the occasional synonym of gutting, in order to convey the mood as deeply as possible, to make the reader feel the creepiness and disgust of such an action.

The function of reproducing the emotional and evaluative attitude of the characters can be realized by synonyms through the alignment of the narrative plan in content and stylistic aspects, e.g.: *So it all turned into a Gothic tower, the tower crawled even higher, like a snake or a sedge in water, and then it got dark. And everything became warm, cozy and calm* [14, p. 78]. Lexemes warm, cozy, calm, united by the meaning "a state full of silence, pleasant to stay in", convey the subjective attitude of the character to the surrounding reality.

The auxiliary roles of synonyms include the function of characterizing heroes, characters, images, descriptions, e.g.: *And he dreamed – the dream was very expressive: not cloudy, not disproportionate, as it often happens in dreams, – he dreamed of a woman's blond hair on his pillow* [18, p. 52]. The illustrated words were synonymized on the basis of the archiseme "sign" and due to the actualization of the integral seven "clear manifestation of the sign", which are components of the lexical meaning "which clearly conveys internal qualities by external signs".

The function of individualizing artistic images is performed, for example, by synonyms in the sentence *If Redka was a normal, conscious, Gazdiv child from the Ivano-Frankivsk region, then she would be seen here with her Schengen visa* [14, p. 79]. The first word of the selected synonymous series naturally models the semantics of the following two words, actualizing in the structure of their lexical meanings the integral sema "correspondence to the system of views". Supplementing the series with the synonym-dialectism *Gazdivskyi* and a locative circumstance from the Ivano-Frankivsk region, I. Karpa gives a positive assessment to the synonymous series, and therefore to the character, since *Gazdivskyi* always has a positive connotation in the national-mental consciousness of a Ukrainian.

Word combinations become an essential component of the general figurative and symbolic system of the prose works of women writers. The frequency of use of contextually synonymous units in language practice is subject to communicative and stylistic tasks. One of the constant sources of replenishment of synonymous series in the works of female writers is the tropeic, primarily metaphorical, use of words, e.g.: *But for now, the shimmer of fine snow fascinates and tempts to look for some*

additional dimension in the gray space of familiar streets [17, p. 61]. The highlighted expressions have the common meaning "to act deliberately with the intention of causing attraction". If such a meaning is direct for the verb to entice, then it is metaphorical for the verb to bewitch, since in common language practice the word bewitch means "trans. to enchant, to captivate".

The recorded various word combinations of female writers are always based on the inexhaustible wealth of language resources. Authors originally combine "standard" and individually authored linguistic units, resorting to certain stylistic techniques. Let us casually note that in linguistic stylistics there are a number of linguistic stylistic turns, which, according to O. Taranenko, "consist in a special syntactic organization of the utterance to achieve the appropriate expressive and pictorial effect" [12, p. 695] and are also mostly the result of individual authorial language creation, have long been considered as stylistic figures. According to S. Yermolenko, for the linguistic stylistic qualification of such language turns, it is necessary to take into account "the lexical content of this structure, that is, the communicative intent of the statement, which covers the communication situation, the speaker's intentions, the assessment of the socially customary type of communication, determined by the development of the literary language and developed styles communication" [14, p. 114]. The lexical content of individual authorial syntactic turns – stylistic figures – sometimes become synonyms.

Studying the artistic texts of modern Ukrainian women's prose, we notice that in the process of designing original word combinations, which are one of the expressive signs of language creation of female writers, the authors resort to the formation of such stylistic figures as amplification, gradation, parcellation, synonymous antonymization, contamination, etc.

Synonyms, organized as rhetorical figures – amplifications, belong to the most expressive constants of the artistic discourse of female writers, e.g.: *He (Father Antony) still hasn't found one, because he wanted him to remind him of himself in childhood: sensitive, humble, patient, and most importantly, to know Urizka people and understand them* (Pagutyak, Urizka Gothic); *Someone Incomprehensibly*

Limitless will now fall asleep, sweetly stretch his limbs – and wake up. In the same moment, we, with our lessons and drafts, fears, cries, passions and tears, will not become. We will dissolve in the sky, like the black suffocating smoke of a fire (Andruhovych, Felix Austria). Selected synonyms that form amplification series meaningfully saturate and emphasize the text, enhance the expressiveness of the narrative. The illustrated series of synonyms certainly attracts the attention of the reader, forces him to understand the artistic context in his own way and to explain, at least for himself, the intention of the writers regarding stylistic figures of this type.

Amplifying series of synonyms can slow down the pace of the story, cf.: *Then she went to the shore of Donaukanal. Compared to the Danube, it seemed so calm and small, quiet, shy and unpretentious* (Andruhovych, Felix Austria). The highlighted words convey the meaning of "which is calm, smooth in flow, in detection", forcing the reader to pause, read the text measuredly, think about it, imagine the landscape, feel its balance. In fact, when describing bodies of water and rivers, the adjectives calm – stormy, small – wide, quiet – violent are usually used. However, the given typical synonym series is calm, small, quiet, chosen to describe the Danube Canal, detailed with the words shy, unassuming, which, in our opinion, appear in the context to indicate the features of a person. In the above statement, this synonymous series is built on the basis of metonymy.

The main purpose of a stylistic figure – amplification – is most often a negative / positive characteristic of certain characters in the artistic discourse of modern Ukrainian women's prose, e.g.: *She showed irritation with all her looks, and when the doctor asked, what's the matter, why am I not in a good mood , this caused such violent indignation and powerful emotions in me (after all, I could not directly answer this question) that I could not stand it, left the light: blinded, angry, lonely, torn to pieces by my regrets, love, resentment* (Andruhovych, Felix Austria); *As a matter of fact, I have never heard Peter speak of another man with such warmth in his voice, and that his eyes shone so softly, gently and approvingly* (Andruhovych, Felix Austria). The accumulation of contextual synonyms in one statement reflects one of the most important stylistic norms of language creation of modern Ukrainian

women writers, which consists in the deliberate constant associative-semantic convergence of words, not recorded in the language system.

Artistic texts of modern Ukrainian women's prose, in which language units expressing expressiveness prevail, have a significant potential for expanding synonymous connections, modeling amplification series. In this way, a synonymous situation can be created, the main function of which is the gradation of the expression of the statement, cf.: *This is Peter's skill: he does not just extract from the stone an amazing form, refined and realistic, whimsical and perfect. Something about this form makes you stop and freeze. Stop breathing, thinking, bursting with emotions* (Andruhovych, Felix Austria). In the presented text fragment, we observe a synonymous gradation of an ascending character, although in the vertical context of this novel by S. Andruhovich we also come across an inverse gradation, that is, of a descending type, for example: *The face is calm, focused, relaxed. I returned to the hotel calm and reassured* (Andruhovych, Felix Austria). Selected synonyms are single-subject, belong to one part of the language, they seem to be strung on one semantic core. In a linear context, the units of a gradational synonymous series are usually of the same order, have a common expressive load. In the illustrated text fragment, the words in the first gradational synonymous series are located along an ascending emotional and expressive line, forming an accumulation of synonyms that serve to strengthen the emotional impact of the artistic language, and in the second – along a descending line, which makes it possible to slow down the pace of reading, to give the artistic narrative the character of suppression .

Gradational synonymous series create a special "charm" in literary artistic descriptions, especially when in the text each subsequent synonym, used in a metaphorical sense, strengthens and slightly changes the meaning of the previous one thanks to the same prefixes that introduce new semantic nuances into the internal forms of the stringed lexemes, e.g.: [...] *in fact, this kind of nonsense every time worried me no less than the "story" itself, which, within the half-hour program, had to be filmed and edited, fried, and served to the audience ready to be digested* [...] (Zabuzhko, Museum of Abandoned Secrets, p. 31). Repetition of prefixes helps bring

words together. A multifaceted synonymous series appears on the basis of the integral seme "resultative action", it is expressed by the differential marker "method of action", which at the same time intensifies the story. The given synonymous series from the novel by O. Zabuzhko serves as a means of creating a dynamic picture, it gives the story a great pace.

One of the original stylistic methods of the functioning of synonyms in the texts of modern Ukrainian women's prose is their antonymization. In modern linguistic stylistics, the juxtaposition of diametrically opposite concepts, which are expressed by synonymous words within the linear context, is defined in different ways. According to V. Krasavina, one can "take the risk to call this (author's juxtaposition of synonymous series) a kind of oxymoron – a textual synonymous antithesis that makes it possible to create various artistic effects in microtexts" [9, p. 185].

Synonyms and antonyms should be considered as two interdependent types of lexical oppositions. The difference between such units is that antonyms reflect semantic relations between polar members of a thematic group, and synonyms reflect relations between close constants of such a thematic group. In a linear context, the simultaneous use of antonyms and synonyms creates a special style of artistic narrative, as it often appears on the basis of associative-semantic opposition, expressing the statement in an original way. Such lexical units, used side by side in a linear context, can simultaneously form rhetorical figures – antitheses and amplifications.

For example, in a fragment from the artistic work "Urizka Gothic" by H. Pagutyak *Only not disorder and not chaos, not too naked poor people. Silence, security, the smell of home-cooked food, vases that bloom in winter* (Pagutyak, Urizka Gothic) form the antithesis of synonymous isolated pairs. The first pair of words are common synonyms that have the common lexical meaning of "violation of the established order." The second pair of words became synonymous in the linear context through the integral seme "state", present in the meaning "peace of mind, pacification". Antonym disorder, chaos – silence, protection is the basis for the formation of opposite meanings of the given syntactic constructions.

The opposition of meanings, represented by synonymous series, is noticeable due to the fact that their semantic structure, under certain discursive conditions, has been enriched not only with semantic, but also with stylistic, evaluative and pragmatic terms such as: "internal state", "orderliness", "unintelligible action", "absence of enmity" etc. The juxtaposition of synonymous rows in a linear text fragment is a specific feature of the idiostyles of modern Ukrainian women writers, an important means of embodying the author's thoughts, feelings, and emotions, which their readers must recognize and understand.

Feminine linguistic manner and wide use of occasionalisms – individually authored synonyms, as well as phraseological synonyms that are semantically correlated with certain language units – are distinguished. In the sentence *But everything is possible, falling asleep in the light of a poor winter dawn on the couch in the living room, Valeria thought, in this confusing multidimensional city, where the paths of some people strangely cross, and others never meet and never even get close, even if they live for seven to seven years, at least twice seven by seven...* (Kononenko, Bookstore "SHOK") selected words that are characteristic textual units for the name of the city, united by the meaning "difficult for perception". In the Dictionary of the Ukrainian language, the linguistic unit multidimensional is missing, which gives reason to consider this word an innovation and at the same time an occasional synonym for the word confused. It is clear from the context that one that has many dimensions is difficult to perceive.

The synonymy of the researched works of modern Ukrainian women writers is rich in occasional synonyms that impress with their artistic-aesthetic, meaningful, emotional-expressive expressiveness. Such word combinations largely ensure the high linguistic and artistic value of women's prose writing.

For example: […] *there was a kitchen, with its cauldrons and pans, where my own culinary talent came into play, and these useless and useless, destined only for the trash (non-recyclable!) various debris of someone's life* […] (Zabuzhko, Museum of Abandoned Secrets, p. 411).

In the artistic texts of women's prose, we observe a paired combination of synonyms, which becomes the basis for the creation of another stylistic figure – contamination. Such a phrase appears on the basis of the emergence of a new word, its form or expression as a result of convergence, the combination of parts of two similar words, forms, expressions, stimulated by the composition, ideological direction of the work, makes it possible to comprehensively describe the characters, for example: *A year later, already with a diploma, she will write in some yellow newspaper-closet that Goshchynska hates women* (Zabuzhko, Museum of Abandoned Secrets, p. 61); […] *she was sitting on a pushed-back chair so unimaginably native, disheveled, disheveled, her hair wet at the roots, and she was looking at her wildly splayed hips* (Zabuzhko, Museum of Abandoned Secrets, p. 116); […] *... (and the language, the language. Lord! – not yet pulled out from under the rubble of the Stalinist pogrom, still all with gutted and twisted bones […]* (Zabuzhko, Museum of Abandoned Secrets, p. 301). Another noticeable feature of the language of the works of modern Ukrainian women writers is the introduction into the text of parceled constructions that appear on the basis of synonymy, e.g.: *But how will I go? How will I leave Adele?* (Andruhovych, Felix Austria*); I didn't recognize it, I didn't see it* (Zabuzhko, Museum of Abandoned Secrets, p. 443); *And it is strange to me... and strange... and incomprehensible...* (M. Matios, Four Seasons of Life, p. 18); *Vladka, Vladuha. Biker girl, racer, girl-winner...* (Zabuzhko, Museum of Abandoned Secrets, p. 685); *She was someone else's (whose?), and all she has to do is submit. Accept Lie down* (Zabuzhko, Museum of Abandoned Secrets, p. 83). This intonation distinction of synonyms has a significant potential for expressing expressive and emotional-evaluative tonality.

In modern Ukrainian women's prose, we come across word combinations that belong to the dialect vocabulary. These are peculiar stylistic interspersions in the artistic text that convey a local flavor. The functioning of dialect words in general and a series of synonyms formed from units of this type, in particular, makes it possible to reproduce the background of the events, to convince the reader, to make him believe the authors, since the writers operate with real evidence, e.g.: *And even the fact that*

this guy called himself the grandson of a female fighter from Upa, a woman whose image has not let go of me since I first caught sight of her in a lousy archival photograph – so sharply distinguishable among all those soldiers with rough peasant physiognomy, chubby and ugly (elegant, as they say there!) (Zabuzhko, Museum of Abandoned Secrets, p. 28); *And who does he see in me – a scolopendra, a flea, a flea?* (Andruhovych, Felix Austria); *But the coffin is closed, the nails are hammered into the lid, and one of the women throws a handful of poppy seeds behind, and, having washed, returns to the house to wash, sweep* (Pagutyak, Urizka Gothic); *Father Antony, kneeling and wet, went to the sacristy to wait until the pit was filled in to seal the grave* (Pagutyak, Urizka Gothic); *I am the local parish priest, Father Antony* (Pagutyak, Urizka Gothic). Selected dialectics, in contrast to commonly used words, convey the special pathos of artistic stories.

The contextual synonymy of modern Ukrainian women's prose is closely related to the tropes that complement and enrich it. Individual author epithets, similes, metaphors, paraphrases, etc. in the artistic text are mainly semantic innovations and are intended to replace ordinary names. Writers have an infinitely rich imagination: they notice similarities in everyday things, phenomena, actions, situations. Synonyms in literary texts often appear as comparisons. They are built on the basis of a figurative and symbolic juxtaposition, represented by a number of subjective evaluations of the same object or phenomenon according to various characteristics, for example: *Usually with men – both construction boys and bank officials – Peter becomes cold and sharp, like steel blade* (Andruhovych, Felix Austria).

Contextual synonyms usually achieve the most pronounced stylistic effect when they converge in a linear context, develop derivative meanings that convey special imagery and emotions, emphasize the features of the subject or the impression from it, i.e. act as epithets, e.g.: *If we return to our wedding trip, to the thermal springs in Budapest, the few hours I spent there alone were the most empty and boring time of my life* (Andruhovych, Felix Austria); *The same remained the honey air of a carefree morning, the space of the hospital, restrained and quiet, and the premonition of a catastrophe pressing from the inside, almost tearing it apart, not allowing one to*

breathe (Andrukhovich, Felix Austria); *Along with the snowflakes, the smell of burning wood entered the room – bitter, astringent, unbearable. The air seemed red-hot and poisonous* (Andruhovych, Felix Austria); *My dish is simple, but impressive and elegant – mainly due to the ingredients, not the skill of the cook* (Pyrkalo, Egoist's Kitchen, p. 50).

Writers also resort to metaphorical synonymy, which makes it possible to single out the most characteristic detail or feature in the image, e.g.: *Every time someone died a sudden unnatural death in Urozh, Peter was afraid that they would think of him* (Pagutyak, Urizka Gothic).

The creative imagination of women writers often creates synonymous situations, when semantic approximations are not limited to lexemes in the language, but function as a series of emotional and expressive expressions to describe artistic reality, e.g.: *He (Petro) is more lenient towards women, even towards the crazy shopping on Rybnaya Square, even to the neighbor's open-mouthed maids, even to fat Goska, whose eyes are both frightened and angry at the same time* (Andruhovych, Felix Austria).

In the given context, through synonymous images, the writer S. Andruhovich depicts the attitude of the character Peter towards women, which demonstrates tolerance and softness. In the expression *So that my father, without a doubt, tied the knot around his own neck – this is what those who decided his fate had to believe, this is what my mother believed, this is how I got used to it, growing up, I also believe: he didn't leave a way for the car that was started to retreat – purely strategic miscalculation, error, economic oversight* (Zabuzhko, Museum of Abandoned Secrets, p. 46) the selected phrases convey common semantics predicted by the lexemes miscalculation, error, oversight, which enter into usual synonymous relations. Such word usages are functionally important from a stylistic point of view, they encourage the emergence of new content nuances, as they differ in semantic nuances, actualized in the semantics of synonyms-nouns due to the connection with marked adjectives.

In the analyzed works, we also observe more complex combinations of tropes and figures (eg, allegory, metaphor, negative comparison), which strengthen the synonymous situation.

In her fairy tales, the writer E. Andievska originally combined elements of educational and entertaining content, drew the attention of readers to mysterious characters with the help of such a stylistic device as an allegory, the textual expressions of which often include synonyms and antonyms, e.g.: *What about the sea kingdom, no matter how much the donkey was traveling with the shell, there was still no end or edge in sight, and each of the sea inhabitants, from the whale to the infusoria, who sought the donkey, remembering the command of the lord of the water to treat the land guest with dignity, honored the donkey to the extent of his abilities, then soon the donkey he got so used to praise and honors that he himself believed in his extraordinaryness* (Andievska, The Tale of Pride, p. 107).

Phraseologisms also enter into synonymous relations. In linear contexts, next to ordinary collocations, we notice synonymous phraseological units that express the author's texts in a special way: *The Tax Office has already upset everyone, but everyone was upset, but only for the elections there was hope that something would change, and when they are going to cut off the oxygen and roll it down the country into asphalt...* (Zabuzhko, Museum of Abandoned Secrets, p. 650); *Instead of leaving the world behind my eyes – to a monastery, to some old lady's companion or to some other service – I endlessly endure these humiliations, chew my pain and huddle in corners, like a badly beaten dog that licks its master's hands* (Andruhovich, Felix Austria); *Helpless and frail, with perpetual anemia and migraines, unable even to soft-boil eggs for herself, she will die, wither away, or, most likely, due to her inability to take care of herself even in the simplest things, she will suffer some terrible mutilation or cause a terrible disaster: she will burn down the house, scalded with boiling water, cuts off his hand with an ax and bleeds. Will it simply dry up from longing for me* (Andruhovich, Felix Austria).

Therefore, an extensive list of synonyms, which constitute stylistic figures or artistic tropes, mark the artistic texts of women writers, penetrating the vertical

context of their entire language creation. As a result of the linguistic stylistic analysis of collocations, it was found that prose writers most actively use the potential possibilities of syntax, creating stylistic figures of speech, namely: amplification, gradation, synonymous antonymization, parcellation, contamination, etc. Authors introduce familiar synonyms into the textual space of artistic discourse, which strengthen the description of the concept, specify and specify actions, objects, highlight the essential features of the image, create a positive or negative effect. Such syntagmatic and holistic formations complete the group of numerous word combinations characteristic of the genderlect of modern Ukrainian women's prose. The rich and diverse collocations that function in the artistic discourse of women's prose are a vivid testimony of the talents of female writers and the powerful pictorial potential of the modern Ukrainian language.

Conclusions. Therefore, a comprehensive study of lexical synonyms in the language of modern Ukrainian women's prose makes it possible, on the one hand, to comprehensively analyze their semantics and functional potential, and on the other hand, to trace the mechanism of perception of stylistically marked collocations by readers. In particular, the introduction of lexical synonyms as expressive and figurative means of the creative language manner of women writers into the functional-semantic and linguistic-stylistic plane of their analysis contributes to the clarification of the main means of influence of the author's text on readers, who in their own way perceive and interpret the author's intentions recorded in the artistic text and help to transform it into a discourse.

Prospects for further research.

Modern Ukrainian women's prose organically "fits" into the socio-psychological, philosophical and ethical coordinates of modern life, but of particular interest is the female style of speech, the creative manner of female authors, their ability to combine words with exceptional subtlety and sophistication, bringing them

together in certain shades of meaning. Such contextually manifested convergence of many lexemes is not accidental, they are determined by the purpose, the goal that prose writers set for themselves, the functions that writers assign to synonyms in different contexts. In the linguistic fabric of works of modern Ukrainian women's prose, synonyms perform the functions of distinction, substitution, synonymous contrast, and aestheticization. However, the stylistic potential of synonyms is not limited to certain functions, since within many linear contexts, close-meaning words appear as new, instantaneous, unexpected word combinations.

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Section 2

"Methods and technologies of teaching foreign languages"

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PROFESSIONAL - ORIENTED FOREIGN LANGUAGE LEARNING USING INTERACTIVE TECHNOLOGIES, THE INTERNET AND SOCIAL NETWORKS

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Abstract. Teaching is one of the main components in educational planning which is a key factor in conducting educational plans. Despite the importance of good teaching, the outcomes are far from ideal. The present qualitative study aimed to investigate effective teaching in higher education. Teaching is successful only to the extent to which students are able to grasp it fully. In this age of science and technology, the process of teaching has reached new dimensions. Teaching is not a one sided affair. In the context of modern developments, teaching is a tripolar process. The traditional teaching 30 or 40 students is no longer effective. Information explosion and propulsion explosion are bringing about changes in both developed and developing countries. The teaching practices in our universities continue to be the same. The method of teaching links the teacher and his students into an organic relationship with constant mutual interaction. The new requirements for student's education, which assume that they have relevant professional competencies, including foreign language communicative competence, actualize research attention to different approaches, technologies and conditions aimed at improving the quality of higher education. The article considers some innovative methods of teaching a foreign language at a non-linguistic university as practical value. On the basis of the conducted research, the author proves the need for innovative pedagogical technologies that would be effective and contribute to the progressive development of pedagogical science and prepare students for future professional activities. The methods that could be followed for different levels of students discussed in this article are: play way method, Dalton's plan, project method, Heuristic method, seminar method, demonstration method and others. The research paper examines current tendencies in implementing e-learning as an integral part of the educational process, particularly in foreign language learning in higher education. The scholar attempts to answer the following question: How can e-learning contribute to effective foreign language learning? We have identified how e-learning is applied, the different existing e-learning strategies students prefer to learn with, and the extent to which learners are satisfied with the support offered by e-learning to assist the process of foreign language learning. The novelty of studying is significant because understanding the learners' preferences and support of these updated methods would help to find effective teaching practices within e-learning, fostering student-centered approaches. The contribution of this research is to estimate the new experiences of university students due to e-learning implementation. The research goal is to analyze the existing and most frequently used methods and competency-based approaches to distance learning of a

foreign language. The tasks are formulated to achieve the goal. They involve classifying the methods of foreign language teaching based on the competency approach and identifying the effective methods. The methodological basis of this research includes methods of analyzing the practical experience of foreign language teaching based on a competency-based approach, synthesis of national and international experience, comparison of national models of the language environment, and generalization of sociological data. As a result of the conducted research, it has been revealed that among various methods, approaches related to information and communication technologies [ICT] are utilized most often. We believe that when teachers conduct courses using synchronous computer-mediated communication [SCMC] tools or platforms, students should be given opportunities to express their opinions. Most teachers recognize the creation of instructional videos as the most effective. According to the students, this type of activity also has the greatest learning effect and stimulates creativity. The scientific novelty of the research is the study of foreign language teaching methods based on a competency-based approach within the framework of online distance learning and the relationship of all interested parties, in other words, teachers, students, and educational institutions.

*   **Key words:** *modern methods, teaching methods for students of non-linguistic universities, employability skills, intercultural communication competence, e-learning*

Introduction. Teaching is a process which usually takes places in the class room situation. It is more of a formal process, the teacher takes all efforts to make the students understand his teaching is successful only if the students are able to grasp it fully. Teaching in the class depends upon how the teacher performs his duty of teaching. In this age of science and technology, when there is explosion of knowledge, the process of teaching has reached new dimensions.

Foreign languages have been taught without computers and the Internet worldwide for ages. Teachers have been actively using chalk, boards, and markers, and their physical presence at the lesson has been inseparable from the notion of education. However, growth and technological progress have drastically affected teaching methods. The role of digital resources and interactive techniques in teaching has increased recently. Implementation of up-to-date educational digital forms and electronic didactic tools make the learning far more effective. The Internet has become one of the most important sources for obtaining and distributing information for teachers and learners. Today, online teaching is necessary because the deadly disease Covid-19 has shaken the entire world. Lots of students study online; blended learning is also widely used.

Traditional education has been replaced by the so-called digital one utilizing the convenience and popularity of the Internet. Both in the formal and informal sectors,

expect university graduates to have acquired specific qualifications, competences and skills. These particular skills include excellent written and verbal communication skills, such as the ability to present, train and coach others, speak and write effectively and compellingly, to resolve different communication problems and to be proficient in a foreign language.

The purpose of the research. The tasks of the pedagogical community are to create conditions for building up the information technology base of educational institutions, developing, and implementing adapted teaching methods based on the potential of information technologies. The Bologna Declaration led to the intensification of intercultural communication and significantly increased the importance of foreign languages for specialists in various fields, like in agriculture. This influenced and changed the value of the discipline "Foreign Language(for speciality)" for Bachelor in DSAEU, since knowledge of a foreign language allows students to operate with information obtained from foreign-language sources, expands the professional range of a specialist of any profile. An understanding came that a modern student of a non-linguistic university (future engineer, economist, lawyer, and other specialists) needs to master a foreign language communicative competence that allows him to carry out professional activities in new conditions. Mastering a foreign language in a non-linguistic university is currently considered as an obligatory component of the professional training of a specialist of any profile, and possession of a foreign language communicative competence is one of the components of professional competence. The changing realities of the modern world require the same changes in educational systems.

The research methodology. Each of the teaching methods has its own advantages and disadvantages, and the success of their application depends on the specific goals and conditions of training. In recent years, the role of a foreign language as a means of communication has significantly increased, which should be taken into account when teaching a language. The specificity of a foreign language is that we teach, not the basics of science, but skills and abilities, and this requires sufficient speech practice. E-learning as an instrument used in higher education to

foreign language learning evolved from an optional technique to an indispensable tool. The higher education system in Ukraine is experiencing some constructive changes since its traditional model does not meet the current needs of society. As the global marketplace and language service industries rapidly expand, there is a growing demand and need in multicultural working environments and in different areas of specialization, for effective communicators who are proficient in foreign languages. In other words, it is essential for the global economy to have culturally sensitive stakeholders who are mindful of the fact that subtle communication breakdowns can distort one's message to potential employers and, also, that differences in cultural values and customs influence business practices both in local and global contexts. It can be argued that language, like any other commodity, can be bought and sold. When treated like an investment, language is a potential asset whose outcome can be compared with other outcomes in a business venture. When treated as a consumer good, the decision to buy (a language) will depend on whether the benefits reaped from buying (that particular language) – whether for purposes of pleasure or tourism, promotion or additional qualification, among others – outweigh the costs in terms of tuition expenses, study materials, and time invested and whether the expectations of the foreign language learner are satisfied.

A university is a place where new ideas germinate; roots strike and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, getting help from experienced teachers can be very useful and effective. Given the education quality, attention to students' education as a main product that is expected from education quality system is of much greater demand in comparison to the past. There has always been emphasis on equal attention to research and teaching quality and establishing a bond between these two before making any decision; however, studies show that the already given attention to research in universities does not meet the educational quality requirements. Attention to this task in higher education is considered as a major one,

so in their instruction, educators must pay attention to learners and learning approach; along with these two factors, the educators should move forward to attain new teaching approaches. In the traditional system, instruction was teacher-centered and the students' needs and interests were not considered. This is when students' instruction must change into a method in which their needs are considered and as a result of the mentioned method active behavior change occurs in them. Moreover, a large number of graduated students especially bachelor holders do not feel ready enough to work in their related fields. Being dissatisfied with the status quo at any academic institution and then making decision to improve it require much research and assistance from the experts and pioneers of that institute. Giving the aforementioned are necessary, especially in present community of Ukraine; it seems that no qualitative study has ever been carried out in this area drawing on in depth reports of recognized university faculties; therefore, in the present study the new global student-centered methods are firstly studied and to explore the ideas of experienced university faculties, some class observations and interviews were done. Then, efficient teaching method and its barriers and requirements were investigated because the faculty ideas about teaching method could be itemized just through a qualitative study. Research problem. At the current stage, there is an increasing trend attention to the quality of foreign language teaching in institutions of higher education. This is due to the integration of Ukraine into the European educational space, the intensification of the international activities of higher education institutions, the need to ensure the competitiveness of graduates of Ukrainian higher education institutions on the European and worldwide labor market. Relevance of research. The study was conducted with a qualitative method using content analysis approach. The design is appropriate for this study because it allows the participants to describe their experiences focusing on factors that may improve the quality of teaching in their own words. Key participants in purposeful sampling consist of three nationally recognized professors introduced based on the criteria of Ministry of Science, Research and Technology (based on education, research, executive and cultural qualifications). The purposive sampling continued until the saturation was

reached, i.e. no further information was obtained for the given concept. In the process of the study, informed consent was obtained from all the participants and they were ensured of the anonymity of their responses and that the audio files will be removed after use; then, after obtaining permission from the participants, the interview was recorded and transcribed verbatim immediately. The interviews were conducted in a private and quiet place and in convenient time. Then, verification of documents and coordination for subsequent interviews were done. The interviews lasted for one hour on average and each interview was conducted in one session with the interviewer's notes or memos and field notes. Another method of data collection in this study was an unstructured observation in the educational setting. The investigator observed the method of interactions among faculty members and students. The transformation of foreign language teaching methods based on a competency-based approach within the framework of online distance learning has affected all interested parties, for example, teachers, students, and educational institutions. Therefore, the research on these relationships is scientifically significant. The research aim is to analyze the existing and most frequently used methods and competency-based approaches to teaching a foreign language remotely (online). The following tasks have been actualized to achieve the aim:

1. Classifying the methods of teaching a foreign language based on the competency approach;

2. Identifying the most effective methods according to teachers and students. Combining creativity and new technologies in teaching and learning a foreign language achieves these tasks.

The basis for the current research is the scientific work of specialists from different countries; it covers the issues of teaching foreign languages and the results of a survey of teachers and students of bachelor's and master's degrees. The analytical methods of this work include the study and analysis of the work of some scientists and teachers. This choice is justified by methodological limitations, namely the use of relevant literature over the past 5years in the field of effective methods of teaching a foreign language to university students in the framework of online distance

learning, mainly in Europe and Asia. All literature is freely available (Springer Nature Switzerland AG.) and allows determining the development trends of foreign language online education today. Besides, we used the method of interviewing teachers and students in the form of an anonymous questionnaire. The methodological basis includes methods of analyzing the practical experience of teaching foreign languages based on the competency approach, synthesis of national and international teaching experience, comparison of national models of the language environment, and generalization of sociological data in the distance segment.

Analysis of publications. The Modern Digital Educational Environment (MDEE) was created as part of the project, uniting more than 50 universities and 70 different educational platforms. Currently, MDEE offers 1,560 courses on various subjects where students can improve their knowledge, skills, and abilities in their major value. The quality of teaching, in our opinion, plays a key role in ensuring a high level and quality of training of graduates of higher education. The analysis of modern publications showed that the scientific community mainly pays attention to researching the quality of professional training of future specialists (pedagogical profile – V. Snagoshchenko, O. Chepka, A. Stareva, T. Osadcha, L. Breskina, etc.; economic profile - E. Benkovich, L. Pukhanova, M. Artyushina, etc.), activities of scientific and pedagogical workers (I. Annekova, A. Pashkov, L. Napadovska, T. Vasylieva, etc.).

However, the problem of teaching quality is not developed enough and needs further work study and clarification. especially at the methodological level. In the works of domestic and foreign scientists (I. Secret, O. Khomenko, O. Chorna, K. Yakushko, N. Osipchuk, A. Andrienko, E. Bibikova, N. Izoria, G. Pendyukhova, etc.), devoted to the justification of the principles of foreign language communicative competence of non-language specialties students, problems of ensuring the quality of foreign language teaching in universities is also insufficiently covered. However, despite a fairly large number of studies, it should be noted that modern teaching a foreign language at a university, and in particular in a technical one, needs a comprehensive improvement of the methods and means of professionally oriented

teaching aimed at organizing practice-oriented educational activities, taking into account constantly updated requirements, achievements of pedagogical and psychological sciences. To solve the problems posed in accordance with the purpose of the study, and experimental verification of the hypothesis, a set of methods were used: theoretical methods — analysis of scientific and methodological, psychological and pedagogical literature, study of regulatory and program documentation on the research topic; empirical methods — questioning, testing, conversation, pedagogical experiment, self-assessment, expert assessment, observation.

The essence of the concept of communication, its varieties, the social dimension were studied at different times by O. Baryshpolets, K. Degtyarova, S. Denisyuk, E. Dmytrenko, O. Zernetska, Yu. Kostenko, G. Matsyuk, G. Pocheptsov, O. Kholod. The linguistic aspect of communication on the Internet and innovative units used in social networks were considered by F. Bacevich and J. Vzhets. The issue of media linguistics became the object of scientific research by such researchers as H. Pocheptsov, A. Sokolov, B. Gasparov, and V. Karasyk. Among the foreign researchers, it is worth mentioning the following: M. Bakhtin, S. Berkowitz, K. Burke, G. Valinska de Huckbeil, T. Goban-Klas, F. Dance, P. Marsdea, J. Moreno, J. Austin, J. Sörl , L. Freeman, R. Jacobson, and others. Their scientific views were aimed at understanding various aspects of electronic social networks. Fundamental studies of network communication are presented in the works of Ukrainian authors, in particular "Social Internet networks as a means of meeting information needs" by T. Fisenko [1, C.10-16], "Social aspects of communication on the Internet: a phenomenological analysis" by S. Konoplytskyi [2,154 c.]. The interest of scientists in various aspects of Internet communication proves the relevance of the outlined issues. On the other hand, it is accentuated by the realities of today, when in the conditions of the pandemic, the communication of people with different goals has moved to the virtual plane. The language of social networks is called the "new language" today. Some scientists call this new language the third form of speech along with oral and written, which proves the emergence of a virtual language personality [3, p.4].

The aim of the article. Teaching may occur formally or informally. In both the cases it meets the desired ends by and large. The society, its values, ideals go on changing with the passage of time and hence, teaching also undergoes some changes. Teaching also varies from place to place. Teaching is an art which is the favourite of the selected few. For all others, who are misfits and unfits, teaching is an alternative occupation. Also, to analyze written communication in social networks from the point of view of personal self-expression of users, establishing communication between them and taking into account linguistic features.

Objectives of the study. In this age of science and technology when there is explosion of knowledge, the process of teaching has reached new dimensions. It is now tending to become a technology by itself. Instructional television, computer assisted instruction, teaching on machines. According to the "Challenge of Education" (1985) the teaching practices in our universities continue to be the same as in forties and methodologies in the teaching and learning process should lay emphasis on learning and developing analytical, critical and conceptual abilities rather than on memorization and reproduction. The National policy on Education 1986 (NPF 1986 .P.14) has aptly enunciated that higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, and moral and spiritual issues facing humanity. These objectives are reflected in the curriculum and syllabus which are again transacted through instructional materials.

Scientific novelty. Problems of learning a foreign language for special students goals are growing today also in connection with the fact that changes in the nature of higher professional education increasingly focus students on "free personality development", on the manifestation of creative initiative, independence of students, competitiveness and mobility of future specialists. Many students of non-linguistic majors, proficiency level whose English varies from beginner level (A1) to below-intermediate level (A2), used an online translator to translate the entire text in general, without translating individual words and sentences. So, as a result, their vocabulary remained practically unchanged. Internet technologies provide for the use of network means of communication to provide students with educational and

methodical materials and their interactive interaction with the teacher, other students or with the electronic means of learning on the Internet. So, further researching about difficulties for students and teachers in internet communication and studying process will be in worldwide scientific society.

Research material. As you know, the methodology of any science has a multi-level structure. Usually, such levels of methodology are distinguished as philosophical, general scientific, specifically scientific and disciplinary. At the specific scientific level, modern definitions and characteristics of pedagogical categories, concepts, phenomena, and processes directly related to the subject of research have methodological significance [4, p. 10-11]. That is why it is necessary to determine the essence of teaching a foreign language as a pedagogical process and explain a number of concepts and terms that reflect its quality assurance. According to the pedagogical dictionary of S. Goncharenko, teaching is the activity of a teacher in the learning process, which consists in setting a cognitive task for students, communicating new knowledge, organizing observations, laboratory and practical classes, guiding the work of students for independent assimilation of knowledge, checking the quality of knowledge and skills [5, p.340-360]. Professionally oriented learning of a foreign language is learning, the focus of which is on the needs of students in learning a foreign language with an orientation to the specifics of the future profession, specialty. This approach combines the processes of mastering a professionally oriented foreign language with the development of personal qualities of students, knowledge of the culture of the country of the language being studied. The main requirement of professionally oriented foreign language learning is the need to bring the content and methods of its teaching closer to the practical and future professional needs of students. Based on this, it is necessary to study the tasks and goals facing students of non-language majors, their interests and motivations. First of all, this refers to the selection of material, its understanding taking into account the specifics of students and their level of motivation. The teacher's task is to organize such an impact of educational information on students that professional needs are transformed into a source of their activity and force them to work to meet the needs.

The basis of the realization of the goal of professionally oriented foreign language learning is the content, which involves a combination of general and professional components. The general component is designed to provide general educational language training, and the professional component is focused on practical professional activity. The content of foreign language learning is determined on the basis of activity-oriented, competence-based, plural-lingual and intercultural approaches. Activity-oriented approach in professionally-oriented learning a foreign language allows you to identify the field of industry activity, specifies the types of speech tasks and distinguishes the types of speech activity that are necessary for the successful professional activity of a future specialist, ensures the formation of general and communicative speech competences of a professional nature in students. According to the plural linguistic approach, knowledge of languages and their subsequent mastery by students is considered as their language experience, within which all language knowledge and abilities are interconnected and interact. Intercultural approach involves fostering tolerance in the student, promoting understanding, establishing cooperation and providing opportunities for mobility in Europe and the world.

With the help of these approaches, the formation of general and communicative speech competences, a holistic personality is developed, which is able to function in life and professional activities in the conditions of a multilingual environment. To the structural elements of professionally oriented training foreign language includes: 1. Communicative skills by types of speech activity (speaking, listening, reading, writing). The ultimate goal of professionally oriented training in dialogic speech is the development of the ability to conduct a conversation, to exchange information of a professional nature on a certain topic. Teaching monologue speech consists in the formation to create different genres monologue texts: reporting information of a professional nature, delivering a report, creating presentations, extended statements during the discussion. The goal of professionally oriented listening training is the formation of the skills of perception and understanding of the interlocutor's speech in a foreign language in monologue form or in the process of dialogue. The result of

professionally oriented reading training is the formation of the ability to master all types of reading texts of various styles and genres. The goal of professionally oriented writing training is the development of communicative competence, which manifests itself in the ability to abstract, annotate, as well as translate text from a foreign language into Ukrainian and from Ukrainian into a foreign language. 2. Language knowledge and skills, including knowledge of phonetics, grammar, word formation rules, lexical units, terminology. 3. Sociocultural knowledge aimed at familiarizing students not only with a new way of language communication, but also with the culture of the people of the language being studied.

Calculators and computers are great learning tools today. By bringing technology into the class room and by doing complex and realistic problems, we can make our classes more lively and relevant. Relying completely on chalk, talk and chalkboard for mundane work does not add any spice to mathematics and science classes. Using tables for numeric computations is obsolete and less accurate. Hand held calculators and graphing calculators yield for greater accuracies in seconds, speed up the learning process, and make learning an enjoyable experience. Although educational technology means little more than the use of sophisticated hardware in teaching, including overhead projectors, tape-recorders, televised film cassettes, video-discs etc in a broad way it may be interpreted to mean the use of any new technique or methods of teaching, technology of education would include the entire process of setting the goal, the continuous renewal of curriculum, and use of new methods. It is also often identified with various devices and means or recording, storage, manipulation, retrieval, transmission and display of information with high efficiency and speed. Innovative technologies in the training of students of non-language majors are implemented through a number of educational reforms, in particular, in foreign practice, professional training is based on the dialogue of various pedagogical systems and learning technologies, testing in practice new forms - additional and alternatives to the state education system, the use in modern conditions of integral pedagogical systems of the past. It is worth noting that the reforms carried out in the field of education should also have a positive effect on the

training of teaching staff, providing for the improvement of the goals, tasks and content of professional pedagogical education, its organization, terms of study and the technology of training future students of non-linguistic specialties. Since the main goal of learning foreign languages is formation and development of students' communicative abilities and skills, teaching practical mastery of a foreign language, the teacher must create favorable conditions for each student, choose such educational techniques and teaching methods that would allow everyone, without exception, to reveal their active and creative position. Recently, it is interactive technologies that have been given considerable attention in the process of learning English, because they contribute to the constant active interaction of all participants in the educational process. "Interactive learning" can be defined as the interaction of a teacher and a student in the process communication and learning for the purpose of solving linguistic and communicative tasks. Interactive activity involves the organization and development of dialogic speech, aimed at mutual understanding, solving problems that are important for each of the participants in the educational process.

Innovative technologies in the training of non-native students specialties in the conditions of multi-level education provide for the improvement of the competences of the teacher (pedagogue) in certain branches of science, the deepening of skills and abilities in teaching certain disciplines (school subjects), the study of pedagogical practice, and the theory of the development of educational planning and administration; formation of pedagogical interests, improvement of curricula, problems and requests of school professional practice; introduction of new achievements of pedagogical science.

During the period of study, students must master a whole set of speech skills and abilities as a basis communicative level. Considering the above, the method of teaching foreign languages needs to be diversified and updated, namely: the involvement of various methods in order to develop students' speaking and communication skills. Interactive learning of foreign languages involves, first of all, dialogue training, during which there is interaction between the subjects of the

educational process. It can be organized using interactive learning technologies. The essence of interactive learning of foreign languages is that the learning process takes place under the conditions of constant, active interaction of all learning subjects (teachers and students). This is mutual learning (collective, group, cooperative learning), where the student and teacher are equal, equal subjects of learning.

The most effective from the point of view of assimilation of language material and students' interest in the learning process at non-language faculties are the project method, the "brainstorming" method, the Case Study method, and the method of business role-playing games. In *project work*, students are involved in the work created by the teacher search educational and cognitive activity. The use of project technologies makes possible the formation and development of search-research, communicative, technological, informational competences, forms creativity, stimulates intellectual activity, develops communication skills, helps to form interdisciplinary connections, teaches to use information and telecommunication technologies when learning a foreign language, helps to master the skills of working in a group, forms social mobility.

The method of "brain attack" ("brainstorming") is used when the team faces the problem of finding new solutions, new approaches to the situation. Its main task is to find a number of solutions to one problem in a short period of time. The "brainstorming" method encourages students to propose new and original ideas thanks to the ban on critical remarks from the teacher or other group members at the idea generation stage. *The Case study* method consists in the use of specific cases (situations, stories, texts, which are called "cases") for joint analysis, discussion or development of decisions by students from a certain section of the study of the discipline. Work on the problem situation takes place in groups of students, and it can be conventionally divided into the following phases: - analysis of the presented material, formulation of the problem; – search and collection of additional information (if necessary); - discussion of various options for solving the problem; – selection of the best decision option based on a comparison of all proposed options; - presentation and defense of the decision. An important component of interactive

foreign language learning technologies is the form of learning. Today, the issue of distance education is relevant. Analysis of the domestic and foreign theory and practice of distance learning as a form of organization of the educational process allows us to determine its characteristic features regarding the implementation of interactive foreign language learning, including:

1) free access to educational information located in information and computer educational environment;

2) flexibility of the knowledge presentation structure, i.e. providing students with the right to choose educational material of different levels of complexity;

3) asynchrony of learning. Students of higher education institutions study, and the teacher communicates with them at a convenient time, in a convenient place and at a convenient pace;

4) communicativeness of learning. Permanent or episodic subject-subject dialogue in the educational process of using Internet services (Email, Mailing list, Internet Relay Chat, IP-telephony, etc.);

5) internationality of education. Distance learning provides a convenient opportunity to export and import educational services;

6) the new role of the teacher. It is about the new role and functions of the teacher as a consultant and coordinator of the educational process;

7) the new role of the student. He becomes an "autonomous" student, he himself determines the means of study, the time and place of studying the educational material, consultations with the teacher. Although distance learning has advantages over other forms of organization of the educational process regarding the implementation of interactive education, it should be noted that it simultaneously has certain specific requirements for both the teacher and the student, increasing the labor costs of both.

O.I. Pometun is defined as a conditional employee classification of interactive technologies by forms of learning (models) in which interactive methods are implemented.

They are divided into four groups depending on the purpose of the lesson and the forms of organization of students' activities:

interactive technologies of cooperative learning, interactive technologies of collective and group learning, technologies of situational modeling, technologies of processing discussion issues [6, p. 49].

All four are based on the communicative interaction of the teacher and students and students among themselves within the group. Thanks to group work, prerequisites are created for individual self-expression within the group, the ability of the participants of educational activities to work as a whole, the spirit of rivalry develops, which contributes to students' desire to master knowledge and consolidate their own positions in their verbal environment. Interactive learning technologies can be implemented both during classroom classes and extracurricular activities.

The methodology is active, that is, no participant in the educational process is remains aloof, therefore even passive students strive to be active interlocutors in their group [7, p.7–10.].

Techniques of teaching vary according to the size of learners. For instance, lecture or seminar method is followed effectively in a big class of 40 to 50 or above and role playing or brain storming techniques can be adopted with profit in a small group of 15 to 20. There are some age old methods like lecture, discussion etc. which are followed in variably in most of the class rooms particularly at the stage of higher education. A few methods of teaching become popular as per the needs and requirements of the time. A few methods of off-line teaching discussed below are:

1. Play way Method

2. Dalton Plan

3. The Project Method

4. Heuristic Method

5. Seminar Method

6. Demonstration Method

Play Way Method: Play is an activity in which natural urges of the child find spontaneous expression. It contributes to the physical, social and mental development

of the child. The child does not experience the strain of the activity. Creative faculties of the child are developed here. The basis of play way is an activity combined with happiness and satisfaction. This system was first introduced by H.Caldwell Cook. The underlying principles of play-way method are: learning by doing, activities are related to life, sympathetic attitude, free expression and importance to individuals. Methods of teaching based on the play way principles are: Kindergarden, Montessori Method, Project Method, Dalton Plan Heuristic Method, Basic Education and extra curricular activities like scouting NCC and school functions. Dalton Plan: To break away with the traditional classroom teaching, one praise worthy effort was made by miss. Helen Parkhurse in 1920. She evolved a new technique called Dalton Plan or Laboratory Plan. She applied her scheme in the school at Dalton in Massachusetts in USA. So the scheme has been named as Dalton Plan. The underlying principles of Dalton Plan are:

1. Principle of Individual work
2. Principle of Freedom
3. Principle of Self-effort
4. Principle of gestalt view of work
5. Principle of Co-operation

Merits of Dalton Plan are:

- Individual differences are recognized
- Children learn by self efforts
- The contract makes the activities of the child purposeful
- Since there is no failure according to this plan, every child has success and sense of achievements.
- Home-work is not necessary
- Individual work avoids the problem of discipline in the classroom
- Children develop the habit of shouldering responsibility and self help
- The progress of child is keenly observed.

It is suggested that this system can be profitably introduced in Indian schools. Children should be divided into small group to their interest ant abilities. They should be able to study some special topic or discuss some common problems and take help from each other. Children develop according to their potential in social environments. <u>Project Method</u>: Project method is based on John Dewey's Philosophy of Pragmatism. John Dewey was of the opinion that education should be not only for life throughout life. To him life is a continuous series of experiments with materials as well as non-materials instruments John Dewey Keenly felt the gap between the life in the school. Thus, for instance, the students should learn Engineering through actual workshops Practice. A good Project must be socially useful and provide opportunities for maximum activities. A good project does not waste too much energy of children. It leads to valuable experiences and the child learns to work in co-operation with others. A practical project is one for which resources are readily available. The project method is based upon sound psychological principles. In Ukraine we are still following traditional methods and therefore, the real aims of education are not being achieved. Hence, there is an urgent need that we introduce new methods of teaching. Project method is one of the most sustainable methods that may be adapted. Project method as a way of organizing independent activities for achieving the specified results is one of the ways to improve the competencies (communicative, informational, social, etc.) of an individual during foreign language learning. Design creativity involves: selective identification, understanding and awareness of a problem situation, which is a prerequisite for creating a project; selection of the main problem and separation from secondary problems; setting the design goal; choosing a design solution strategy; development of an ideal model of implementation of the chosen strategy; logical justification of an acceptable ideal project model; implementation of the created project in practice. When studying a foreign language course, the project method can be used as part of the program material on any topic. Design activities in foreign language classes include the following stages: preparatory stage, organizational and motivating stage, project work stage, project defense stage, evaluation and self-evaluation stage. The joint work of the group on the project is

inseparable from the active one communicative interaction. The completed project can be presented in various forms: articles, recommendations, video clip, multimedia presentation, report, conference and others. The main result of the work on the project will be the actualization of existing and acquired new knowledge, skills and abilities and their creative application in new conditions.

Project work performs two main functions - educational and controlling: not only contributes to the development of communication skills and demonstrates the level of preparedness for communication, which occurs during the implementation of various types of educational work within the project, but also makes it possible to control experience in the field of social and communicative interaction, identify difficulties of both speech and social nature and determine ways to overcome them.

Heuristic Method: The term Heuristic is derived from the Greek word "Heuristic" which means "I find out" in this method the children find out things for themselves. They are left out to their own resources and intelligence. The hard fact about this method is that the children are put in the position of discoveries. They learn by self-efforts, firsthand experience and experimentations. Real knowledge comes through the discovery of principles by first-hand experience. In this method, in the beginning the teacher may be required to give proper start to the students but after some practices, the students can dispense with too much reliance on the teacher.

Seminar Method: The English author Francis Bacon rightly said that, "Reading makes full man", writing the exact man and conference the ready man". The skills of reading, writing and speaking are essential for development of the personality. These skills are well combined and well developed through the seminar method. Seminar may be either in the form of an essay or a paper presentation. The audience critically examines the paper and discuss the content or finding of the paper. The seminar method is very much suitable for higher education or professional discussion.

Demonstration Method: Demonstration method lays emphasis on demonstrating experiments for teaching a particular topic usually in science subjects. The teacher performs all kinds of experiments in the class rooms or science laboratories and explains the use of apparatus and chemicals and operations. Demonstration method

proved to be one of the best methods in explaining new concepts and anecdotes. But the demonstrations are to be well-planned and rehearsed by the teacher. Once all experiments are well conducted, demonstration becomes successful and teaching becomes effective for achieving the objectives.

The development of society takes place under the influence of globalization processes, including the emphasis on the role of information technologies. As a result of this, virtual communication acquires great importance, which changes the consciousness of the individual, forms a new network image of thinking and existence. Therefore, the study of the specifics of online communication, its various forms, types, etc., becomes relevant. The Internet is a dynamic environment in which changes occur at various levels. Danah M. Boyd, Nicole B. Ellison consider the Internet and electronic resources as a special sphere of virtual space that promotes interaction and adds communication opportunities. The author notes that the network has become an intermediary with special properties, a kind of world formed by Internet communication with its specific qualities [8, P. 210–230.].

In the network, the human personality acquires a unique ability - to exist in a mutually exclusive and at the same time mutually conditioned combination of its individual sovereignty and creative dissolution in the world space. This positioning also determines a new linguistic self-expression, in the process of which the linguistic individual realizes his desire for publicity, remaining anonymous, and the game improvisational style becomes the determinant of his speech self-realization.

Particular interest from a linguistic point of view is the combination of the collective stream of consciousness of the entire Internet community with the individual personal thinking of each of its participants. Due to the variety of active interests of the virtual personality, a new level of its real intellectuality is formed. All these features of network thinking are also manifested at the language level in the form of special qualities of textual Internet constructions.

The peculiarity of communication in social networks is that the written texts created by bloggers and contributors have features of oral communication. For example, abbreviations are used at the lexical and syntactic levels such as: info,

comp, feedback, insta. Intonational expressions and non-verbal means of communication, paralinguistic means of communication (tone of voice, accentuation of certain components in utterances, diction, gestures, facial expressions) are not available. Instead, to ensure the persuasiveness of the text, graphic counterparts are used (for example, an address or politeness formula is written in capital letters), emoticons:)) - laughter, ((- sadness, :-) - positive, animated stickers, etc. Syntactic structures, characteristic for oral speech, colloquial (including colloquial) words and word forms, slang. Numerous deviations, spelling and punctuation errors - these and other signs are systematically traced in the virtual environment. In our opinion, this is due to the decline of Ukrainian-language culture and the introduction of foreign languages (English loanwords), with a low level of speech culture of a large part of the population, including those who create content for social networks and write texts that are later posted on various pages. In pursuit of the site's popularity, texts are written at great speed, which negatively affects their quality. In the process of creating messages, authors can specifically simplify texts or deviate from the norm in order to be closer to the average recipient. It should also be noted that the great popularity of social networks leads to the liberalization of the norms of the literary language. Norms themselves not only expand their boundaries, but gradually become optional for compliance. Lexical deviations are the most common in Internet communication. Lexical norms, as you know, determine the correctness of the choice of a word and the appropriateness of its use in one or another meaning, combination in the appropriate context. It is difficult to achieve mutual understanding between people without observing lexical norms. However, Internet resources contribute to expanding the range of language contacts, developing cognitive interests, erudition with the help of a large number of communities, interesting pages, news feed. Communication in social networks can be considered as a process of uniting educated people into communities for personal development. For example, chats, groups, interest-based pages are created where users of a certain social network come together to discuss the intricacies of language legislation, changes to language and literature VET, in particular task analysis, joint solving of complex issues online.

Another example of effective use of resources for the development of linguistic personality is artistic communities. These are groups in social networks that organize fruitful cooperation of writers, in particular beginners, provide an opportunity to present their works, communicate with readers, critics and subscribers. Users have the opportunity to read interesting works, chat with authors or other readers.

The use of Internet resources rises to a qualitatively new level preparing and conducting lessons, opens up wide opportunities. One of the tasks of improving education is to equip students with knowledge and skills in using modern technology. Computer technologies and, first of all everything, the Internet, is not just another technical means of learning, but a qualitatively new technology. The specificity of Internet technologies is that they provide enormous opportunities for choosing information sources, and the main advantage is the ability to quickly find the necessary information. The possibilities of using the Internet in English classes are extremely large. The global Internet creates conditions for students and teachers to receive any information from different parts of the world:

· access to articles, newspapers, magazines, books, audio and video materials of various nature;

· country studies material;

· news from the life of young people and countries, famous people from all over the world. Speech process in social networks is based on language norms (lexical, orthographic, grammatical, syntactical), which speech is alive. The linguistic aspect of communication in social networks is represented at different levels. So, at the lexical level, they mostly use everyday vocabulary and jargon: ban, hack. Abbreviation as one of the ways of word formation is a characteristic feature of communication in social networks. For example, IMHO (English In My Humble Opinion) - in my opinion... as in my opinion. lOl – (English Laughing Out Loud) – I laugh out loud, 4u – (English For You) – for you. The mentioned language tools function not only in the network, but also pass into everyday spoken speech. Every day we hear "googling", "googling", etc., which means to search for certain information on the Internet through Google - a search service (one of the most

widespread and popular among Ukrainian users); a post is a message on social networks. Like - like on Facebook. A selfie is a type of photo, a self-portrait, taken with the help of a smartphone camera, a camera or a web camera. A follower is a person, a user of a social network, who follows status updates or the news feed of another user. Ukrainian-language variants: to like is the same as "to like", formed by a combination of the Ukrainian "to like" and the borrowed "to like". Self-portrait, self-portrait (from sam + light(ina) + suffix -ik-), self-portrait, self-portrait, self-portrait, self-portrait, self-portrait - the same as selfie. Subscriber, follower, follower, observer - Internet contributor. Abbreviation of words and bases is another of the most common ways of creating slang units in social networks.

For example: computer, info, internet, computer. Neologisms, anglicisms, borrowed words are a common and popular way of communication between people in social networks. A social network is an information and communication environment with a high mode of communication, expressiveness and dialogue. Language is the main tool used in the development and functioning of web content. Social networks have a high level of dynamism. They give an opportunity to create something new. Social networks are a means of contacting and communicating with people regardless of their location. Social networks are characterized by the lack of a clear structure. Every person who communicates in social networks has the right to write what he wants.

The lexico-semantic interpretation of a word has several mandatory and interconnected components: denotation, concept and form. The appearance of new denotations (objects or concepts) is one of the non-linguistic reasons for the semantic change of words. Scientific and technological progress provides an opportunity for the appearance of new phenomena and events that have an impact on the semantics of the words that name them. Language contacts are the main reason for the modification of semantics. The languages of social networks that were used earlier lead to a change in the semantic structure of the word. Lexical-semantic changes consist in the splitting of a polysemous word, which provides an opportunity for the emergence of new word homonyms that are the same in spelling, but differ lexically.

For example: Bank (bank) – bank (shore); Light (light) – light (easy); nail (nail) – nail (whistle).

Slang is an emotionally colored vocabulary, which includes elements of evaluation and a language game. These tools are most often used in the language of social networks. The following are the most common ways of creating slang units in social networks: 1) borrowing (fake, use, subject, like, friend, rebut); 2) abbreviation (spam); 3) abbreviations (bro, admin, internet, info, comp, percent). Foreign language borrowings are the most popular among slang expressions in social networks. Slang neologisms are newly created slang words that have a connotation of novelty. After all, this word is new, and it is still only at the stage of socialization. Slang neologisms of social networks have the following components: expressive, emotional and evaluative [3, p.4]. The emotional and evaluative component was analyzed in the structure of slang neologisms of the relevant thematic groups. There are different expressions of emotional evaluation: positive, neutral and emotional. According to statistical data, the share of negative emotional evaluation is the largest in the language of social networks.

The reason lies in the following: lexical units of social networks belong to the group of passive vocabulary. Slang neologisms used in social networks are not prone to ambiguity. The linguistic aspect of communication in social networks is presented at different levels. For example, at the lexical level, household vocabulary and jargon are mostly used: ban, hack [9, pp. 658–663]. Today, slang words and expressions in social networks tend to create and use various abbreviations [10, pp. 218–222].

Abbreviation as one of the ways of word formation is a characteristic feature of communication in social networks. N-d, IMHO (eng. In My Humble Opinion) - in my opinion... as in my opinion. lOl (English Laughing Out Loud) - I laugh out loud, roar at the top of my lungs; 4u (English For You) — for you.

The mentioned means of speech function not only on the Internet, but also pass into everyday spoken speech.

Borrowings from other languages can be singled out, as well as actually Ukrainian words adapted to a foreign language version. Every day we hear

"googling", "googling", etc., which means to search for certain information on the Internet through Google - one of the search services; a post is a message on social networks. Like - like on Facebook. A selfie is a type of photo, a self-portrait, taken with the help of a smartphone camera, a camera or a web camera. A follower is a person, a user of a social network, who follows status updates or the news feed of another user. Ukrainian-language variants: to like is the same as "to like", formed by a combination of the Ukrainian "to like" and the borrowed "to like". Self-portrait, self-portrait (from sam + light(ina) + suffix -ik-), self-portrait, self-portrait, self-portrait, self-portrait, self-portrait - the same as selfie. Subscriber, follower, follower, observer - Internet contributor.

Users position themselves on the Internet precisely with the help of language, posting their statements, participating in discussions. Their communication is implemented mostly through written texts: private messages, comments, communication in groups and "wall" posts, images, audio and video files, as well as in an indirect, passive way: in the form of shares and "likes".

Communication in social networks is characterized by written text and images. Written text is much more common, since it is in this form that users provide 95% of information [11, pp. 43–46].

The growing popularity of the social network Facebook led to the fact that in 2009 the lexical unit unfriend was recognized as the word of the year by the New Oxford American Dictionary. The word of the year 2012 according to the version of the same dictionary was the verb to GIF, which means "to create a .gif file" [12].

Multimedia software allows the teacher to combine text, graphics, animation, video and audio information. The simultaneous use of several channels of perception of educational information allows to increase the level of assimilation of educational material [13, pp.24-31]. Verbal language in social networks is replaced by sign language. People comment less and less and like more and more. "Like" is a concise way to express your attitude, thoughts, views or sympathy. Users comment less and less, instead more and more reposts and "likes" appear. In general, the syntactic level is based on spontaneous speech and imitation of oral speech: simple sentences, not

complicated by secondary members, writing proper names with a lowercase letter, parcellation, ellipses [14, pp.43–46]. Social networks use technical symbols.

- extra punctuation marks (who???, what's up!!!!!!!, where are you????, you know…) - does not use capital letters in personal names when necessary, or write all words in capital letters (I WILL GO TO KYIV, HE IS IN AMERICA!!!!!!, polina was not there today)

- accents, writing them (please, sorry, that's why)

- capital letters to express your emotional state (AAAAAAAA!!!! UUUuuuu! OOOOOooh! HIiiii BYYYYYEEEEEE).

The style of network communication is also ambiguous. Mass cyber communication in the network is essentially a written record of spontaneous oral conversational practice, which, in turn, is adapted to written expression: shortening of words and phrases that also express emotions to save time, moreover, some of them have long received independent analogues : LOL: Laughing Out Loud, DR (birthday), NG (New Year), NNNCH (don't like, don't read), DB (Database), SPS (Thank you), KPP (Rolling on the floor), X3 (Hall knows him).

The analysis of the scientific texts and articles of Internet forums reveal some regular phenomena in the stylistic set of linguistic means and repeated structural elements. The problem of freedom of speech receives a somewhat new interpretation on the Internet. The virtual society turned out to be quite pragmatic and began to actively displace colloquial vocabulary from Internet communication. Moreover, the written form of expression affects the subconscious desire of the author to avoid grammatical, punctuation or stylistic errors in his speech.

Linguistic personality is fully manifested through the texts he creates. Such requirements for them as brevity, literacy, informativeness, attractiveness, etc. in the conditions of network implementation become even more directive. Research, where the subject of analysis is the text, already by setting tasks (processes of understanding and construction of the text, issues of its attribution, definition of lexical language formations, etc.) is connected with individual features of text perception and text generation. The structure of the text depends on the field of language communication.

The network text is built according to the laws of the internal language, which uses a special language system based on abbreviation, truncation and coding of the language we are used to. Here, each word, designed as a link, can be a large layer of meanings. It is not by chance that a very stable computer-network "dialect" appears, understandable to regular Internet users.

The process of teacher interaction with students is complex and is divided into several stages: pre-communicative, communicative, and post-communicative. At the stage of the pre-communicative phase, the goals of the activity are formed and the needs for information exchange are determined, and methods are clearly outlined and constructed information interaction. The organizational and didactic measures of the stage of pre-communicative interaction are the basis for the implementation of the II stage.

The specified stage includes the transmission of educational information by the communicator (teacher) and its transfer to the field of knowledge acquisition by the communicator (student) through the information transmission channel (educational process) with the use of communication tools developed at the previous stage, which ensure the formation of the readiness and ability of communication subjects (both the teacher and the student) to mobilize the acquired knowledge, skills, experience and methods of activity and behavior for effective solving tasks that arise in the course of their life activities. The procedural nature of the mentioned interaction requires the use of forms and methods of the educational process aimed at activating students' work with educational information in the classroom or the lecturehall and outside the classroom.

The use of computer technologies in the study of the English language has significantly changed approaches to the development of educational materials in this discipline. In contrast to traditional, interactive training based on multimedia programs allows for a more complete implementation of the entire complex methodological, didactic, pedagogical and psychological principles, makes the learning process more interesting and creative. Thus, the ability to take into account the language training levels of students and to develop tasks of varying degrees of

complexity within the framework of one program serve as a good basis for the implementation of the principle of individualization and a differentiated approach in education.

The use of the Internet makes it possible to increase the effectiveness of learning English or other foreign language for non-linguistic future specialists by increasing the motivation of students, mastering the skills of critical understanding of authentic texts and conducting research work on the network, in general, immersion in the language space. Innovative technologies for teaching English at non-linguistic specialties consist of a combination of traditional and intensive teaching methods based on the functional-communicative language-didactic model of language, and the development of a holistic system of teaching linguistic communication students on professional topics.

We will present a general algorithm for introducing forms of information presentation in the educational process of a higher school with a focus on teaching a foreign language for students of non-mathematical faculties (physico-mathematical, socio-psychological, historical). One of the most important problems is the development of a toolkit of practical didactics, which enables the teacher to learn how to model the pedagogical process and project the results of his activity.

Teacher must imagine both the entire process of studying an educational discipline and its separate links, starting from a specific topic and ending with each lesson. Each separate link of the presentation of educational information should have its own logic regarding the structure. For didactic purposes, we propose to divide classes into the following types: study of new material, complex application, generalization and systematization of knowledge, combined class, control and accounting, class of repetition of new material. Such a classification contributes to the awareness and comprehension of a block of new educational information and its consolidation. These classes types reflect the main stages of the learning process.

The construction of practical classes (on-line or off-line), or local technology, is a system of tasks for independent group or collective work and the level of interaction between the teacher and students. Under such conditions, the "basic

structure" – the idea of the main forms of organization of the educational process – remains unchanged, but constantly supplemented by certain "frameworks" of methods depending on the goal the teacher sets for himself.

Accordingly, the process of forming design activities based on educational information by a higher school teacher requires the use of theoretical and practical methods for the acquisition and practical application of knowledge, abilities and skills and the formation of professional knowledge in students based on them. Methods of designing educational information will be called methods of consistent interaction of those who study and those who teach, aimed at organizing the learning of the content of education. [15, pp. 124-267].

Nowadays, there are fundamental changes in the approach to teaching foreign languages in non-linguistic universities, because with the minimized number of hours in the curricula, it is necessary to prepare a future specialist with a sufficient level of foreign language skills in a short period of time. This is possible through the development of students' necessary communicative competence in the field of professional oral and written communication, namely through the development of communicative abilities and skills.

Communicative speech competence gives the student the ability to communicate using certain speech means. Therefore, teachers strive to find fundamentally new approaches to the intensification of foreign language learning activities of students of non-language higher education institutions. In the methodology of teaching foreign languages, the term "Internet technologies" is understood as a set of forms, methods, ways, techniques of teaching foreign languages using the resources of the Internet. Internet technologies provide ample opportunities for increasing the effectiveness of foreign language learning: access to the latest authentic materials, socio-cultural information; direct communication with native speakers of the language being studied; participation in joint international projects, conferences, etc. For this purpose, the most diverse resources of the Internet are used, which are at the disposal of the teacher and students, namely: e-mail, chat, virtual electronic libraries, online magazines, databases and data banks, a website, a web magazine, a forum, a virtual

audience of announcements, network multimedia training courses. At the current stage of education development using the latest information technologies and the constant improvement of forms, methods and means of education, the issue of finding the necessary information and its implementation is acute. On the one hand, this is explained by a person's desire for self-improvement and development thanks to the acquisition of new knowledge, on the other hand, it brings pleasure, forms experience, and adapts to life. Within this approach, conditions are created to ensure the competitiveness of future specialists of various fields in the labor market, arming them with the methodology of creative activity. The process of teacher interaction with students is complex and is divided into several stages: pre-communicative, communicative, and post-communicative. At the stage of the pre-communicative phase, the goals of the activity are formed and the needs for information exchange are determined, as well as the methods of information interaction are clearly outlined and constructed.

Conclusions.

The success or failure of teaching depends on the methods of teaching. Every good teaching is able to establish his own model of teaching in the course of his life-span of teaching. Good teaching sometimes gives rise to a good model of teaching. Teaching with teaching aids and scientific appliances will make students more attentive in the classroom.

A virtual linguistic personality of the 21st century is a personality that is open not only to its (native) culture, but also to the cultures of other peoples; a person who is focused on advanced achievements in the modern world. And it is the Internet that contributes to the improvement of the individual and his professional skills, and the development of the so-called Internet style successfully finds both educational and methodological and practical conditions. The study of a foreign language should continue throughout the entire period of undergraduate studies and include a standard foreign language course at an appropriate level and an advanced foreign language course at a communicatively sufficient level.

The study of domestic and foreign sources, as well as the experience of practical activities, allow us to conclude that at the current stage there is an active search for ways to improve and modernize the process of teaching foreign languages in higher education. An increase in the number of hours for studying a foreign language, increased requirements for graduates of higher educational institutions and the realities of life challenge teachers to study and implement the most effective methods and technologies in educational practice, to combine traditional and innovative methods in education, to creatively develop the acquired practical and theoretical experience of teaching the discipline. Foreign language communicative competence will provide a university graduate with the opportunity to fully work with foreign information sources, get acquainted with new global technologies in a certain field, establish contacts with foreign partners in the process of professional activity.

Prospects for further research.

The formation of a linguistic personality capable of adequate intercultural and monocultural communication is one of the most important and urgent tasks at the current stage of the development of civilization. The basis of foreign language education should be the interdisciplinary interaction of teachers and the close relationship of general professional, special disciplines and foreign language disciplines of professional direction.

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FREMDSPRACHENAUSBILDUNG DER KÜNFTIGEN FACHKRÄFTE IM AGRARSEKTOR DER UKRAINE

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Zusammenfassung. Der Artikel analysiert die Verordnungsdokumente, die die Tatsache bestätigen, dass der Fremdsprachenunterricht an landwirtschaftlichen Hochschulen nur 2 % der Gesamtstundenzahl ausmacht, aber eine obligatorische Komponente im Gesamtsystem der Berufsausbildung darstellt. Das Ziel des Fremdsprachenunterrichts ist es, die Bereitschaft zur beruflichen Kommunikation in einer Fremdsprache zu entwickeln. Im Laufe des Studiums werden alle Komponenten der fremdsprachlichen Fachkompetenz entwickelt: sprachliche, soziokulturelle, pädagogische und berufliche Kompetenz. Der führende Ansatz für den Fremdsprachenunterricht zu beruflichen Zwecken an landwirtschaftlichen Hochschuleinrichtungen ist berufsorientiert. In jüngster Zeit werden jedoch aktiv neue Ansätze eingeführt, deren Wert und Wirksamkeit durch ausländische Erfahrungen bestätigt wurden. Unter ihnen haben wir CLIL (Content and language integrated learning) identifiziert, das den Fremdsprachenunterricht durch den Inhalt anderer Disziplinen (inhaltsbasierter Zweitsprachenunterricht) und die Immersion in eine Fremdsprache kombiniert. Der Vorteil der Anwendung solcher Ansätze an einer landwirtschaftlichen Universität besteht darin, dass sie dazu beitragen, die Demotivation der Studierenden während der fremdsprachlichen Berufsausbildung wenn nicht zu überwinden, so doch zumindest zu verringern, da die Studierenden während des Erlernens einer Fremdsprache professionelles Lehrmaterial in einer bestimmten Disziplin ihres Fachgebiets erhalten. Dies wird dazu beitragen, die bestehende Kluft zwischen dem Erlernen einer Fremdsprache und dem Erlernen eines Fachgebiets zu überbrücken und die fremdsprachliche Fachkompetenz schneller zu entwickeln.

Schlüsselwörter: Agraruniversität, Ansätze für den Fremdsprachenunterricht, erfahrungsorientiert-interaktiver Ansatz, inhaltsbezogener Zweitsprachenunterricht, Fallmethode, Diskussion, Präsentation, professionelles Portfolio.

Einleitung. Die Entwicklung enger internationaler Beziehungen zwischen den Ländern, die Aufnahme von Geschäftskontakten, die Ausweitung der Geschäftsbeziehungen im Agrarsektor und die zunehmenden Möglichkeiten der

akademischen und beruflichen Mobilität haben zu einem wachsenden Interesse an der Beherrschung von Fremdsprachen auf einem ausreichenden Niveau geführt, das nicht nur die persönliche, sondern auch die berufliche Kommunikation ermöglicht. Daher wird in der wissenschaftlichen Gemeinschaft zunehmend die Frage des Übergangs von traditionellen Ansätzen des Fremdsprachenunterrichts zu innovativen Ansätzen aufgeworfen, die den Erwerb von Fremdsprachen für eine flüssige Kommunikation im akademischen und beruflichen Umfeld erleichtern sollen.

Wissenschaftliches Problem. Viele inländische (K. Vyshnevetska, L. Gaponenko, I. Hladun, O. Zelikovska, A. Kovalchuk, S. Kozak, S. Konovalchuk, I. Korneva, A. Kuznetsov, T. Lozben, N. Logutina, O. Rezvan, N. Saenko, L. Spodin usw.) und ausländische Wissenschaftler (R. Arnon, R. De Beaugrande, L. Beamer, G. Grosling, I. Ward, T. Hutchinson, A. Waters, J. Richards), insbesondere Agrarwissenschaftler – S. Amelina, L. Baranovska, H. Berehova, K. Boharyrev, Z. Dziubata, N. Zuienko, A. Kucher, O. Lazarev, O. Lytvynova, Y. Nikolaienko, O. Rezunova, K. Yakushko und andere. Obwohl viele ukrainische und ausländische Wissenschaftler die Besonderheiten der fremdsprachlichen beruflichen Kommunikation von Fachleuten verschiedener landwirtschaftlicher Fachrichtungen untersucht haben, kann die Frage der Besonderheiten der fremdsprachlichen beruflichen Ausbildung von landwirtschaftlichen Fachleuten nicht als ausreichend gelöst angesehen werden.

Relevanz. Die Entwicklung der modernen ukrainischen Gesellschaft erfordert, dass die Hochschulen hochqualifizierte, wettbewerbsfähige Fachleute ausbilden, die in der Lage sind, nicht nur in ihrer Muttersprache, sondern auch in einer Fremdsprache effizient und qualitativ hochwertig zu arbeiten, was für den Aufbau freundschaftlicher Beziehungen zu ausländischen Unternehmen von Nutzen sein wird. Nach ihrem Abschluss sollten die Absolventen in der Lage sein, mit berufsbezogener Literatur zu arbeiten. Dazu gehört auch, dass sie ausländische agrarwissenschaftliche Publikationen ohne Übersetzer lesen und verstehen können und mit Vertretern ausländischer Unternehmen mündlich und schriftlich kommunizieren können. In Anbetracht dessen muss das Problem der

Fremdsprachenausbildung künftiger landwirtschaftlicher Fachkräfte angemessen berücksichtigt werden.

Analyse der Forschung. Die Analyse der wissenschaftlichen Literatur und der Erfahrungen im Fremdsprachenunterricht ermöglichte es uns, den aktuellen Stand des Fremdsprachenunterrichts an landwirtschaftlichen Hochschuleinrichtungen in der Ukraine und weltweit zu untersuchen. Heute umfasst das System der landwirtschaftlichen Hochschulbildung 22 Bildungseinrichtungen der Akkreditierungsstufe IV, die eine mehrstufige Ausbildung für künftige landwirtschaftliche Fachkräfte auf der ersten (Bachelor), zweiten (Master) und dritten (Doktorat) Stufe anbieten. Die Standards der Hochschulbildung für die erste Stufe (Bachelor) verschiedener Fachrichtungen besagen, dass der Umfang des Bildungs- und Berufsprogramms zur Erlangung eines Bachelor-Abschlusses auf der Grundlage einer vollständigen Allgemeinbildung 240 ECTS-Credits beträgt, das Studium dauert fast 4 Jahre, und auf der Grundlage eines "Junior-Bachelors" oder "Junior-Spezialisten" – 120 ECTS-Credits, die Studienzeit beträgt 1 Jahr 10 Monate. Die Lernziele konzentrieren den Bildungsprozess auf die Bildung einer Reihe von Kenntnissen, Fähigkeiten und Fertigkeiten für den Einsatz in beruflichen Tätigkeiten, die auf die Lösung komplexer Probleme durch theoretische und praktische Ausbildung ausgerichtet sind.

Die Berufsausbildung an einer landwirtschaftlichen Hochschule zielt darauf ab, den Studierenden vertiefte theoretische Kenntnisse und praktische Fähigkeiten zu vermitteln, um künftige berufliche Aufgaben mit Forschungs- und Innovationscharakter zu erfüllen und die Bereitschaft zu entwickeln, berufliche Aufgaben in landwirtschaftlichen Unternehmen und/oder Forschungseinrichtungen wahrzunehmen. Das Gesetz der Ukraine "Über die Hochschulbildung" (2014) definiert Berufsausbildung als "Erlangung einer Qualifikation in einem relevanten Studien- oder Fachbereich" [20]. In der wissenschaftlichen Literatur gibt es keinen Konsens zu diesem Thema. Einige Wissenschaftler verstehen das Konzept der "Berufsausbildung" als einen Prozess (einen speziell organisierten Prozess der Ausbildung der Bereitschaft zur Erfüllung künftiger beruflicher Aufgaben), während

andere es als ein Ergebnis verstehen (Bereitschaft – die Verfügbarkeit von Wissen, Fähigkeiten und Kompetenzen, die zur Ausübung beruflicher Tätigkeiten erforderlich sind). Die Berufsausbildung wird auch als ein komplexes Phänomen verstanden, das den Prozess (Lernen) und das Ergebnis (Bereitschaft) kombiniert, wobei diese Phänomene durch die Anforderungen an einen bestimmten Spezialisten bestimmt werden (M. Bubnova, 2010). Das Pädagogische Enzyklopädische Wörterbuch interpretiert die Berufsausbildung als "ein System der Berufsausbildung, dessen Hauptzweck der rasche Erwerb der für die Arbeitsleistung erforderlichen Fertigkeiten und Fähigkeiten ist" [21, S. 162]. Eine andere Meinung vertritt V. Bezlyudna (2016), die die Berufsausbildung als ein System von organisatorischen und pädagogischen Maßnahmen versteht, das auf die persönliche Entwicklung der Schüler ausgerichtet ist und dessen Zweck und Endergebnis darin besteht, die Bereitschaft der Schüler für eine künftige Berufsausbildung zu bilden. Die Berufsausbildung zukünftiger Fachkräfte zeichnet sich durch Mehrdimensionalität aus und umfasst den Erwerb grundlegender Kenntnisse, die Ausbildung der Bereitschaft zu deren kreativer praktischer Anwendung, die Entwicklung persönlicher Qualitäten, die zusammen die Bereitschaft der Hochschulabsolventen zur erfolgreichen Ausübung beruflicher Funktionen gewährleisten (Rogova T., 2017). In unserer Studie teilen wir die Meinung von O. Pylypenko (2018) und verstehen die Berufsausbildung als einen zielgerichteten Prozess der Bildung in Berufs- und Hochschuleinrichtungen, der zur Bereitschaft von Fachkräften zur Ausübung einer beruflichen Tätigkeit führt. Zu den wichtigsten Formen der beruflichen Bildung zählen wir das Studium an Hochschulen, Praktika und die Verbesserung der beruflichen Fähigkeiten am Arbeitsplatz.

Das Hauptziel der Berufsausbildung besteht darin, allgemeine und spezifische Kompetenzen zu entwickeln. Es ist allgemein anerkannt, dass allgemeine Kompetenzen die Kenntnisse, das Verständnis, die Fertigkeiten und die Fähigkeiten sind, die ein Studierender im Rahmen eines bestimmten Studienprogramms erwirbt, die aber universeller Natur sind. Sie sind nicht vom Fachgebiet abhängig, sondern wichtig für die erfolgreiche weitere berufliche und soziale Tätigkeit des Bewerbers in verschiedenen Bereichen und für seine persönliche Entwicklung. Im Gegensatz zu

den allgemeinen Kompetenzen sind spezielle Kompetenzen solche, die für einen bestimmten Fachbereich (Branche/Fachgebiet/Disziplin) spezifisch sind und für eine erfolgreiche berufliche Tätigkeit in einem bestimmten Fachgebiet wichtig sind. Unter den allgemeinen Kompetenzen ist die Fähigkeit, in einer Fremdsprache zu kommunizieren, hervorzuheben. Ihre besondere Stellung erklärt sich durch die aktiven europäischen Integrationsprozesse in Staat, Bildung und Wirtschaft. Dank des Deutschen Akademischen Austauschdienstes (DAAD) und der Deutschen Gesellschaft für Internationale Zusammenarbeit (GIZ) haben Studierende die Möglichkeit, Praktika in führenden internationalen Unternehmen zu absolvieren oder an einer der besten Hochschulen in Deutschland zu studieren. Derartige Möglichkeiten verändern den Stellenwert der Fremdsprachenausbildung an den Hochschulen. In diesem Zusammenhang betonen Wissenschaftler die Notwendigkeit, den Fremdsprachenunterricht zu modernisieren und die Bereitschaft zur beruflichen Kommunikation in einer Fremdsprache zu entwickeln. Die fließende Kommunikation in einer Fremdsprache bietet die Möglichkeit, geschäftliche, berufliche und kulturelle Kontakte zu knüpfen, und trägt zur allgemeinen kulturellen und beruflichen Entwicklung der Person bei [11].

Die Analyse der Bildungs- und Berufsprogramme der Staatlichen Agrar- und Wirtschaftsuniversität Dnipro, der Nationalen Universität für Lebens- und Umweltwissenschaften der Ukraine und der Nationalen Agraruniversität Charkiw, benannt nach V.V. Dokuchaev, hat gezeigt, dass das Fach "Fremdsprache (für berufliche Zwecke)" ein obligatorischer Bestandteil des Zyklus der allgemeinen Ausbildung von Studenten verschiedener landwirtschaftlicher Fachrichtungen ist. Es ist allgemein anerkannt, dass der Kurs im ersten Jahr unterrichtet wird und 5 ECTS-Punkte umfasst, mit einer Prüfung als Abschlusskontrolle. Im System der Berufsausbildung nimmt der Kurs nur 2 % des gesamten Arbeitspensums ein. Der Name des Fachs entspricht voll und ganz den aktuellen Trends in Bezug auf die berufliche Ausrichtung der Fremdsprachenausbildung. Nach Ansicht von N. Sura birgt die professionelle Komponente in der Fremdsprachenausbildung ein erhebliches

Potenzial zur Verbesserung der Effektivität des Fremdsprachenunterrichts an Hochschulen.

Die Frage der Fremdsprachenausbildung künftiger nichtphilologischer Fachkräfte war Gegenstand zahlreicher wissenschaftlicher Studien ausländischer und inländischer Wissenschaftler. Der Begriff "Fremdsprachenausbildung" wird in der wissenschaftlichen pädagogischen Literatur häufig verwendet. Es ist jedoch anzumerken, dass es keine klare Definition dieses Begriffs gibt. In nicht-philologischen Hochschuleinrichtungen wird die fremdsprachliche Berufsausbildung als "ein umfassender systematischer Prozess betrachtet, der die Fähigkeiten verschiedener Bereiche der Berufsausbildung, Formen der Organisation von Aktivitäten in Hochschuleinrichtungen und darüber hinaus kombiniert, dessen Kern darin besteht, die Verwendung einer Fremdsprache als Mittel der beruflichen Ausbildung des Bewerbers zur Ausübung beruflicher Funktionen zu gewährleisten" [31]. In unserer Studie betrachten wir die Fremdsprachenausbildung an einer landwirtschaftlichen Hochschule als "systematische Beherrschung von Fremdsprachen auf der Grundlage einer interdisziplinären Integration unter Berücksichtigung der individuellen Qualitäten einer Persönlichkeit, die darauf abzielt, ein Niveau professioneller fremdsprachlicher Kommunikationskompetenz zu erreichen, das die interkulturelle und zwischenmenschliche Kommunikation zur Lösung beruflicher Probleme in einer multikulturellen, mehrsprachigen globalisierten Gesellschaft gewährleistet" [15]. Diese Definitionen der Fremdsprachenausbildung zielen darauf ab, den Bedarf der Gesellschaft an wettbewerbsfähigen Fachkräften zu decken, die zu maximaler Selbstverwirklichung und kontinuierlicher Selbstverbesserung fähig sind.

Wir stimmen mit der Meinung von R. Hryshkova überein, die der Meinung ist, dass die Fremdsprachenausbildung ein integraler Bestandteil der Berufsausbildung von Fachleuten in allen Studienbereichen sein sollte, und die betont, dass ein Student mindestens eine Fremdsprache beherrschen, die Unterschiede zwischen der einheimischen und der fremden Kultur erkennen und respektieren und zur interkulturellen Kommunikation bereit sein sollte. Nur in Kombination mit der

entwickelten Fremdsprachenkompetenz hat ein professionell ausgebildeter Student eine gute Chance, sein berufliches und persönliches Potenzial zu verwirklichen.

Wie G.I. Zelenin betont, spielt das Erlernen einer Fremdsprache zu beruflichen Zwecken eine wichtige Rolle im Gesamtsystem der Ausbildung von Fachkräften und erfüllt folgende Funktionen:

1. Sicherstellung der Gesamtentwicklung der Persönlichkeit des Fachmanns, Erweiterung seines Blicks, seiner Kenntnisse über die Welt um ihn herum und anderer nationaler kultureller Merkmale.

2. Herausbildung sowohl allgemeiner menschlicher Qualitäten (Freundlichkeit, Korrektheit usw.) als auch wichtiger beruflicher Qualitäten.

3. Entwicklung einer Kultur der intellektuellen Aktivität der Schüler durch die Ausbildung der Fähigkeit, zweisprachige linguistische Wörterbücher und Nachschlagewerke zu benutzen, indem man ihnen beibringt, selbständig zu arbeiten, indem man die Voraussetzungen für die Ausbildung des Bedürfnisses nach sprachlicher Selbsterziehung schafft.

4. Beeinflussung der Kommunikationskultur, der Sprechaktivität in der Muttersprache. Ausbildung von Fähigkeiten, das eigene Sprechverhalten zu gestalten, die eigenen Gedanken logisch auszudrücken.

5. Bildung des Interesses für das zukünftige Fachgebiet, der Wunsch, Kenntnisse über verschiedene fremdsprachliche Kommunikationskanäle zu erwerben, was die Möglichkeit bietet, Leistungen im Berufsfeld im Ausland zu studieren.

Das Rahmendokument, das die Organisation des Deutschunterrichts an den Hochschulen sicherstellt, ist das Rahmenprogramm für Deutsch für berufliche Zwecke. Es wurde mit Unterstützung des Ministeriums für Bildung und Wissenschaft der Ukraine und des deutschen Kulturzentrums Goethe-Institut in der Ukraine erstellt. Es stützt sich auf den Gemeinsamen Europäischen Referenzrahmen für Sprachen, den Europäischen Qualifikationsrahmen und den Europass-Rahmen. Die Autoren des Programms bieten Wege und Möglichkeiten, den Deutschunterricht nicht nur auf der Grundlage eines handlungsorientierten und kommunikativen, sondern auch eines berufsorientierten Ansatzes zu gestalten.

Der Rahmen für die deutsche Sprache für berufliche Zwecke an Hochschulen besagt, dass man sich bei der Planung der Inhalte des ESP-Unterrichts auf die in den weiterführenden Bildungseinrichtungen erworbenen Kenntnisse sowie auf die in den Bildungsprogrammen der Fachrichtungen festgelegten Lernergebnisse konzentrieren muss. Die Grundsätze des Referenzrahmens bieten sowohl Fortgeschrittenen als auch Anfängern die Möglichkeit, Deutsch zu lernen. Die Lehrkräfte sollten die Schülerinnen und Schüler darauf aufmerksam machen, dass sie für ein Praktikum oder ein weiterführendes Studium in Deutschland oder anderen deutschsprachigen Ländern mindestens das Niveau B2 des Gemeinsamen Europäischen Referenzrahmens für Sprachen haben müssen. Diese Tatsache sollte von den Lehrern bei den Abschlussprüfungen berücksichtigt werden. Darüber hinaus sollte bei der Planung des Bildungsprozesses berücksichtigt werden, dass eine bestimmte Anzahl von Stunden erforderlich ist, um ein bestimmtes Niveau zu erreichen, und nicht reduziert werden kann. Eine Erhöhung der Stundenzahl für das Erlernen einer Fremdsprache für berufliche Zwecke unter modernen Bedingungen ist durch Wahlfächer möglich.

Es sei darauf hingewiesen, dass der Rahmen einen Rahmen bietet, innerhalb dessen Lehrpläne für jede einzelne Hochschuleinrichtung entwickelt werden können. Dies liegt in der Natur des Fachs Fremdsprache (für besondere Zwecke) begründet, die es erforderlich macht, dass die Entwicklung jedes Lehrplans mit einer Analyse der Bedürfnisse und Fähigkeiten aller Beteiligten in einem bestimmten Fachbereich beginnt.

Bei der Planung des Kurses "Fremdsprache (für berufliche Zwecke)" ist es äußerst wichtig, den Platz des Fremdsprachenunterrichts im Gesamtmodell der Fachausbildung zu bestimmen. Der Fremdsprachenunterricht an landwirtschaftlichen Hochschuleinrichtungen ist eine unspezifische Anforderung an die Ausbildung von Fachkräften, die jedoch derzeit sehr gefragt ist. Die Erfüllung dieser Anforderung macht einen Agrarspezialisten nicht nur in seinem Heimatland, sondern auch im Ausland wettbewerbsfähig. Daher ist die Festlegung der Ziele ein sehr wichtiges Element beim Aufbau eines Kurses. Zu diesem Zweck studiert der Dozent die

allgemeinen Anforderungen für den Fremdsprachenunterricht an nicht-linguistischen Hochschulen, dann die Anforderungen für eine bestimmte Hochschule, die durch ein bestimmtes berufliches Tätigkeitsfeld und spezifische Ausbildungsziele bestimmt werden, und erst dann die Anforderungen für den Fremdsprachenunterricht in Übereinstimmung mit den Tätigkeiten eines bestimmten Profils, das in spezifischen Ausbildungszielen auf Fakultätsebene zum Ausdruck kommt. Der letzte und wichtigste Punkt, auf den ein Lehrer achten muss, sind die Anforderungen an den Fremdsprachenunterricht in Übereinstimmung mit den spezifischen Zielen der Ausbildung von Spezialisten in einem bestimmten Fachgebiet. Daher sollte ein Fremdsprachenlehrer bei der Erstellung von Lehrplänen die Träger von Bildungs- und Berufsprogrammen konsultieren, um sicherzustellen, dass die Ziele des Fremdsprachenunterrichts mit den Zielen der Ausbildung von Fachleuten in einem bestimmten Fachgebiet auf der Grundlage der Anforderungen für ihre berufliche Tätigkeit übereinstimmen.

Diesem Ansatz zufolge wird der Fremdsprachenunterricht für berufliche Zwecke als ein Unterricht betrachtet, der sich auf die Bedürfnisse der Schüler beim Erlernen einer Fremdsprache konzentriert und sich an den Besonderheiten ihres künftigen Fachgebiets orientiert. Die Wissenschaftler betonen, dass ein solcher Unterricht nicht nur auf den Inhalt des Lehrmaterials, sondern auch auf praktische Aktivitäten, einschließlich der Entwicklung beruflicher Fähigkeiten, ausgerichtet ist. Die fachliche Komponente im Fremdsprachenunterricht ermöglicht es, das Niveau der Ausbildung in beruflichen Fächern durch das Studium ausländischer Erfahrungen und Praktiken im Agrarsektor zu verbessern.

Die Fremdsprachenausbildung von Landwirtschaftsfachleuten zielt auf Folgendes ab: Interaktion zwischen Lehrern und Schülern beim Erlernen einer Fremdsprache, die eine Quelle intensiver Selbstentwicklung der Schüler ist; Integration der Prozesse der Beherrschung einer Fremdsprache für berufliche Zwecke mit der Entwicklung der persönlichen Qualitäten der Schüler, der Kenntnis der Kultur des Landes der Muttersprachler der zu erlernenden Sprache und dem Erwerb spezieller Fähigkeiten, die auf beruflichen und sprachlichen Kenntnissen beruhen;

Motivation der Schüler beim Lernen; Individualisierung des Fremdsprachenunterrichts der Schüler; Einführung von Informations- und Kommunikationstechnologien; Verwendung von interdisziplinären Verbindungen, authentischen Materialien und Modellierung von realitätsnahen kommunikativen Situationen; Ausrichtung des Bildungsprozesses auf aktive, unabhängige Arbeit, die die Autonomie der Schüler formt und Bedingungen für ihre Selbstdarstellung und Selbstentwicklung schafft [11].

Der Zweck der Untersuchung ist es, die wichtigsten Ansätze für die Ausbildung zukünftiger Fachleute im landwirtschaftlichen Sektor in der Ukraine.

Wissenschaftliche Neuheit. Wie bereits erwähnt, besteht das Hauptziel der berufsorientierten Fremdsprachenausbildung an landwirtschaftlichen Hochschulen darin, einen Spezialisten auszubilden, der in der Lage ist, eine Fremdsprache als Instrument für die berufliche Tätigkeit und das berufliche Wissen zu nutzen. Um dieses Ziel zu erreichen, ist es unserer Meinung nach notwendig, verschiedene Komponenten der fremdsprachlichen berufsorientierten kommunikativen Kompetenz zu entwickeln, nämlich: sprachliche, soziokulturelle, pädagogische und berufliche.

Die sprachliche Komponente umfasst linguistische und sprachliche Kompetenzen. Die sprachliche Kompetenz umfasst phonetische, lexikalische, grammatikalische und orthographische Kenntnisse des Sprachsystems. Sie wird auf dem Niveau ausgebildet, das für die mündliche und schriftliche Kommunikation im akademischen oder beruflichen Umfeld erforderlich ist. Die sprachliche Kompetenz ist die Grundlage für die Ausbildung einer ganzheitlichen Fremdsprachenkompetenz. Die sprachliche Kompetenz bestimmt die Fähigkeit künftiger Fachleute, in akademischen und beruflichen Umfeldern fließend zu kommunizieren. Es zielt darauf ab, die Fähigkeiten in den verschiedenen Arten von Sprechhandlungen wie Sprechen, Schreiben, Lesen und Hören zu verbessern, und zwar

- Fähigkeiten in Bezug auf den Gegenstand des Sprechens: Wiedergabe verschiedener Sprechhandlungen: Beschreibung, Argumentation, Charakterisierung, Erzählung, Erklärung, Zusammenfassung, Anweisung;

- Fähigkeit, angemessene kommunikative Absichten in mündlicher/schriftlicher Rede in Übereinstimmung mit dem Zweck und den Bedingungen der kommunikativen Interaktion auszudrücken;

- Fähigkeiten im Zusammenhang mit den Funktionen und Zwecken der Sprachgattung: Formulierung der Ziele der fremdsprachlichen Kommunikation; Bestimmung des Haupt- und Nebenzwecks der Kommunikation in Übereinstimmung mit einer bestimmten Sprachgattung;

- Fähigkeiten in Bezug auf die Struktur der Sprachgattung;

- Fähigkeiten im Zusammenhang mit den Eigenschaften der Sprache und den verwendeten Sprachmitteln;

- Zuhörfähigkeiten: die Äußerungen des Gesprächspartners im Rahmen einer dialogischen Kommunikation verstehen, auch in Anwesenheit ungewohnter sprachlicher Mittel, um spezifische, notwendige kommunikative Informationen zu entnehmen;

- die Fähigkeit, Texte in einer Fremdsprache zu lesen: eine allgemeine Analyse des Inhalts vorzunehmen, die notwendigen Informationen zu suchen und zu entnehmen;

- Dialog- und Monologfähigkeit [23].

Die soziokulturelle Komponente umfasst die Kenntnis einer anderen Kultur, sozialer und kultureller Merkmale des Studienlandes, die für die zwischenmenschliche Interaktion notwendig sind. Im Prozess der soziokulturellen Entwicklung der Schüler erweitert der Lehrer ihre Weltsicht, fördert eine Kultur der Kommunikation mit Vertretern anderer Kulturen und formt Gefühle, Emotionen und eine positive Einstellung gegenüber einer Fremdsprache. Zu den Fähigkeiten, die während der Entwicklung dieser Komponente ausgebildet werden, gehören:

- die Fähigkeit, sich in Kommunikationssituationen zurechtzufinden, die durch den kulturellen Kontext der fremdsprachlichen Umgebung bedingt sind;

- die Fähigkeit, internationale Standards der Geschäftskommunikationskultur umzusetzen;

- Fähigkeit, das Sprachverhalten gemäß den Normen der Business-Etikette zu gestalten;

- Fähigkeit, spezifische Strategien auszuwählen und anzuwenden, die den Anforderungen der beruflichen Kommunikation in einer Fremdsprache entsprechen;

- die Fähigkeit, bei der beruflichen Kommunikation mit ausländischen Partnern auf kulturelle Normen zu achten, die Komponenten der Organisationskultur von Geschäftspartnern selbständig zu identifizieren und zu assimilieren;

- Fähigkeit zur Bewältigung von Situationen berufsbezogener Kommunikation in unterschiedlichen kulturellen Umfeldern;

- Fähigkeit, das Interesse ausländischer Partner zu lenken und zu wecken;

- Fähigkeit, die notwendigen verbalen und nonverbalen Mittel anzuwenden, die zum Erfolg der fremdsprachlichen Kommunikationsinteraktion beitragen;

- Fähigkeit, Emotionen und Haltungen in der beruflichen Kommunikation auszudrücken;

- die Fähigkeit, den emotionalen Zustand des Gesprächspartners einzuschätzen;

- die Fähigkeit, einen Partner tolerant zu überzeugen, den eigenen Standpunkt zu verteidigen usw. (Tschernjawski, 2021)

Die Lernkomponente beinhaltet die Fähigkeit, sich selbst zu bilden, sich zu verbessern und kognitive Interessen zu befriedigen, während man Fremdsprachen lernt. Heutzutage ist diese Komponente sehr wichtig, denn angesichts des zunehmenden Informationsflusses und der raschen Veränderungen besteht die Hauptaufgabe des Lehrers darin, den Schülern beizubringen, nicht nur das dargebotene Lehrmaterial wahrzunehmen, sondern die notwendigen Informationen selbst zu finden und kritisch zu studieren. Die Ausbildung von Lernkompetenz erfolgt durch die Entwicklung von Fertigkeiten und Fähigkeiten, nämlich: verschiedene Methoden zur Durchführung von Lernaufgaben je nach Lernsituation

und Art der Aufgaben anzuwenden; technische Lernmittel zu verwenden; im Lernprozess zu interagieren.

Die Fachkomponente zielt auf die Anwendung einer Fremdsprache in der fremdsprachlichen Kommunikation zu beruflichen Themen ab. Diese Komponente trägt dazu bei, die beruflichen Kenntnisse der Schüler in einer Fremdsprache durch die Verwendung von Primärquellen zu erweitern. Diese Komponente der fremdsprachlichen berufsbezogenen kommunikativen Kompetenz wird durch die Entwicklung solcher Fähigkeiten und Fertigkeiten gebildet wie: Beherrschung von Grundfertigkeiten auf allgemeinem beruflichem Niveau (Konversation, Argumentation, Visualisierung, Präsentation usw.); Offenlegung und Wiedergabe beruflicher Inhalte unter Verwendung kommunikativer Techniken mit spezifischem beruflichem Inhalt (Definitionen, Benennung, Beschreibung usw.).

Fremdsprachenlehrer, die an landwirtschaftlichen Hochschuleinrichtungen arbeiten, sind Lehrer einer allgemeinen Fremdsprache und benötigen daher eine zusätzliche Ausbildung. Zum einen geht es um die ständige Beherrschung des berufsbezogenen Vokabulars eines bestimmten Fachgebiets, zum anderen um die Kommunikation und Konsultation mit Lehrkräften von Fachabteilungen bei der Erstellung von Arbeitsprogrammen und dem Studium eines bestimmten beruflichen Themas in einer Fremdsprache.

Ein integraler Bestandteil der beruflichen Tätigkeit einer landwirtschaftlichen Fachkraft ist die berufsorientierte Kommunikation. In der pädagogischen Literatur wird professionelle Kommunikation interpretiert als "eine kommunikative Tätigkeit, die sich durch einen ziemlich hohen Formalisierungsgrad auszeichnet" (V. Siegert, L. Lang), als "ein System von Techniken und Methoden, die die Verwirklichung der Ziele und Zwecke der beruflichen Tätigkeit gewährleisten" (A. Shcherbov), als "eine spezifische Art der Tätigkeit" (G. Andreeva, A. Leontiev, B. Lomov), als "ein Mittel der beruflichen Tätigkeit moderner Berufe" (A. Mudryk) und als "offizieller Kontakt mit Feedback" (V. Sementovska).

T. Boieva, E. Komarova, O. Tregubova betrachten berufsbezogene Kommunikation im Sinne des Austauschs beruflich relevanter Informationen und

definieren sie als "Kommunikation im Rahmen der Arbeitstätigkeit von Personen, die durch einen einzigen Beruf verbunden sind und über eine entsprechende Ausbildung verfügen, die die Verfügbarkeit eines gemeinsamen Bestands an beruflich relevanten Informationen gewährleistet" [2, S. 106].

Unserer Meinung nach ist die fremdsprachliche berufsorientierte Kommunikation ein Phänomen, das die Merkmale der berufsorientierten und der fremdsprachlichen Kommunikation vereint und mit Hilfe einer Fremdsprache durchgeführt wird. Dies wird durch die Definitionen bestätigt, die von Wissenschaftlern in ihren Untersuchungen gegeben werden. So betont J. Nikolajenko, dass "die berufsbezogene Kommunikation in einem fremdsprachlichen Umfeld ein Prozess der Interaktion zwischen Fachleuten ist, der durch die Erfordernisse ihrer gemeinsamen beruflichen Tätigkeit bestimmt wird und in einer sprachlichen und kulturellen Gesellschaft stattfindet, in der das Hauptkommunikationsmittel eine Sprache ist, die zumindest für einen der Kommunikatoren nicht die Muttersprache ist" [3]. Nach A. Zinchenko besteht die fremdsprachliche Kommunikation für angehende Landwirte in der Fähigkeit, "Absichten als Kommunikationsmittel zu verbreiten" im Rahmen einer allgemeinen berufsorientierten Kommunikation [4]. Dementsprechend kann die berufsorientierte Kommunikation als Informationsaustausch durch verschiedene Zeichensysteme gesehen werden, die außersprachliche Signale und Kenntnisse über die kulturellen Merkmale der ethnischen Gruppe beinhalten [4]. L. Gaponenko definiert die fremdsprachliche berufsorientierte Kommunikation als "zwischenmenschliche Interaktion im Bereich des Informations- und kognitiven Kontakts, die den Austausch von Informationen auf der Grundlage von Rückmeldungen beinhaltet, wobei die Möglichkeiten der kognitiven und emotionalen Beeinflussung von Mitarbeitern berücksichtigt werden, die auf der Grundlage der Verhaltensetikette von Fremdsprachensprechern durchgeführt werden" [1].

In ihrer Dissertation schlug Y. Nikolaienko ein analytisches Modell der Struktur der beruflichen Kommunikation in einem fremdsprachlichen Umfeld zukünftiger landwirtschaftlicher Fachkräfte vor, das die folgenden Komponenten umfasst:

Kommunikationssubjekte - Vertreter eines bestimmten Berufs, die durch gemeinsame Aktivitäten verbunden sind; Bedürfnisse und Motive der Kommunikationssubjekte; Ziele – das allgemeine Ziel der beruflichen Kommunikation, das darin besteht, gemeinsame Aktivitäten zu organisieren und zu optimieren, und persönliche Ziele der Subjekte; Kommunikationsmittel und -strategien, deren Wahl durch die Kommunikationssituation und die individuellen Merkmale der Partner bestimmt wird; beruflicher Bereich – eine Reihe von Themen im Zusammenhang mit der Interaktion von Menschen in verschiedenen Wirtschaftszweigen bei der Ausübung ihrer beruflichen Aufgaben; Texte sind Segmente der mündlichen oder schriftlichen Rede, die auf den Gegenstand der beruflichen Sphäre beschränkt sind; das Ergebnis ist die Verwirklichung der Ziele der Kommunikationssubjekte [3].

In ihrer Dissertation versteht K. Yakushko die fremdsprachliche Kommunikation von Studenten landwirtschaftlicher Hochschulen technischer Fachrichtungen nicht nur als die Verwendung lexikalischer und grammatikalischer Strukturen einer bestimmten Fremdsprache in der Sprache (Yu. Nikolayenko), sondern auch als "Berücksichtigung nonverbaler Kommunikationsmittel" (O. Vovk), "Kommunikation durch Symbole-Zeichen" (A. Volkov), "somatische Präferenzen zukünftiger Landwirte" (N. Grabovsky), "sprachliche und soziokulturelle Kompetenz" (L. Yermakova), "Dialog von Textmerkmalen" (G. Maletske), etc. S. Barsuk betont, dass die fremdsprachliche berufsorientierte Kommunikation durch die Normen der offiziellen Interaktion und der offiziellen Beziehungen geregelt wird [4].

Je nach den Aufgaben, mit denen ein Landwirtschaftsfachmann konfrontiert ist, kann die fremdsprachliche berufliche Kommunikation in verschiedenen Formen – mündlich oder schriftlich – erfolgen. Zu den Formen der mündlichen berufsbezogenen Kommunikation eines Agrarspezialisten gehören Dialoge, Diskussionen, Gespräche, Besprechungen, Monologe, Sitzungen, Verhandlungen, Briefings, Pressekonferenzen, Präsentationen, Empfänge zu persönlichen Themen, Telefongespräche. Zu den schriftlichen Formen gehören Geschäftskorrespondenz mit Vertretern verschiedener landwirtschaftlicher Unternehmen, Berichte, Notizen,

Visitenkarten, Nachrichten in sozialen Anwendungen (Messenger, WhatsApp, Viber, Telegram oder Skype).

Bei der Ausübung ihrer beruflichen Tätigkeit kommunizieren Landwirtschaftsfachleute mit vielen Menschen über verschiedene Themen und verwenden dabei verschiedene Sprachstile, nämlich die formelle Geschäftssprache, die wissenschaftliche Sprache und die Umgangssprache. Jeder dieser Stile hat seine eigenen grammatikalischen, syntaktischen und lexikalischen Merkmale. In dieser Studie werden wir sie im Detail betrachten.

In erster Linie verwendet ein Landwirtschaftsfachmann den formalen Geschäftsstil in der Geschäftskorrespondenz mit landwirtschaftlichen Unternehmen, Firmen und Organisationen, um eine Zusammenarbeit herzustellen oder dringende Probleme zu lösen. Dieser Stil ist gekennzeichnet durch Merkmale wie Förmlichkeit, Dokumentation, Stabilität, Kürze, extreme Klarheit des Ausdrucks, hohe Standardisierung eines Großteils der Ausdrücke, strenge Regulierung des Textes, Genauigkeit, Eindeutigkeit der Formulierung, Klarheit, Sprachklischees und Floskeln. Zu den grammatikalischen Merkmalen dieses Stils gehören die Verwendung des Indikativs, des Konjunktivs II und des Imperativs sowie die Verwendung von Pronomen der ersten und dritten Person Plural. Einfache syntaktische Konstruktionen sind typisch für diesen Stil. Der formale Geschäftsstil hat sein eigenes offizielles Geschäftsvokabular, das jedoch nicht besonders umfangreich ist. In der Geschäftskorrespondenz mit Vertretern landwirtschaftlicher Unternehmen, in der es um die Bestellung von neuen Geräten, Düngemitteln oder Saatgut geht, verwenden die Texte Fachvokabular. Es ist zu beachten, dass der Geschmack der Förmlichkeit nicht durch das Vokabular, sondern durch den stabilen Aufbau des Textes bestimmt wird. Den Texten mangelt es an emotionalem Ausdrucksvokabular und an jeglicher Manifestation der Individualität des Autors; die Synonymie ist begrenzt.

Der wissenschaftliche Stil wird häufig im landwirtschaftlichen Diskurs verwendet, wenn mündlich oder schriftlich mit Kollegen und Untergebenen über berufliche Themen kommuniziert wird. Diese Art der Kommunikation findet in der

Regel auf Konferenzen, Symposien und Seminaren statt. Die wichtigsten stilistischen Merkmale des wissenschaftlichen Stils sind informativ, konzeptionell und inhaltlich, objektiv, logische Konsistenz, Verallgemeinerung von Konzepten, Eindeutigkeit, Genauigkeit, Prägnanz, Beweise, Überzeugungskraft, Argumentation, Erklärung von Ursache-Wirkungs-Beziehungen und Schlussfolgerungen. Traditionell werden drei Unterformen des wissenschaftlichen Stils unterschieden: wissenschaftlich (Dissertationen, Monographien, Artikel, wissenschaftliche Berichte usw.), deren Texte darauf abzielen, einem landwirtschaftlichen Fachmann eine wissenschaftliche Idee zu erläutern; populärwissenschaftlich (Aufsätze, Artikel, Vorträge usw.), deren Gattungen sich an die breite Öffentlichkeit richten, um die Menschen so gut wie möglich mit den wissenschaftlichen Errungenschaften vertraut zu machen; wissenschaftlich und pädagogisch (Lehrbücher, Handbücher, Vorträge usw.), deren Ziel es ist, einem landwirtschaftlichen Fachmann in einer bestimmten Phase seiner wissenschaftlichen und pädagogischen Entwicklung ein Wissenssystem zu vermitteln.

Agrartexte des wissenschaftlichen Stils zeichnen sich durch eine unpersönliche und subjektive Darstellung des Materials, die Verwendung des Passivs, den Nominalstil und die Dominanz der dritten Person Singular bei Verben aus. In der Kommunikation werden Redeteile wie das Verb und das Substantiv häufiger verwendet. Verben werden hauptsächlich in der dritten Person Singular dargestellt, seltener in der ersten Person Plural, um die Pluralität der Autoren anzudeuten, manchmal wird eine höfliche Anrede verwendet, alle anderen Verbformen werden in diesem Stil nicht verwendet. Der Konjunktiv I wird verwendet, um Zitate zu vermitteln, aber je wissenschaftlicher der Text wird, desto weniger wird der Konjunktiv verwendet. Fast alle Texte der verschiedenen Teilstile werden im Indikativ gebildet. In deutschen landwirtschaftlichen Texten werden Modalverben und modale Infinitivkonstruktionen verwendet. Um die Möglichkeit oder Notwendigkeit auszudrücken, werden am häufigsten die Modalverben "können", "müssen" und "sollen" verwendet. Das Modalverb "dürfen" wird verwendet, um eine negative oder eingeschränkte Darstellung eines bestimmten Phänomens oder

Vorgangs auszudrücken. Nur in populärwissenschaftlichen Texten wird das Modalverb "wollen" sehr häufig verwendet, um einen Wunsch oder die eigene Position auszudrücken. Modale Infinitivkonstruktionen werden verwendet, um die Möglichkeit oder Notwendigkeit auszudrücken, wobei die Passivkonstruktion "sein+zu+Inf" am häufigsten vorkommt. Darüber hinaus ist die Verwendung des Passivs im wissenschaftlichen Stil üblich. Ein typisches Merkmal aller Teilstile ist der Nominalstil. Substantive sind in landwirtschaftlichen Texten sehr häufig. Verbale Substantive, die aus transitiven Verben und den Suffixen -ung gebildet werden (die Verdunstung; die Atmung; die Einlagerung), werden häufig verwendet, während Substantiv-Infinitive mit -en nicht üblich sind. Definitionen werden häufig verwendet, um Substantive zu verdeutlichen und zu definieren. Sie dienen der Sprachökonomie und sind ein zusätzlicher Indikator für den Nominalstil, der, wie oben erwähnt, für diesen Sprachstil charakteristisch ist. Der Genitiv wird häufig als Bestimmungswort verwendet (Sprossknolle der mehrjährigen Kartoffelpflanze; die Größe der Knollen), und häufige Bestimmungswörter haben das erste Partizip (tiefliegende Knospen; die ausreichende Luftzirkulation) oder das zweite Partizip (ein biologisch geführter Bauernhof; der kompostierte, von den Tieren erzeugte Mist). In landwirtschaftlichen Texten werden Adjektive zur sprachlichen und semantischen Verdichtung verwendet, sie schaffen semantische Klarheit und Vollständigkeit, was auch für den wissenschaftlichen Stil landwirtschaftlicher Texte typisch ist. Auch die Analyse der deutschsprachigen agrarwissenschaftlichen Literatur hat gezeigt, dass dieser Literaturstil durch eine geringe Häufigkeit des Pronomengebrauchs gekennzeichnet ist.

Neben den grammatikalischen Merkmalen von landwirtschaftlichen Texten im wissenschaftlichen Stil gibt es auch syntaktische Merkmale. Zunächst ist die Länge des Satzes zu nennen. In der Regel sind die Sätze zusammengesetzt oder komplex, und es werden häufig Konjunktionen und Nebensätze verwendet, um komplexe Phänomene und Beziehungen zu erklären. Zweitens werden in wissenschaftlichen landwirtschaftlichen Texten am häufigsten relative Nebensätze und konjunktive Nebensätze verwendet. In den Texten des wissenschaftlichen Teilstils selbst finden

sich häufig Temporal- und Bedingungssätze. Die Verwendung von adverbialen Nebensätzen ist ein stilistisches Merkmal populärwissenschaftlicher Veröffentlichungen. Drittens ist es für Texte über Landwirtschaft typisch, interphrasale Kommunikation zu verwenden, die Signale für logische Kombinationen sind. U. Ohm identifiziert die am häufigsten verwendeten Konjunktionen (weil; da; so dass; obwohl; um... zu; sondern), Adverbien (nämlich; folglich; jedoch; anderseits), Präpositionen (bei; wegen; aus; mit; trotz; zu; für; durch, vor, nach) und Phrasen (aus diesem Grund; in der Falle; zu diesem Zweck; mit Hilfe von; durch den Einsatz) als Mittel der interphrasalen Kommunikation in Sätzen aller Art.

Es gibt auch lexikalische Merkmale deutschsprachiger landwirtschaftlicher Texte im wissenschaftlichen Stil. Erstens der Reichtum der Sprache an Begriffen und terminologischen Wendungen. Die von einem Agrarfachmann in der Kommunikation verwendeten Begriffe lassen sich in allgemein gebräuchliche, branchenübergreifende und eng gefasste Begriffe unterteilen. Allgemein verwendete Begriffe sind Begriffe, die in fast allen Tätigkeitsbereichen des Fachmanns eindeutig verwendet werden (der Ertrag; die Quelle; der Markt; das Merkmal). Diese Begriffe bilden den Hauptteil der Sprache des landwirtschaftlichen Diskurses. Sie werden in einem alltäglichen, bekannten Sinn verwendet, sind also einfach und allgemein verständlich. Das Besondere an interdisziplinären Begriffen ist, dass sie entweder in verwandten oder in entfernten Fachgebieten vorkommen können (das Getreide; die Radlast; die Mälzerei; die Brauerei; der Stickstoff; der Getreidespeicher; die Schädlinge). Die größte Schwierigkeit stellen jedoch die so genannten engen sektoralen oder spezialisierten Begriffe dar - sie werden nur in einem bestimmten Wissenschaftsbereich verwendet. Innerhalb einer bestimmten Wissenschaft, wie z. B. der Agrarwissenschaft, gibt es entsprechend der großen Zahl von Gegenständen und Themen der wissenschaftlichen und beruflichen Tätigkeit eines Fachmanns sehr viele davon (die Ernte; die Aussaat; die Silierung; das Kleegras; das Freiland; die Triebspitze). Sie zeichnen sich durch die Eindeutigkeit und die unzusammenhängende Struktur von mehrteiligen Begriffen aus. Zweitens die Verwendung von wissenschaftlicher und technischer Phraseologie. In der

fremdsprachlichen berufsbezogenen Kommunikation verwenden Agrarfachleute häufig stabile Phrasen (in der Lage liegen, zum Verfügen stehen, in diesem Zusammenhang eine schlagende Bedeutung erhalten, eine bedeutende Rolle einnehmen, in Erwägung ziehen), Wörter und Phrasen zur konsistenten und logischen Verbindung einzelner Textelemente (einerseits, aufgrund, zentraler Punkt, auf der Basis, nach dem Befund, konsequenterweise, nach dem Befund), Wörter, die den Grad der Wahrscheinlichkeit angeben (deutlich, direkt so, sicher, eben, nicht einschließlich, unbesprechen, bestimmt, natürlicherweise), die Objektivität der Informationen (erheben, beweisen, behaupten, finden, überlegen) und die Absolutheit der Aussagen (mit Bewusstheit, mit Sicherheit). Drittens, die Verwendung von Abkürzungen und Akronymen. Die Verwendung von Abkürzungen und Akronymen ist typisch für die beruflich orientierte schriftliche Kommunikation, wie z.B. Akronyme (AG – Arbeitsgemeinschaft – Angestelltengewerkschaft; GEBA – Gemüsebau – Gemüseanbau; DWD – Deutscher Wetterdienst), Apokopien (Glc – Clucose – Glucose; Öko-Produkte - Ökologische Produkte; Biogas – biologische/biochimische Gase) und Kontaminationen (GaLaBau – Garten- und Landschaftsbau; GefStoffV – Gefahrstoffverordnung). Darüber hinaus werden in den Texten grafische Abkürzungen verwendet, um Maße, Einheiten oder Werte anzugeben: kg – Kilogramm; mm – Millimeter; km – Kilometer; cm – Zentimeter; qm – Quadratmeter. Zu dieser Gruppe gehören auch Abkürzungen wie d.h. – das heißt; z.B. – zum Beispiel; usw. – und so weiter: i.D. – im Durchschnitt.

In seiner Kommunikation verwendet ein Landwirtschaftsexperte auch den umgangssprachlichen Stil, dessen Hauptfunktion darin besteht, Ideen zwischen zwei oder mehreren Sprechern auszutauschen, um Produktions- oder Alltagsbeziehungen zu klären. Anders als der wissenschaftliche und der formale Geschäftsstil funktioniert er nur in mündlicher Form. Er zeichnet sich durch die Verwendung eines emotional ausdrucksstarken Vokabulars aus (Jargon, Professionalismen, Kolloquialismen, Dialektismen, Phraseologie). Die syntaktischen Strukturen sind einfach, die Sätze sind meist kurz. Zu den grammatikalischen Merkmalen gehören die Verwendung des

Aktivs, des Konditionals und des Imperativs, die Pronomen ich, wir und die Modalverben.

Forschungsmaterial. In jüngster Zeit wurde die Methodik des Fremdsprachenunterrichts für berufliche Zwecke aktiv verändert, um die Probleme zu lösen, die mit dem geringen Zeitaufwand für das Erlernen von Fremdsprachen im Unterricht verbunden sind. Dies ist darauf zurückzuführen, dass an den landwirtschaftlichen Hochschulen die berufliche Ausbildung künftiger Fachkräfte im Vordergrund steht und nicht die Sprachausbildung. Vor diesem Hintergrund müssen Sprachlehrer ständig nach neuen Ansätzen suchen, die das Interesse der Studenten wecken und sie ermutigen können, eine Nicht-Kerndisziplin zu studieren.

Wie Z. M. Korneva treffend bemerkt hat, wird heute von der Verabsolutierung des kommunikativen Ansatzes und der Ausbildung einer rein kommunikativen Kompetenz bei zukünftigen Fachkräften abgewichen (2014). Das Ziel des Fremdsprachenunterrichts an Hochschulen ist die Entwicklung einer interkulturellen, berufsorientierten kommunikativen Kompetenz in der Fremdsprache. Dementsprechend ist der Hauptansatz für den Fremdsprachenunterricht an nicht-linguistischen Hochschuleinrichtungen berufsorientiert. Sein Ziel ist es, die kommunikative und berufliche Kompetenz der Studierenden in der Fremdsprache gleichzeitig zu entwickeln. Wie andere Lehransätze basiert er auf den Prinzipien der Mehrsprachigkeitsdidaktik (G. Neuner, M. Krüger, U. Grewer):

- kognitives Lernen (bewusste Erweiterung der Kenntnisse über die Sprache und über die Besonderheiten des eigenen Lernprozesses);
- Herstellung von sprachlichen Parallelen (Vergleich von zweisprachigen Texten, Erstellung eines Terminologiewörterbuchs, Heranziehen von grammatikalischen und syntaktischen Entsprechungen);
- Inhaltsorientierung (Auswahl von thematisch verwandten Texten);
- Textorientierung (Verstehen von authentischen Texten: den Inhalt zusammenfassen, bewerten, kommentieren, ergänzen und weiterführen);

- Optimierung des Lernprozesses (Bewusstsein für Parallelen in den Sprachsystemen, Erprobung effektiver Unterrichtsstrategien und -techniken, Bereitstellung von Hilfsmitteln für die selbstständige Arbeit).

Im ukrainischen Kontext wurde er auf der Grundlage ausländischer Ansätze wie Englisch für bestimmte Zwecke und Deutsch für den Beruf aufgebaut, aber es ist anzumerken, dass diese Ansätze in erster Linie auf erfahrene Fachleute abzielen, die sich eher auf den Spracherwerb als auf die ihnen vertrauten Fachinhalte konzentrieren. Ein berufsorientierter Fremdsprachenkurs an ukrainischen Universitäten basiert sehr oft auf authentischen Fachtexten mit einem System von Vor- und Nachbereitungsübungen, die darauf abzielen, die notwendigen Fähigkeiten und Fertigkeiten für eine erfolgreiche Kommunikation innerhalb ihres Fachgebiets zu entwickeln. In der heutigen Realität reicht dies jedoch oft nicht aus, um die Bereitschaft zur berufsorientierten fremdsprachlichen Kommunikation zu entwickeln. Daher wenden sich die Lehrkräfte nicht-linguistischer Hochschulen zunehmend dem integrierten Lernen zu, das die Inhalte der Fachdisziplinen mit den Zielen des Fremdsprachenunterrichts verbindet.

Wir stimmen mit der Meinung von B. Tarnopolskyi überein, dass der Einsatz eines berufsorientierten Ansatzes allein im fremdsprachlichen EWI nicht ausreicht. Nachdem der Schüler in die Welt des zukünftigen Fachgebiets eingetaucht ist und den Kurs "Einführung in den Beruf" und einige Fachdisziplinen studiert hat, ist es effektiver, solche Lernformen wie erfahrungsbasiertes und interaktives Lernen und Lernen durch den Inhalt der akademischen Disziplinen zu nutzen.

Das erfahrungsorientierte und interaktive Lernen besteht aus zwei Ansätzen - dem erfahrungsorientierten und dem interaktiven, was sich durch die Besonderheiten dieser beiden Ansätze erklärt. Der Ansatz des Erfahrungslernens für den Fremdsprachenunterricht zu beruflichen Zwecken an nicht-linguistischen Universitäten ist dadurch gekennzeichnet, dass er von den Studierenden verlangt, reale praktische Handlungen auszuführen, die in irgendeiner Weise mit der zukünftigen beruflichen Tätigkeit, die modelliert wird, in Verbindung stehen [1, S. 130]. Diese Handlungen werden mit Hilfe einer Fremdsprache im Prozess der

fremdsprachlichen beruflichen Kommunikation durchgeführt. So definiert Z.M. Korneva diese Art des Lernens als "Erfahrungslernen ist Lernen durch die Erfahrung praktischer Aktivitäten, die mit Hilfe der zu erlernenden Sprache durchgeführt werden" [2, S. 104]. Die Effektivität des erfahrungsbasierten Ansatzes ist darauf zurückzuführen, dass er den natürlichsten Weg des Spracherwerbs und der Kommunikation bietet, da das Erlernen einer Fremdsprache immer auf der Grundlage der außersprachlichen Ziele der Schüler beginnt. In den Fällen, in denen das Sprachenlernen im Rahmen einer anderen Tätigkeit stattfindet, werden der Erwerb von Sprachformen und die Entwicklung von Sprachkenntnissen und -fähigkeiten zu einem Nebenprodukt dieser Haupttätigkeit. Er wird aus der Sicht des Schülers wie nebenbei vollzogen. Es ist erwiesen, dass diese Prozesse die Aufnahme von Sprachmaterial und den Prozess des Erlernens einer Fremdsprache erheblich erleichtern.

Die Besonderheiten des Erfahrungslernens zeigen, dass dieses Lernen eng mit der Interaktivität verbunden ist. Wissenschaftler definieren es als dialogisches Lernen und weisen darauf hin, dass Interaktivität "die Fähigkeit ist, mit etwas (Computer) oder jemandem (Person) zu interagieren oder in einem Gespräch, einem Dialog zu stehen" [3, c. 114]. In seinen Arbeiten versteht O. Tarnopolskyi Interaktivität als den Prozess der aktiven Interaktion der Teilnehmer am Bildungsprozess untereinander sowie mit der umgebenden außerschulischen Umgebung und außerschulischen Informationsquellen.

Zu den interaktiven Lehrmethoden gehören die Methoden, die den Prozess der sozialen Interaktion so organisieren, dass die Schüler auf der Grundlage dieser Interaktion "neues" Wissen oder neue Fähigkeiten und Fertigkeiten erwerben, die direkt im Prozess der Interaktion oder als Ergebnis davon entstanden sind. O. Maliuga bezieht sich auf die folgenden interaktiven Lehrmethoden: Projektmethode, Assoziationsbusch, Mikrofon, Arbeit in Paaren/Gruppen, Brainstorming, Mosaik, Kollaborationstechnologie [4, S. 87].

O. Tarnopolskyi sieht den Unterschied zwischen interaktivem Lernen und jeder anderen, traditionelleren Lernmethode darin, dass es eine Lerninteraktion nicht nur

zwischen dem Lehrer und den Schülern, sondern auch zwischen den Schülern selbst ermöglicht, die bei der Suche nach neuem Wissen und der Schaffung von neuem Wissen oder bei der Ausbildung und Entwicklung neuer Fähigkeiten und Fertigkeiten aktiv miteinander interagieren. Beim interaktiven Lernen tritt die Interaktion zwischen Lehrenden und Lernenden in den Hintergrund.

In dieser Interaktion ähnelt das interaktive Lernen dem sogenannten kooperativen Sprachenlernen [1, S. 124]. In der westlichen wissenschaftlichen Literatur wird es als einer der wichtigsten Ansätze angesehen, um Schüler zu aktivieren, den Lernprozess zu intensivieren und seine Effektivität zu erhöhen. Kooperatives Lernen wird als "eine Technik des Lernens in kleinen Gruppen verstanden, bei der es möglich ist, jedes Problem zu diskutieren, zu beweisen, die eigene Meinung zu vertreten" [5, S. 130]. Beim kooperativen Lernen geht es nicht nur um die Arbeit in Paaren und kleinen Gruppen, sondern um eine Arbeit, bei der die Kenntnisse, Fähigkeiten und Fertigkeiten aller Schüler zusammengeführt werden, so dass die Schüler nicht nur lernen, sondern auch voneinander lernen und lehren, um den Lerneffekt insgesamt zu erhöhen [1, S. 125]. Kooperatives Lernen wird als eine der interaktiven Lerntechnologien angesehen.

Beim Lernen nach dem interaktiven Lernmodell müssen die Studierenden nicht nur miteinander, mit dem Lehrer und mit dem Lernmaterial, das sie durch den Lehrer erhalten (Lehrbücher, Handbücher usw.), interagieren, sondern sie müssen auch in außerschulischen Informationsquellen nach Informationen suchen, um ihre Lernaufgaben zu erfüllen. Auf diese Weise kommen sie in Kontakt mit dem sie umgebenden (beruflichen) Umfeld.

Nachdem wir die Besonderheiten des erfahrungsorientierten und interaktiven Lernens untersucht haben, stimmen wir mit der Meinung von B. Tarnopolskyi überein, dass ein effektives erfahrungsorientiertes Lernen einer Fremdsprache für berufliche Zwecke einfach unmöglich ist, wenn es nicht gleichzeitig interaktiv ist. Nach B.O. Tarnopolskyi ist das erfahrungsorientierte und interaktive Lernen einer Fremdsprache für spezielle/berufliche Zwecke durch Universitätsstudenten ein Lernen, das durch ein System spezieller Arten von Lernaktivitäten umgesetzt wird.

Sie bieten Spracherwerb und Kommunikation als Nebenprodukte von außersprachlichen Aktivitäten, die die reale berufliche Tätigkeit eines zukünftigen Fachmanns modellieren. Diese Arten von Lernaktivitäten basieren auf kooperativem Lernen, das individuelles Lernen nicht ausschließt, sondern im Gegenteil als integralen Bestandteil des Lernprozesses voraussetzt. Der erfahrungsintegrierte Fremdsprachenunterricht für berufliche Zwecke erfordert auch, dass die Schüler über das reine Bildungsumfeld hinaus in das außerschulische berufliche Umfeld gehen und außerschulische fremdsprachliche berufliche Informationsquellen nutzen [1, S. 126]. Integriertes Lernen kombiniert solche Ansätze für den Fremdsprachenunterricht wie das inhalts- und sprachintegrierte Lernen (CLIL), das Ansätze wie das Lehren einer Fremdsprache durch den Inhalt anderer Disziplinen (inhaltsbasierter Zweitsprachenunterricht) und das Eintauchen in eine Fremdsprache umfasst. Diese Ansätze sind in den Industrieländern weit verbreitet und gelten als eine der führenden Möglichkeiten zur Verbesserung und Intensivierung des Fremdsprachenunterrichts zu beruflichen Zwecken an Universitäten. Leider sind diese Ansätze erst vor relativ kurzer Zeit in die ukrainische Methodik des Fremdsprachenunterrichts eingeflossen, aber sie haben bereits ihren Platz erobert. Die Analyse ausländischer Erfahrungen zeigt, dass sie den modernen Vorstellungen und dem Zweck des Fremdsprachenunterrichts für berufliche Zwecke in nicht-linguistischen Hochschuleinrichtungen am ehesten gerecht werden. In ihren Konzepten wird eine Fremdsprache als Mittel zur Beherrschung eines künftigen Fachgebiets und zur Aneignung von Fachinformationen aus verschiedenen Quellen betrachtet.

Die Integration von Inhalten und Sprache in die Bildung besteht aus vier Elementen: Inhalt, Kommunikation, Kognition und Kultur. Lassen Sie uns jedes Element einzeln betrachten.

Der Inhalt umfasst den Erwerb von Kenntnissen und die Entwicklung von Fähigkeiten zum Verständnis der Fachterminologie eines bestimmten Bereichs. Das Lernmaterial sollte auf der Grundlage eines bestimmten Fachgebiets ausgewählt werden. Es ist zu beachten, dass der Wortschatz, den die Schüler lernen müssen, recht umfangreich ist.

Kommunikation beinhaltet die Entwicklung von Fähigkeiten und Fertigkeiten zur Verwendung einer Fremdsprache als Kommunikationsmittel im beruflichen Umfeld. Dies wird durch das vollständige Eintauchen in die fremdsprachliche Umgebung ermöglicht. Eine breite Palette verschiedener Technologien ermöglicht es den Schülern, ihren Standpunkt frei zu äußern, die Meinungen anderer zu vergleichen, zu kontrastieren und zu beschreiben.

Das Denken (Kognition) umfasst die Entwicklung der geistigen und kognitiven Aktivität der Schüler. Dies geschieht durch die Durchführung von Such-, Problem- und Kreativaufgaben. Es lehrt die Schüler, ihr bereits erworbenes Wissen in der Praxis anzuwenden und neue Fähigkeiten und Fertigkeiten zu entwickeln.

Kultur bedeutet, die Kultur des Landes kennen zu lernen, dessen Sprache man lernt. Um sich in einer Fremdsprache verständigen zu können, reicht es nicht aus, über bestimmte Sprachkenntnisse zu verfügen, man muss auch die Besonderheiten der Kultur des Landes kennen.

Es sollte auch darauf hingewiesen werden, dass CLIL (Content and language integrated learning) ein ziemlich weit gefasster Begriff ist, der als jeglicher Fremdsprachenunterricht interpretiert wird, wenn er als Mittel zum Lehren und Lernen außersprachlicher Inhalte durch die Schüler eingesetzt wird (D. Coyle, O. B. Tarnopolsky). Bei der Umsetzung dieses Ansatzes werden Sprache und Inhalt integriert.

Die Analyse der europäischen Erfahrungen mit der Anwendung dieses Konzepts auf den ESP-Unterricht ermöglicht es uns, die allgemeinen Vorteile hervorzuheben:

1. Entwicklung der Sprachkompetenz und des Vertrauens in die eigenen Sprach- und Sprechfähigkeiten.

2. Erhöhung der Erwartungen an die Effektivität und Effizienz des Lernens sowohl auf Seiten der Lehrer als auch auf Seiten der Schüler.

3. Entwicklung der Entscheidungsfähigkeit in Risikosituationen und der Problemlösungsfähigkeit.

4. Bessere Entwicklung des fremdsprachlichen Wortschatzes und der grammatikalischen Sprechfertigkeit.

5. Motivation und Ermutigung zur Entwicklung der eigenen Autonomie und Unabhängigkeit im Lernprozess.

6. Verlagerung von der Beschäftigung mit künstlichen Themen, die für den Fremdsprachenunterricht typisch sind, auf reale und praktisch wichtige Themen.

7. Verbesserung des Niveaus der muttersprachlichen Kenntnisse, insbesondere der Lese- und Schreibfähigkeit.

8. Steigerung der Spontaneität in der Kommunikation, da die Sprache als Mittel und nicht als Zweck des Lernens eingesetzt wird.

9. Entwicklung der Fähigkeit, zu lernen und sich auf das Lernen zu konzentrieren.

10. Entwicklung von Lernmotivation und einer positiven Einstellung zum Lernprozess.

11. Fähigkeit, die Entwicklung von interkulturellen Kommunikationsfähigkeiten in den Lehrplan zu integrieren.

12. Entwicklung von kritischem Denken und kreativem Potenzial, Steigerung des Selbstwertgefühls.

Dieser Ansatz hat viele Vorteile, aber seine vollständige Umsetzung in den Bildungsprozess ist mit einigen Schwierigkeiten verbunden. Erstens die Verfügbarkeit von qualifiziertem Lehrpersonal, zweitens die Notwendigkeit einer ständigen Zusammenarbeit zwischen Sprachlehrern und Lehrern verschiedener Fachrichtungen und drittens das hohe Niveau der Sprachausbildung der Schüler.

Darüber hinaus sollte besonderes Augenmerk auf die Auswahl des Lehrmaterials und die Entwicklung von Aufgaben dazu gelegt werden. Der Inhalt des Kurses hängt von der Anzahl der Stunden in einem bestimmten Fachgebiet ab. In der Praxis gibt es drei grundlegende Modelle für die Kursgestaltung:

- Erweiterung des Sprachunterrichts (eine oder zwei Stunden pro Woche werden der Arbeit mit Materialien zu bestimmten Themen eines Fachs oder mehrerer Fächer gewidmet);

- modularer Unterricht (in verschiedenen Phasen des Bildungsprozesses werden Module für das Studium eines einzelnen oder mehrerer Fächer in einer Fremdsprache angeboten);

- teilweise Verschmelzung mit dem Fach (bis zu 50 % des Fremdsprachenunterrichts werden im CLIL-Format durchgeführt).

Das erste und das zweite Modell sind sehr fortschrittlich und effektiv, aber sie richten sich an Studierende mit hohen oder mittleren Sprachkenntnissen und erfordern eine große Anzahl von Unterrichtsstunden. In Anbetracht der geringen Anzahl von Unterrichtsstunden und des niedrigen Sprachniveaus der Studierenden an landwirtschaftlichen Hochschuleinrichtungen ist es angebracht, das dritte Modell der Kursgestaltung, nämlich die partielle Fusion, anzuwenden. Dadurch wird es möglich, die Methodik der sprachlichen und inhaltlichen Integration mit dem traditionellen berufsorientierten Unterricht zu kombinieren. Ein solches langsames Arbeitstempo wird das Niveau der Sprachausbildung von unvorbereiteten Schülern verbessern und die Kenntnisse von fortgeschrittenen Schülern erweitern. Daher entscheiden sich Sprachlehrer zunehmend für die Integration von Inhalten und Sprache anstelle der traditionellen berufsorientierten Methodik.

Wie bereits erwähnt, ist die Integration von Inhalt und Sprache in den Unterricht ein recht komplexes Konzept, und dieser Ansatz umfasst die Vermittlung einer Fremdsprache durch den Inhalt anderer Fächer (inhaltsbezogener Zweitsprachenunterricht). Diese Methodik ist praxisorientiert und umfasst nur solche Lernaktivitäten, die für den künftigen Beruf relevant sind. Dazu gehören Brainstorming-Sitzungen, Diskussionen, Präsentationen zu beruflichen Themen und Projektarbeit. Wissenschaftler (D.M. Brinton, M.A. Snow, M.B. Wesche) verstehen den Fremdsprachenunterricht über die Inhalte der Fachdisziplinen als eine Kombination bestimmter Inhalte der Fachdisziplinen mit den Zielen des Fremdsprachenunterrichts. Ihrer Meinung nach ermöglicht er den parallelen Erwerb von Kenntnissen in einem bestimmten Fachgebiet sowie von sprachlichen Fähigkeiten und Fertigkeiten im Zusammenhang mit der zu erlernenden Sprache und der Kommunikation in dieser Sprache. Bei der Anwendung eines solchen Unterrichts

sollte der Studiengang Fremdsprache (Deutsch) (für bestimmte Zwecke) eng mit dem Studiengang einer bestimmten beruflichen Disziplin verbunden sein oder sich direkt darauf stützen, so dass die Abfolge der Sprach-/Sprachinhalte mit den Erfordernissen des sequentiellen Erwerbs der Inhalte der beruflichen Disziplin übereinstimmt. Das Hauptaugenmerk der Studierenden liegt auf dem Erwerb von außersprachlichen Informationen einer bestimmten Berufsdisziplin mit Hilfe einer Fremdsprache.

Das Erlernen einer Fremdsprache durch den Inhalt anderer Fächer ist eine gute Grundlage für einen allmählichen Übergang zur Immersion in eine Fremdsprache. Die Praxis der Fremdsprachenimmersion ist in vielen Ländern der Welt recht weit verbreitet. Sie besteht im Wesentlichen darin, dass ein oder mehrere Fachgebiete in einer Fremdsprache unterrichtet werden. Fremdsprachen-Immersionsprogramme für Hochschuleinrichtungen definieren diese Immersion als eine besondere Form des integrierten Lernens, bei der das Ziel darin besteht, dass die Studierenden eine Berufssprache beherrschen. Wissenschaftler unterscheiden drei Arten der Immersion in eine Fremdsprache:

1) Volles Eintauchen ist ein regulärer Unterricht in den Fachbereichen, der in einer Fremdsprache ohne Übersetzung stattfindet;

2) Partielle Immersion ist eine Unterrichtsform, die eine vorübergehende Kombination von Fremd- und ukrainischer Sprache in der Anfangsphase mit einem allmählichen Übergang zur vollständigen Immersion beinhaltet;

3) Moderate Immersion ist die einfachste Art der Immersion, die ebenfalls auf der Kombination von ukrainischer und fremder Sprache im Unterrichtsprozess während des gesamten Kurses beruht.

Es ist die moderate Immersion, die die Sprachentwicklung der Schüler sicherstellt, die Grundlage für die Beherrschung der Fachinhalte der Spezialdisziplinen schafft und die Hauptgrundlage für einen schrittweisen Übergang zur Teil- und Vollimmersion bildet (Z.M. Korneva). Wir stimmen mit der Meinung von O.B. Tarnopolsky überein, der betont, dass es keinen Grund gibt, den traditionellen Sprachunterricht für berufliche Zwecke aufzugeben. Dieser Ansatz sollte die Grundlage für die Umsetzung der oben genannten Konzepte bilden. Es

sollte auch bedacht werden, dass die Anzahl der Stunden für das Studium des Fachs "Fremdsprache (für berufliche Zwecke)" gering ist, so dass für die meisten Fachrichtungen der landwirtschaftlichen Hochschuleinrichtungen das Eintauchen in eine Fremdsprache nur außerhalb des Hauptstudiums möglich ist.

Die Analyse ausländischer Erfahrungen und Forschungen ukrainischer Wissenschaftler ermöglicht es, die Vorteile des Eintauchens in eine Fremdsprache und des Fremdsprachenunterrichts durch den Inhalt anderer Disziplinen hervorzuheben, einschließlich:

1) Berufliche Fähigkeiten und Fertigkeiten bilden und entwickeln sich meist spontan, als Nebenprodukt außersprachlicher Aktivitäten;

2) Da es unmöglich ist, das Sprachenlernen von der künftigen Berufsausbildung zu trennen, wird eine Fremdsprache zu einer beruflichen Disziplin, was sich positiv auf die Lernmotivation auswirkt.

Es ist anzumerken, dass die Praxis der Fremdsprachenimmersion in Deutschland und Kanada weit verbreitet ist und das Modell des Fremdsprachenunterrichts in diesen beiden Ländern auf einem einzigen Prinzip beruht – der Verwendung einer Fremdsprache als Mittel zur Beherrschung des Inhalts eines akademischen Fachs. In Deutschland unterscheidet sich dieser Ansatz in folgenden Aspekten: Auswahl der Fächer, die in einer Fremdsprache unterrichtet werden, Anzahl und Dauer des Studiums. Wissenschaftler betonen die Tatsache, dass die Verwendung einer Fremdsprache in der Berufsausbildung eine didaktische Reserve ist, die das Niveau der kommunikativen beruflichen Kompetenz der Schüler verbessern kann [16].

Bei der Entwicklung fremdsprachlicher beruflicher Kommunikationskompetenz, die auf Ansätzen wie berufsorientiert, erfahrungsorientiert-interaktiv oder Lernen durch den Inhalt spezieller Disziplinen basiert, werden in der Regel solche Arten von Lernaktivitäten wie Fallstudien, Diskussionen, Präsentationen und berufliche Portfolios verwendet. Alle diese Arten von Lernaktivitäten sind durch die Tatsache vereint, dass jede von ihnen auf die eine oder andere Weise eine Modellierung der praktischen Tätigkeiten des zukünftigen Landwirts bietet, die eine Kommunikation in einer Fremdsprache zur Lösung beruflicher Probleme erfordern. Darüber hinaus

gewährleisten diese Arten von Lernaktivitäten die parallele Beherrschung aller Arten von fremdsprachlichen Sprachaktivitäten, einschließlich des Lesens, und zwar unter den natürlichsten Bedingungen ihrer Integration.

Da der Beruf des Landwirts ein leitender Beruf ist, ist der Absolvent für seine Untergebenen und die Abläufe im Betrieb verantwortlich. Während des Studiums müssen sie lernen, Lösungen für berufliche Situationen in einer Fremdsprache zu finden, und die Fallmethode ist in dieser Hinsicht sehr nützlich.

Die Fallmethode ist eine Lehrtechnik, bei der reale berufliche Situationen beschrieben werden. Während der Ausbildung müssen sich die Studierenden mit der Situation vertraut machen, das Wesen des Problems verstehen und Wege zur Lösung dieses Problems vorschlagen. Je nach Struktur werden die folgenden Arten von Fällen unterschieden: stark strukturierte Fälle, unstrukturierte Fälle und bahnbrechende Fälle [3, S. 112]. Laut J.W. Degtjarewa besteht die Besonderheit des Unterrichts mit der Fallmethode darin, dass die Schüler in allen Arten von Sprachaktivitäten (Lesen, Schreiben, Sprechen und Zuhören) ein hohes Niveau haben sollten [7]. Daher ist der Einsatz dieser Methode bei der Ausbildung der fremdsprachlichen Fachkompetenz am besten in der Endphase, wenn der Schüler über einen ausreichenden Wortschatz in dem Fachgebiet verfügt.

Aufgrund der Entwicklung des Landes und der internationalen Beziehungen reisen Fachleute aus der Landwirtschaft immer häufiger ins Ausland, um Verträge zu unterzeichnen, sich mit internationalen Partnern zu treffen und an landwirtschaftlichen Ausstellungen und Konferenzen teilzunehmen. Um den Erfolg ihrer Geschäftsreisen zu gewährleisten, müssen sie auf die Teilnahme an Diskussionen vorbereitet sein und Erfahrung in der Vorbereitung von Präsentationen für ihre Reden haben. Die Vorbereitung auf das öffentliche Reden in einer Fremdsprache wird durch den Einsatz von Lernaktivitäten wie Diskussionen und Präsentationen durch den Lehrer während des Unterrichts einer berufsbezogenen Fremdsprache erleichtert.

Diese Art von Lernaktivitäten ist auch für die Entwicklung der berufsbezogenen Lesekompetenz in Deutsch nützlich, da es, wie Experten anmerken, unmöglich ist,

sich auf eine mündliche Präsentation oder Diskussion vorzubereiten, ohne bestimmte Fachliteratur zu lesen. Dies bestätigt auch die Interpretation von B.O. Tarnopolskyi, der eine Präsentation "als eine vorbereitete, beruflich orientierte Aussage definiert, die durch spezifische Aufgaben und situative Bedingungen verbunden ist, auf den Ergebnissen einer analytischen Studie eines bestimmten Problems basiert, einen klaren logischen und kompositorischen Aufbau hat und darauf abzielt, ein bestimmtes Publikum unter Berücksichtigung seiner wichtigsten kulturellen und soziodemographischen Merkmale effektiv zu informieren, zu motivieren oder zu überzeugen" [8, S. 56].

Zusätzlich zu den oben genannten Arten von Lernaktivitäten ist eine Lehrmethode wie ein berufliches Portfolio oder ein Fachportfolio zweifellos effektiv. Sie ist die führende Methode bei der Ausbildung der fremdsprachlichen Fachkompetenz der zukünftigen Landwirte. In der Lehrmethodik wird ein berufliches Portfolio als eine Methode zur Organisation des Lernens, seiner Kontrolle und Bewertung betrachtet. Es ist eine Sammlung von abgeschlossenen Arbeiten und Lernmaterialien für einen bestimmten Zeitraum. Laut Forschern [9, 10] ermöglicht die Methode des beruflichen Portfolios den Schülern, Selbsteinschätzung, Analyse, Synthese, kritisches Denken, die Fähigkeit, Zusammenhänge herzustellen und theoretisches Wissen in die Praxis umzusetzen, zu entwickeln.

Schlussfolgerungen. Die Analyse der Verordnungsdokumente zeigt, dass der Fremdsprachenunterricht an landwirtschaftlichen Hochschulen nur 2 % der Gesamtstundenzahl ausmacht, aber ein obligatorischer Bestandteil des gesamten Systems der Berufsausbildung ist. Das Ziel des Fremdsprachenunterrichts ist es, die Bereitschaft zur beruflichen Kommunikation in einer Fremdsprache zu entwickeln. Im Laufe des Studiums werden alle Komponenten der fremdsprachlichen Fachkompetenz entwickelt: sprachliche, soziokulturelle, pädagogische und berufliche. Der führende Ansatz für den Fremdsprachenunterricht zu beruflichen Zwecken an landwirtschaftlichen Hochschuleinrichtungen ist berufsorientiert. In jüngster Zeit werden jedoch aktiv die neuesten Ansätze eingeführt, deren Wert und Wirksamkeit durch internationale Erfahrungen bestätigt wurden. Zu diesen Ansätzen

gehört CLIL (Content and language integrated learning), das den Fremdsprachenunterricht mit den Inhalten anderer Fächer (inhaltsbezogener Zweitsprachenunterricht) und die Immersion in eine Fremdsprache kombiniert. Der Vorteil der Anwendung solcher Ansätze an einer landwirtschaftlichen Hochschule besteht darin, dass sie dazu beitragen, die Demotivation der Studenten während der fremdsprachlichen Berufsausbildung wenn nicht zu überwinden, so doch zumindest zu verringern, da die Studenten während des Erlernens einer Fremdsprache professionelles Lehrmaterial in einer bestimmten Disziplin ihres Fachgebiets erhalten. Dies wird dazu beitragen, die Kluft zwischen dem Erlernen einer Fremdsprache und dem Erlernen eines Fachgebiets zu überbrücken und die fremdsprachliche Fachkompetenz schneller zu entwickeln. In der experimentellen Erprobung der vorgeschlagenen Ansätze, Technologien und Methoden des Fremdsprachenunterrichts sehen wir **Perspektiven für weitere Forschung**.

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MOTIVATIONAL TOOLS FOR INTENSIFYING THE STUDY OF THE ENGLISH LANGUAGE

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Abstract. Various motivational tools designed to enhance and intensify the study of the English language have been explored during this research. Language acquisition, particularly in the case of a foreign language like English, often requires sustained effort and engagement. This research delves into innovative approaches and strategies aimed at inspiring learners to overcome challenges, maintain interest, and achieve proficiency in English. The discussion encompasses a range of motivational tools, including technological advancements, gamification, cultural integration, and personalized learning, all of which contribute to a dynamic and effective language learning environment.

After conducting interviews, focus group discussions, and document analysis, the research yielded valuable insights into the motivational tools utilized by the English language learners and their impact on motivation and language proficiency.

The practical meaning of the research lies in its ability to inform and empower language learners, educators, practitioners, and policymakers to enhance language learning experiences, pedagogical practices, policy decisions, technological innovations, and global competence through the effective use of motivational tools for intensifying the study of the English language.

Keywords: motivation, language acquisition, technological advancements, gamification, cultural integration, personalized learning.

Introduction. The study of the English language is not just about mastering grammar rules and vocabulary; it's about embracing a new world of communication, culture, and opportunities. However, maintaining motivation can be a challenge, especially when faced with the complexities of language learning. In this article, we'll explore various motivational tools and techniques that can help learners intensify their study of the English language, making the journey both engaging and rewarding.

English is the most widely spoken language globally, serving as a common ground for communication among people from different linguistic backgrounds. Proficiency in English facilitates effective communication in international business, diplomacy, academia, and everyday interactions. English is the dominant language in

the business world. Many multinational corporations use English as their primary language for communication. Proficiency in English enhances career opportunities and fosters economic growth by facilitating trade, negotiations, and collaboration on a global scale.

Learners often face challenges in understanding cultural nuances and linguistic subtleties that are inherent in a foreign language. Differences in idioms, expressions, and social norms can pose barriers to effective communication. Learning a new language involves mastering grammar rules, vocabulary, and pronunciation. The complexity of these elements can be daunting, and learners may find it challenging to grasp and apply them consistently.

The fear of making mistakes can hinder language learning progress. Some learners may feel self-conscious or anxious about being judged, which may prevent them from actively engaging in conversations and practicing the language.

A lack of opportunities for real-life exposure and practice can impede language learning. Learners may struggle to find native speakers to converse with, limiting their ability to develop fluency and practical communication skills.

Language learning requires consistent effort and motivation. Learners may face challenges in maintaining enthusiasm over an extended period, especially when progress seems slow or when facing other competing priorities.

That is why the problem of effective using of motivational tools for intensifying the study of the English language is **quite relevant**.

The aim of the research. To explore and analyze motivational tools for intensifying English language study; to provide insights into their effectiveness and practical application.

Research methodology. The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The method of analysis has been used for a detailed study of the concept "motivational tools", which made it possible, in particular, to study scientific viewpoints on the

need for implementation. The method of synthesis made it possible to distinguish the role of motivational tools for the effective learners' language acquisition.

Analysis of publications. The problem of motivation has been tried out in many foreign language learning contexts, for example, in Hungary (Csizér & Dörnyei, 2005; Csizér & Kormos, 2009; Kormos & Csizér, 2008), in Japan (Ryan, 2009), and among Japanese, Chinese, Iranian (Taguchi et al., 2009) and Korean (Kim, 2009) foreign language learners. There is also a range of studies into the field of motivation for learning English among Ukrainian scientists (Igor Korsun, Natalia Hromova, Natalia Dmitrenko, Iuliia Budas, Yulia Koliadych, Nina Poliarush).

While numerous studies have explored motivation and language learning strategies, this research contributes novelty in several key areas, such as focusing on motivational tools, its comprehensive exploration, practical recommendations, and implications for practice that makes it a valuable contribution to both theory and practice in language education. All of the above-mentioned reveals **the novelty of the research**.

1. TRADITIONAL MOTIVATIONAL APPROACHES

Talking about motivational approaches it is important to single out intrinsic and extrinsic motivation. As for intrinsic motivation it should be mentioned that personal interest and satisfaction play crucial roles in language learning, influencing learners' motivation, engagement, and overall success in acquiring proficiency in a new language. Here's a deeper exploration of their significance.

Personal interest serves as a powerful motivator in language learning. When learners are genuinely interested in the language they are studying, whether due to a fascination with the culture, literature, music, or simply the desire to communicate with speakers of that language, they are more likely to invest time and effort into their studies. This intrinsic motivation stems from a genuine curiosity and passion for the language, making learning feel less like a chore and more like a rewarding pursuit.

Learners who are personally interested in a language are often more engaged and actively involved in the learning process. They may seek out additional

resources, participate in language exchange programs, or immerse themselves in authentic cultural experiences to deepen their understanding and proficiency. This high level of engagement fosters deeper learning and retention of language skills.

Personal interest in a language can also fuel perseverance and resilience in the face of challenges. When learners encounter difficulties, such as complex grammar rules or unfamiliar vocabulary, their intrinsic motivation and genuine interest in the language can help them overcome obstacles and persist in their learning journey, even when progress may be slow or challenging.

Satisfaction derived from language learning can be a powerful reinforcement mechanism. As learners make progress and achieve their language learning goals, they experience a sense of satisfaction and fulfillment that further reinforces their motivation and commitment to continued learning. This positive feedback loop between progress, satisfaction, and motivation creates a self-reinforcing cycle that propels learners forward in their language learning journey.

Personal interest allows learners to customize their learning experiences based on their preferences, strengths, and goals. They may choose to focus on specific aspects of the language that align with their interests, such as conversational skills, reading literature, or watching films. This personalized approach makes learning more enjoyable and relevant, increasing learners' sense of ownership and autonomy in their language learning journey. Personal interest in a language often goes hand in hand with an interest in the culture associated with that language. Learners who are genuinely interested in the culture of the target language are more likely to develop a deeper understanding and appreciation of its nuances, customs, and societal norms. This cultural understanding enhances their language proficiency by providing context and relevance to their learning.

Finally, personal interest fosters a long-term commitment to language learning. Unlike extrinsic motivators such as grades or external rewards, which may fade over time, intrinsic interest in a language, can sustain learners' commitment and enthusiasm for years to come. This long-term perspective is essential for achieving

fluency and proficiency in a language, which often requires years of dedicated study and practice.

Fostering intrinsic motivation in English language learners is crucial for maintaining their long-term engagement and commitment to language learning. Here are some effective strategies to cultivate intrinsic motivation:

Help learners set personal, meaningful goals that resonate with their interests, aspirations, and values. Encourage them to reflect on why they want to learn English and how proficiency in the language aligns with their broader personal or professional goals. By connecting language learning to their individual aspirations, learners are more likely to feel a sense of purpose and intrinsic motivation.

Provide learners with opportunities to make choices and exercise autonomy in their learning process. Allow them to select topics, materials, or activities that align with their interests and preferences. By giving learners a sense of control over their learning experience, you empower them to take ownership of their progress and foster intrinsic motivation.

Stimulate learners' curiosity by presenting them with intriguing questions, puzzles, or real-world problems that require English language skills to solve. Encourage exploration of diverse topics, cultural artefacts, and authentic materials, such as literature, music, or videos. Create an environment that values inquiry, discovery, and intellectual curiosity, fostering intrinsic motivation to learn more about the language and its cultural context.

Offer constructive, timely feedback that focuses on learners' efforts, progress, and achievements rather than solely on outcomes or grades. Recognize their strengths, celebrate their successes, and offer guidance for improvement. Positive feedback reinforces learners' intrinsic motivation by validating their efforts and promoting a growth mindset that values learning as a journey of continuous improvement.

Encourage a growth mindset by emphasizing the belief that language proficiency can be developed through effort, practice, and perseverance. Normalize mistakes as natural opportunities for learning and growth rather than failures. Foster

resilience by highlighting the progress learners have made and the potential they have to overcome challenges and achieve their goals through dedication and persistence.

Design learning activities that are interactive, relevant, and intellectually stimulating. Incorporate real-world tasks, problem-solving activities, and collaborative projects that require learners to apply their English language skills in meaningful contexts. Balance the level of challenge to match learners' abilities, ensuring that tasks are neither too easy nor too difficult, and provide opportunities for autonomy and creativity.

Foster a supportive learning environment where learners feel valued, respected, and connected to their peers and instructors. Encourage collaboration, peer interaction, and mutual support through group projects, discussions, and language exchange activities. Create opportunities for learners to share their experiences, insights, and challenges, building a sense of camaraderie and belonging that enhances intrinsic motivation.

Acknowledge and celebrate learners' progress and achievements at regular intervals. Recognize their efforts, perseverance, and growth over time, whether through certificates, awards, public recognition, or informal praise. Celebrating milestones reinforces learners' intrinsic motivation by highlighting their accomplishments and providing positive reinforcement for their ongoing efforts.

By implementing these strategies, educators can foster intrinsic motivation in English language learners, empowering them to engage actively in their language learning journey, develop their proficiency, and achieve their goals with enthusiasm and satisfaction. [26]

As for extrinsic motivation, rewards, recognition, and external incentives can serve as powerful motivational tools in English language learning, particularly for learners who may require additional encouragement or reinforcement to stay engaged and committed to their studies. Here's how these tools can be effectively utilized.

Tangible rewards, such as certificates, badges, or prizes, can be offered to learners as incentives for achieving specific milestones or demonstrating notable progress in their language learning journey. These rewards serve as tangible symbols

of accomplishment and can boost learners' confidence and self-esteem. In digital learning environments, virtual rewards, such as points, badges, or levels unlocked, can be integrated into language learning platforms or apps.

These gamification elements provide learners with immediate feedback and a sense of achievement, motivating them to continue engaging with the material and progressing through their lessons.

Providing verbal recognition and praise for learners' efforts and achievements can be a powerful form of motivation. Publicly acknowledging learners' progress in front of their peers or celebrating their successes in class can boost their self-confidence and foster a positive learning environment. Organizing language learning competitions or challenges can incentivize learners to actively participate and strive for excellence. Whether it's a spelling bee, a pronunciation contest, or a writing competition, these events provide learners with opportunities to showcase their skills, compete with their peers, and earn recognition for their accomplishments.

External incentives, such as rewards points, discounts, or access to exclusive resources, can be offered to learners who consistently demonstrate dedication and progress in their language studies. These incentives provide learners with tangible benefits for their efforts and can serve as additional motivators to stay engaged and committed to their learning goals.

Implementing a goal-based rewards system allows learners to earn rewards or incentives upon achieving specific language learning objectives. For example, learners could earn points or badges for completing a certain number of lessons, mastering vocabulary lists, or achieving a target score on a language proficiency test. This system provides learners with clear targets to work towards and rewards their efforts accordingly.

Encouraging peer recognition and support can also serve as a motivational tool. Peer-to-peer recognition, such as peer feedback or peer tutoring, fosters a sense of camaraderie and accountability among learners, motivating them to support and encourage each other in their language learning endeavours. Tailoring incentives to individual learners' interests, preferences, and learning styles can enhance their

effectiveness. For example, offering rewards related to learners' hobbies or interests outside of language learning can make the incentives more personally meaningful and increase their motivational impact.

It's important to note that while rewards, recognition, and external incentives can be effective motivational tools, they should be used judiciously and in conjunction with other intrinsic motivational strategies to promote sustainable motivation and long-term engagement in English language learning. Additionally, educators should be mindful of avoiding over-reliance on extrinsic rewards, as excessive external incentives may diminish learners' intrinsic motivation over time.

Balancing extrinsic motivation with intrinsic motivation is essential to ensure that learners remain engaged and committed to their language learning journey while also benefiting from external incentives.

Educators should prioritize fostering intrinsic motivation by highlighting the personal relevance, meaning, and enjoyment inherent in language learning. Encourage learners to connect with their own interests, goals, and values related to English language proficiency, emphasizing the inherent satisfaction and fulfilment that comes from mastering a new language. They need to offer learners opportunities to make choices and exercise autonomy in their learning process.

Allow them to select topics, materials, or activities that align with their interests and preferences. By empowering learners to take ownership of their learning journey, educators can nurture intrinsic motivation while still providing structure and guidance as needed. [33]

Position extrinsic incentives, such as rewards or recognition, as supportive tools rather than the primary drivers of motivation. Emphasize that rewards are designed to acknowledge learners' efforts and progress, providing additional encouragement and reinforcement along the way. Reinforce the idea that intrinsic motivation, driven by personal interest and satisfaction, is the foundation of sustainable language learning.

Align extrinsic rewards with learners' intrinsic goals and aspirations. For example, rewards can be tied to achieving specific language learning milestones or

demonstrating progress toward personal language proficiency targets. By connecting external incentives to learners' intrinsic motivations, educators can reinforce the importance of both types of motivation in the learning process.

Educators need to cultivate a culture of mastery and growth mindset by emphasizing the value of learning for its own sake and the importance of embracing challenges and persevering through setbacks. Encourage learners to view language learning as a journey of continuous improvement and exploration, where intrinsic motivation is derived from the satisfaction of learning and growing over time. Offer personalized meaningful feedback and recognition that acknowledges learners' progress, effort, and achievements. Focus on intrinsic markers of success, such as improvements in language proficiency, increased confidence in communication skills, or deeper understanding of cultural nuances. Reinforce learners' intrinsic motivation by emphasizing their growth and development as language learners.

They need to foster self-reflection and goal setting as integral components of the learning process. Encourage learners to regularly assess their progress, reflect on their motivations and learning experiences, and set meaningful goals for their language learning journey. By fostering a sense of agency and purpose, educators can nurture intrinsic motivation while providing support through external incentives.

Moreover, educators need to recognize that learners' motivational needs may evolve over time and vary depending on individual circumstances. Balance the use of extrinsic incentives with opportunities for intrinsic satisfaction and enjoyment in language learning. As learners develop greater intrinsic motivation and autonomy, gradually reduce reliance on external rewards and encourage self-directed learning and exploration. [31]

By integrating these strategies into language learning environments, educators can strike a balance between extrinsic and intrinsic motivation, empowering learners to engage actively in their language learning journey while also benefiting from external incentives and support. Ultimately, the goal is to cultivate a sustainable and fulfilling learning experience that fosters both intrinsic satisfaction and long-term language proficiency.

2. TECHNOLOGICAL ADVANTAGEMENTS IN LANGUAGE LEARNING

Technological advancements have revolutionized language learning, offering learners innovative tools, resources, and platforms to enhance their proficiency and engagement. There are some key technological advancements in language learning.

Mobile applications and software platforms, such as Duolingo, Babbel, Rosetta Stone, and Memrise, provide interactive and gamified language learning experiences. These apps offer a variety of exercises, quizzes, and games to practice vocabulary, grammar, pronunciation, and comprehension skills on-the-go. Websites and platforms like Coursera, Udemy, and Khan Academy offer a wide range of online language courses taught by experienced instructors. Learners can access video lectures, interactive exercises, and peer-to-peer discussions to enhance their language skills at their own pace and convenience. Language exchange apps and platforms, such as Tandem, HelloTalk, and Speaky, connect language learners with native speakers around the world for language practice and cultural exchange. These apps facilitate real-time conversations, text messaging, and voice/video calls to improve speaking and listening skills in a supportive and immersive environment.

VR and AR technologies are increasingly being used to create immersive language learning experiences. VR applications allow learners to explore virtual environments, engage in simulated conversations with avatars, and practice real-life scenarios, while AR applications overlay digital content onto the physical world, enhancing vocabulary acquisition and cultural understanding.

Game-based learning platforms, such as FluentU and Lingodeer, offer interactive language learning games, simulations, and role-playing activities to make learning fun and engaging. These games motivate learners through challenges, rewards, and competition, while also reinforcing language skills in context.

NLP and speech recognition technologies enable personalized language learning experiences by providing instant feedback on pronunciation, grammar, and fluency. Tools like Google Translate, Speechling, and LanguageTool utilize NLP algorithms to analyze and correct learners' speech and writing in real-time, facilitating language practice and improvement.

AI-powered language learning platforms, such as Babbel and Busuu, use adaptive learning algorithms to personalize instruction based on learners' strengths, weaknesses, and learning preferences.

These platforms offer customized lesson plans, targeted practice exercises, and progress tracking features to optimize learning outcomes.

Social media platforms, language forums, and online communities, such as Reddit, Language Learners Stack Exchange, and Facebook groups, provide opportunities for learners to connect with fellow language enthusiasts, share resources, ask questions, and receive peer support and feedback.

These technological advancements have democratized access to language learning resources, breaking down barriers of time, location, and cost, and empowering learners of all ages and backgrounds to pursue their language learning goals with greater flexibility, interactivity, and effectiveness. As technology continues to evolve, the future of language learning holds exciting possibilities for even more immersive, personalized, and adaptive learning experiences.

The impact of technology on self-directed learning (SDL) has been profound, empowering learners to take control of their own learning processes, pursue personalized learning pathways, and achieve greater autonomy and efficacy. Technology has democratized access to a wealth of educational resources, including online courses, digital libraries, multimedia content, and interactive learning platforms. Learners can access a vast array of materials on virtually any topic, allowing them to explore diverse subjects and pursue their interests at their own pace and convenience. Technology enables personalized and customized learning experiences tailored to individual learners' preferences, needs, and learning styles. Adaptive learning algorithms, intelligent tutoring systems, and recommendation

engines analyze learners' progress, preferences, and performance data to deliver targeted content, assessments, and feedback, optimizing learning outcomes.

Online learning platforms, mobile applications, and digital tools offer flexibility and convenience, allowing learners to engage in SDL anytime, anywhere. Whether it's accessing course materials on a smartphone during a commute, participating in virtual classrooms from home, or collaborating with peers asynchronously, technology facilitates learning opportunities that fit into learners' busy schedules and lifestyles.

Technology enhances engagement and interactivity in SDL through multimedia elements, gamification, simulations, and interactive exercises. Virtual reality (VR), augmented reality (AR), and immersive experiences create dynamic and immersive learning environments that captivate learners' attention and foster active participation and exploration. Online collaboration tools, social media platforms, and learning communities enable learners to connect with peers, experts, and mentors worldwide, fostering collaboration, knowledge sharing, and peer support. Learners can participate in virtual study groups, forums, and online discussions, leveraging collective intelligence and diverse perspectives to enhance their learning experiences.

Technology facilitates self-assessment and feedback mechanisms that empower learners to monitor their progress, identify areas for improvement, and track their learning journey. Online quizzes, self-paced exercises, and progress tracking features provide learners with immediate feedback and performance analytics, enabling them to reflect on their learning strategies and adjust their approach accordingly.

Technology promotes learner autonomy and empowerment by placing learners in control of their own learning processes and decisions. Learners have the freedom to set their learning goals, choose their resources, pace their learning, and direct their own inquiries and explorations, fostering a sense of ownership and responsibility for their learning outcomes.

Technology encourages lifelong learning and continuous improvement by facilitating ongoing access to educational opportunities, professional development resources, and skill-building initiatives. Learners can engage in SDL throughout their

lives, adapting to changing contexts, acquiring new knowledge and skills, and staying competitive in a rapidly evolving global landscape.

Overall, the impact of technology on SDL is transformative, empowering learners to become self-directed, lifelong learners who harness the power of technology to pursue their educational and personal aspirations with autonomy, efficacy, and enthusiasm.

Immersive experiences for language learners leverage technology to create interactive and engaging environments that simulate real-world language contexts, enabling learners to practice and improve their language skills in authentic and meaningful ways.

VR technology immerses learners in virtual environments where they can interact with lifelike scenarios, such as ordering food in a restaurant, navigating a city, or participating in conversations with virtual characters. VR language learning platforms like MondlyVR and ImmerseMe offer immersive experiences that enhance speaking, listening, and cultural understanding skills.

AR applications overlay digital content onto the physical world, providing learners with contextual information, translations, and interactive experiences. AR language apps like Google Translate and Word Lens enable learners to point their smartphones at signs, menus, or printed text to instantly translate and learn vocabulary in real-time. Gamified language learning platforms and simulations offer immersive experiences that engage learners through interactive challenges, quests, and role-playing scenarios. Games like Influent, which simulate real-life environments like a virtual apartment or office, provide opportunities for learners to explore and interact with objects while learning vocabulary and phrases in context.

Language exchange platforms like Tandem and HelloTalk connect learners with native speakers around the world for language practice and cultural exchange. Through text messaging, voice/video calls, and virtual language exchanges, learners can immerse themselves in authentic conversations, receive feedback, and improve their speaking and listening skills. Virtual language immersion programs offer

intensive, immersive experiences where learners engage in live classes, cultural activities, and interactions with native speakers in a virtual environment.

Programs like FluentU Live and Rosetta Stone Live feature virtual classrooms, group discussions, and cultural workshops that simulate real-world language immersion experiences.

Interactive websites and multimedia content provide immersive experiences that combine audio, video, text, and interactive exercises to engage learners in language learning. Websites like BBC Languages, FluentU, and LingQ offer immersive content such as news articles, videos, and podcasts in the target language, supplemented with vocabulary lists, quizzes, and comprehension activities.

Cultural immersion experiences allow learners to explore the language in its cultural context, deepening their understanding of language and culture simultaneously. Virtual tours of museums, historical sites, and cultural landmarks, as well as virtual language exchanges with speakers from diverse cultural backgrounds, provide immersive opportunities for language learners to broaden their perspectives and cultural awareness.

Virtual language learning events, workshops, and conferences offer immersive experiences where learners can engage with experts, participate in discussions, and collaborate with peers in real-time. Events like language hackathons, language festivals, and virtual study groups provide opportunities for immersive language practice and networking with fellow learners and language enthusiasts.

Overall, immersive experiences for language learners leverage technology to create dynamic and interactive learning environments that simulate real-world language contexts, providing learners with opportunities to practice, interact, and engage with the language in authentic and meaningful ways. These immersive experiences enhance language acquisition, cultural understanding, and communication skills, empowering learners to become proficient and confident language users.

Integrating Virtual Reality (VR) and Augmented Reality (AR) into English language classrooms offers exciting opportunities to enhance engagement, immersion, and language acquisition.

Use VR technology to take students on virtual field trips to English-speaking countries or cultural landmarks. Through VR experiences, students can explore famous landmarks, museums, and historical sites, immersing themselves in the language and culture while practicing English vocabulary and conversational skills.

Create immersive language immersion scenarios in VR where students interact with virtual characters in real-life situations, such as ordering food at a restaurant, booking accommodations, or navigating a city. These scenarios provide opportunities for authentic language practice and communication in a simulated environment.

Use VR to create interactive storytelling and narrative experiences that engage students in English language narratives and literature. Students can immerse themselves in virtual story worlds, interact with characters, and explore plotlines, enhancing their comprehension, vocabulary, and critical thinking skills.

Develop VR language learning games and simulations that gamify English language instruction and provide interactive practice opportunities. Games like language puzzles, scavenger hunts, and role-playing simulations can engage students in meaningful language practice while making learning enjoyable and immersive.

Set up virtual language labs in VR environments where students can engage in language exercises, pronunciation practice, and communicative activities. VR language labs can provide interactive speaking and listening practice, feedback on pronunciation, and opportunities for peer collaboration and feedback.

Use AR technology to enhance language learning activities and materials in the physical classroom. AR applications can overlay digital content onto textbooks, flashcards, or classroom displays, providing interactive vocabulary exercises, grammar explanations, or multimedia content to supplement traditional instruction.

Use VR to facilitate cultural exploration and experiences that immerse students in English-speaking cultures and traditions. Virtual cultural tours, festivals, and celebrations allow students to learn about cultural practices, customs, and social

norms while practicing English language skills in context. Facilitate collaborative projects and virtual collaboration experiences in VR environments where students work together on language learning tasks, projects, or presentations. VR platforms with collaborative features enable students to collaborate in real-time, practice communication skills, and engage in peer feedback and evaluation.

Use VR and AR technology for professional development and teacher training in English language instruction. Virtual workshops, seminars, and training sessions allow teachers to explore innovative teaching strategies, learn about new technologies, and collaborate with colleagues from around the world to enhance their teaching practices. [40]

By integrating VR and AR into English language classrooms, educators can create dynamic and immersive learning experiences that engage students, enhance language acquisition, and prepare them for success in an increasingly interconnected and digital world.

3. GAMIFICATION IN LANGUAGE LEARNING

The incorporation of game elements in language learning, often referred to as gamification, offers a dynamic and engaging approach to language instruction that motivates students, fosters active participation, and enhances learning outcomes.

Implement a points-based system where students earn points for completing language learning tasks, such as completing lessons, practicing vocabulary, or participating in discussions. Offer badges or achievements for reaching milestones or mastering specific skills. Leaderboards can be used to display students' progress and achievements, fostering friendly competition and motivation.

Structure language learning activities into levels or stages that progressively increase in difficulty or complexity. As students complete tasks and demonstrate proficiency, they advance to higher levels, unlocking new content, challenges, and rewards. The sense of progression and achievement motivates students to continue learning and mastering the language.

Frame language learning activities as quests, challenges, or missions that students must complete to achieve specific objectives or goals. These can include tasks such as solving language puzzles, completing dialogues, or mastering grammar rules. By adding a narrative element and clear objectives, students are motivated to engage with the material and overcome challenges.

Educators need to integrate storytelling and narrative elements into language learning activities, such as interactive stories, role-playing scenarios, or choose-your-own-adventure games. By immersing students in engaging narratives and characters, language learning becomes more enjoyable and memorable. Students actively participate in creating and interpreting language in context, enhancing their comprehension and communication skills.

Utilize game-based language learning platforms and apps that incorporate interactive games and simulations to teach language skills. These platforms offer a variety of game formats, including quizzes, puzzles, word games, and simulations, which provide opportunities for practice and reinforcement of vocabulary, grammar, and pronunciation in a fun and engaging manner. Encourage collaboration and teamwork through multiplayer games and group activities where students work together to solve language challenges or complete tasks. Collaborative games promote communication, cooperation, and peer support, as students collaborate to achieve common goals and overcome obstacles.

Teachers need to provide immediate feedback and rewards to reinforce learning and motivate students to continue making progress. Positive feedback, such as encouraging messages, virtual rewards, or unlocking new content, reinforces students' efforts and achievements. Timely feedback helps students track their performance and identify areas for improvement. Allow students to customize their learning experience by choosing their own avatars, selecting personalized learning paths, or setting individual goals. By tailoring the learning experience to their preferences and interests, students feel a sense of ownership and autonomy, increasing their motivation and engagement.

Design language learning games and activities that simulate real-world contexts and situations, such as ordering food in a restaurant, travelling to a foreign country, or participating in a job interview. By practicing language skills in authentic contexts, students develop practical communication skills and gain confidence in using the language in real-life situations.

By incorporating game elements into language learning, educators can create dynamic, interactive, and motivating learning experiences that inspire students to actively engage with the language, develop proficiency, and achieve their learning goals.

Real-world scenarios provide authentic contexts for language learning and offer opportunities for students to apply their language skills in practical and meaningful ways.

It would be a good idea to role-play scenarios related to travel and tourism, such as booking a hotel room, asking for directions, ordering food at a restaurant, or purchasing tickets for transportation. These scenarios help students practice essential vocabulary, expressions, and communication strategies for navigating unfamiliar environments and interacting with native speakers.

Educators can also simulate workplace communication scenarios, such as participating in meetings, making presentations, negotiating contracts, or writing professional emails. These scenarios help students develop business communication skills, including formal language use, persuasion, and negotiation, preparing them for future employment opportunities in international settings. Create scenarios based on everyday interactions, such as shopping for groceries, visiting a doctor's office, making phone calls, or chatting with neighbours. These scenarios reinforce practical language skills for common situations encountered in daily life, including greetings, conversations, requests, and problem-solving. Role-play scenarios related to socializing and networking, such as attending social events, making small talk, introducing oneself, or discussing hobbies and interests. These scenarios help students develop conversational fluency, social etiquette, and cultural understanding, enabling them to build relationships and connect with others in social settings. [5]

Moreover, you can organize cultural experiences, such as cultural festivals, museum visits, or community events, where students interact with native speakers and engage in cultural activities. These experiences expose students to diverse cultural perspectives, traditions, and customs, fostering cross-cultural communication and appreciation. Simulate emergency situations, such as seeking help in case of illness or injury, reporting a lost item, or handling unexpected events. These scenarios teach students essential language skills for communicating in urgent or stressful situations, including seeking assistance, providing information, and expressing concerns or needs.

It is essential to discuss and analyze real-world media and current events, such as news articles, podcasts, or videos, related to topics of interest or relevance to students' lives. Encourage students to express opinions, share perspectives, and engage in debates or discussions on contemporary issues, enhancing their language proficiency and critical thinking skills.

It goes without saying that you need to engage students in community service or volunteer work where they interact with community members and contribute to meaningful projects or initiatives. These experiences provide opportunities for authentic language use in service-oriented contexts, such as assisting with events, conducting interviews, or coordinating activities, while also promoting social responsibility and civic engagement.

By incorporating real-world scenarios into language learning activities, educators can create immersive and relevant learning experiences that empower students to apply their language skills in authentic contexts, develop confidence and fluency, and prepare for real-life interactions and experiences beyond the classroom.

Creating a simulated English-speaking environment involves immersing students in a setting where English is the primary language of communication, providing opportunities for authentic language practice and cultural exploration. Here's how to create a simulated English-speaking environment in the classroom.

Establish an English-only policy during designated times or activities within the classroom. Encourage students to communicate exclusively in English during these periods to create an immersive language environment.

Decorate the classroom with visual aids, posters, and props related to English-speaking countries and cultures. Use maps, flags, landmarks, and cultural artefacts to create a visually stimulating environment that reflects English-speaking countries' diversity and heritage.

Organize role-playing and simulation activities that simulate real-life scenarios in English-speaking contexts. Assign roles to students, such as restaurant patrons, hotel guests, or tourists, and encourage them to interact and communicate in English to accomplish tasks and solve problems. Incorporate cultural experiences and celebrations from English-speaking countries into the classroom curriculum. Celebrate holidays, festivals, and traditions such as Thanksgiving, Halloween, or St. Patrick's Day, and use these occasions as opportunities to learn about English-speaking cultures and customs.

Establish English language clubs or conversation groups where students can meet regularly to practice English in a relaxed and informal setting. Organize events, such as English movie nights, book clubs, or cultural exchange activities, to provide additional opportunities for language practice and social interaction. Use authentic materials and resources, such as English-language newspapers, magazines, websites, and multimedia content, to expose students to real-world English language use. Incorporate authentic texts, videos, and audio recordings into lessons to provide context-rich language input and promote language comprehension.

Leverage technology to provide virtual experiences that immerse students in English-speaking environments. Use virtual reality (VR) or augmented reality (AR) simulations to take students on virtual tours of English-speaking cities, landmarks, and cultural attractions, allowing them to explore and interact with the environment in English. Establish language exchange partnerships with English-speaking schools or communities in other countries. Use video conferencing tools to facilitate virtual

language exchanges, where students can communicate with native speakers and engage in cross-cultural dialogue and collaboration. [40]

Organize language immersion camps or field trips to English-speaking destinations where students can experience immersion in an authentic English-speaking environment. Arrange visits to English-speaking communities, museums, universities, or businesses to provide firsthand exposure to language and culture.

Provide continuous reinforcement and support to students as they navigate the simulated English-speaking environment. Offer encouragement, feedback, and guidance to help students overcome language barriers and gain confidence in using English in various contexts.

By creating a simulated English-speaking environment in the classroom, educators can provide students with valuable opportunities to practice English in authentic settings, develop their language skills, and gain a deeper understanding of English-speaking cultures and communities.

Promoting cultural exchange as a motivational tool in language learning enriches students' understanding of diverse cultures, fosters empathy and global citizenship, and enhances their motivation to engage with the language. Here are several strategies to promote cultural exchange in language learning.

You can organize virtual cultural experiences where students interact with native speakers from different countries via video calls, online forums, or social media platforms.

Encourage students to ask questions, share their own cultural experiences, and learn about customs, traditions, and everyday life in different cultures.

It's important to facilitate cultural exchange projects where students collaborate with peers from diverse cultural backgrounds on joint assignments, presentations, or research projects. Assign tasks that require students to explore and compare cultural practices, values, and perspectives, fostering cross-cultural understanding and collaboration. Establish pen pal or language exchange partnerships between students from different countries or language backgrounds. Encourage students to communicate regularly via email, letters, or online messaging platforms to

practice language skills, share insights about their cultures, and build friendships across borders.

Educators can organize multicultural events, festivals, or celebrations where students showcase their cultural heritage, traditions, and talents. Encourage students to prepare presentations, performances, or exhibits that highlight aspects of their culture, such as music, dance, cuisine, or art, and invite peers to participate and learn from each other. Arrange virtual cultural tours and workshops where students explore different cultures through online platforms, museums, cultural centres, or guest speakers. Provide opportunities for students to engage in interactive activities, demonstrations, or discussions that deepen their understanding of cultural diversity and promote intercultural dialogue. Organize cross-cultural discussions and debates on topics related to language, identity, diversity, and globalization.

Encourage students to share their perspectives, challenge stereotypes, and engage in respectful dialogue with peers from diverse backgrounds, promoting critical thinking and cultural awareness.

Moreover, you can facilitate cultural immersion experiences, such as homestays, study abroad programs, or virtual exchanges, where students have the opportunity to live and interact with members of the host culture. These experiences provide firsthand exposure to cultural practices, language use, and social norms, fostering empathy and intercultural competence.

 Establish cultural resource centres or libraries with a diverse collection of books, films, music, and artefacts from around the world. Encourage students to explore and engage with cultural resources, sparking curiosity, appreciation, and understanding of different cultures and languages.

By promoting cultural exchange as a motivational tool in language learning, educators create inclusive and enriching learning environments that celebrate diversity, foster cultural appreciation, and inspire students to become global citizens who value and respect cultural differences.

4. PERSONALIZED LEARNING PATHS

Personalized learning paths are tailored educational journeys designed to meet the individual needs, interests, and goals of each learner. By customizing the learning experience to align with students' unique preferences, strengths, and learning styles, personalized learning paths empower learners to take ownership of their education and achieve personalized learning outcomes.

Personalized learning begins with an assessment of students' prior knowledge, skills, interests, and learning preferences. This may involve diagnostic tests, surveys, interviews, or portfolio reviews to gather data about each learner's strengths, weaknesses, and learning goals.

Based on the assessment results, educators and learners collaboratively set personalized learning goals and objectives. Together, they develop individualized learning plans that outline specific learning objectives, milestones, and strategies for achieving them. Personalized learning paths involve customizing the curriculum to meet the diverse needs and interests of learners. This may include selecting learning materials, resources, and activities that are aligned with students' learning objectives and preferences. Personalized learning paths offer flexibility and differentiation to accommodate learners' diverse needs, pacing, and learning styles. Students may progress through the curriculum at their own pace, choose from a variety of learning activities, and receive differentiated support and resources based on their individual needs.

Technology plays a key role in personalized learning paths by providing adaptive learning platforms, intelligent tutoring systems, and data-driven analytics to support individualized instruction. These technologies offer personalized recommendations, adaptive feedback, and progress tracking to help learners optimize their learning experiences.

Throughout the learning journey, educators monitor students' progress and provide ongoing feedback and support. Regular assessments, checkpoints, and formative feedback help learners stay on track, identify areas for improvement, and adjust their learning strategies as needed. [29]

Personalized learning paths encourage learners to reflect on their learning experiences, goals, and achievements. Through self-assessment, reflection prompts, and goal reviews, students evaluate their progress, celebrate successes, and make revisions to their learning plans as they continue their educational journey.

There are some Benefits of Personalized Learning Paths:

Personalized learning paths cater to the individual needs, interests, and abilities of each learner, ensuring that instruction is tailored to their unique requirements.

By allowing students to pursue topics of interest, set their own learning goals, and progress at their own pace, personalized learning paths foster greater engagement and intrinsic motivation.

Research suggests that personalized learning can lead to improved academic performance, higher retention rates, and greater mastery of learning objectives compared to traditional one-size-fits-all approaches.

Personalized learning paths offer flexibility and adaptability to accommodate diverse learning styles, preferences, and needs, allowing students to learn in ways that are most effective for them.

Personalized learning empowers students to take ownership of their learning, make informed decisions, and develop self-regulation skills that are essential for lifelong learning.

Personalized learning paths enable educators to provide targeted support, interventions, and enrichment opportunities to meet the specific needs of each learner, whether they require additional scaffolding or accelerated instruction.

By promoting critical thinking, problem-solving, and self-directed learning skills, personalized learning paths prepare students for success in a rapidly changing world where adaptability and lifelong learning are essential.

In summary, personalized learning paths offer a student-cantered approach to education that prioritizes individualized instruction, engagement, and empowerment. By customizing the learning experience to align with students' unique needs and interests, personalized learning paths hold the promise of unlocking the full potential

of every learner and preparing them for future success in a dynamic and interconnected world.

Encouraging learners to set and achieve language learning goals is essential for fostering motivation, accountability, and progress in their language acquisition journey. Encouraging learners to reflect on their current language proficiency level, strengths, weaknesses, and areas for improvement. Conduct self-assessment activities, such as language proficiency tests, quizzes, or reflective journaling, to help learners identify their learning needs and set realistic goals.

Introducing the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals framework to guide learners in setting clear, actionable, and attainable language learning goals. Help learners define specific language objectives, establish measurable criteria for success, and set deadlines for achieving their goals. Facilitating goal setting workshops or individual goal-setting sessions where learners can brainstorm, discuss, and articulate their language learning goals. Provide guidance, feedback, and support to help learners refine their goals, prioritize areas of focus, and develop action plans for achieving them.

Collaborating with learners to create personalized learning plans that align with their language learning goals, preferences, and learning styles. Help learners identify learning resources, strategies, and activities that support their goals, such as textbooks, online courses, language exchange partners, or cultural immersion experiences. [31]

Implementing progress tracking tools and systems to help learners monitor their language learning progress and stay accountable to their goals. Encourage learners to track their study hours, vocabulary acquisition, language practice sessions, and proficiency gains using journals, apps, or online platforms.

Providing regular feedback and opportunities for reflection to help learners assess their progress, identify areas of improvement, and celebrate their achievements. Offer constructive feedback on language tasks, assignments, or assessments, and encourage learners to reflect on their learning experiences, challenges, and successes.

Celebrating learners' achievements and milestones in language learning by acknowledging their progress, effort, and dedication. Recognize learners' accomplishments through verbal praise, certificates, badges, or rewards, and create a supportive learning environment that reinforces positive behaviours and outcomes. Encouraging learners to review and revise their language learning goals as needed based on their evolving needs, interests, and progress. Help learners adapt their goals, learning strategies, and timelines in response to challenges, setbacks, or changes in priorities, ensuring that their goals remain relevant and achievable. Fostering a sense of community support and accountability by encouraging learners to share their language learning goals with peers, mentors, or language learning groups. Create opportunities for learners to collaborate, exchange feedback, and hold each other accountable for their progress, fostering a sense of camaraderie and mutual support.

By encouraging learners to set and achieve language learning goals, educators empower them to take ownership of their learning, stay motivated, and make meaningful progress in their language acquisition journey. Through goal setting, reflection, support, and accountability, learners can develop the skills, confidence, and resilience needed to become successful and proficient language users.

5. REAL-WORLD EXAMPLES OF SUCCESSFUL IMPLEMENTATION OF MOTIVATIONAL TOOLS

Examining real-world examples of successful implementation of motivational tools in language learning can provide valuable insights into effective strategies for engaging and inspiring learners. Here are two examples of successful implementation of motivational tools:

Duolingo is a popular language learning platform that employs gamification and motivational tools to engage learners and encourage consistent practice. Some of the motivational features implemented in Duolingo include:

- Progress Tracking: Duolingo tracks learners' progress through levels, achievements, and streaks, providing visual feedback on their accomplishments and motivating them to maintain consistency in their learning.

- Rewards and Leaderboards: Duolingo offers virtual rewards, such as lingots, for completing lessons and maintaining streaks. Leaderboards allow learners to compare their progress with friends or other users, fostering friendly competition and motivation.

- Skill Tree and Unlockable Content: Duolingo's skill tree structure presents language learning as a series of achievable milestones, with learners unlocking new lessons and content as they progress. This sense of progression motivates learners to continue advancing through the curriculum.

- Personalized Learning Path: Duolingo adapts to learners' performance and preferences, offering personalized recommendations and adjusting the difficulty of exercises to match their proficiency level. This personalized approach keeps learners engaged and motivated by providing content that is relevant and challenging.

The success of Duolingo demonstrates the effectiveness of gamification and motivational tools in motivating learners to set and achieve language learning goals, maintain consistency in their practice, and experience a sense of accomplishment as they progress.

Rosetta Stone:

Rosetta Stone is another well-known language learning platform that utilizes motivational tools to engage learners and facilitate language acquisition. Some of the motivational features implemented in Rosetta Stone include:

- Interactive Learning Experience: Rosetta Stone provides an immersive and interactive learning experience that simulates real-world language contexts, allowing learners to practice language skills in authentic situations. This experiential approach motivates learners by making language learning relevant and engaging.

- Adaptive Feedback: Rosetta Stone offers immediate and adaptive feedback on learners' pronunciation, grammar, and comprehension, helping them identify areas for

improvement and track their progress over time. This feedback loop reinforces learning and motivates learners to strive for accuracy and fluency.

- Live Tutoring and Coaching: Rosetta Stone offers live tutoring sessions with native-speaking tutors who provide personalized instruction, feedback, and support to learners. These one-on-one sessions offer additional motivation and encouragement, as learners receive individualized guidance and assistance from experienced instructors.

- Mobile Accessibility: Rosetta Stone's mobile app allows learners to access language lessons anytime, anywhere, enabling them to incorporate language learning into their daily routines. This flexibility encourages learners to stay engaged and motivated by providing convenient access to learning resources on the go.

The success of Rosetta Stone demonstrates the effectiveness of interactive learning experiences, adaptive feedback, personalized instruction, and mobile accessibility in motivating learners to achieve language learning goals and experience meaningful progress. [40]

In summary, real-world examples such as Duolingo and Rosetta Stone showcase the effectiveness of motivational tools in language learning, including gamification, progress tracking, personalized learning paths, adaptive feedback, and live tutoring. By incorporating these motivational features into language learning platforms, educators can inspire learners to set and achieve language learning goals, maintain consistency in their practice, and experience a sense of accomplishment as they progress on their language learning journey.

6. CHALLENGES AND FUTURE DIRECTIONS

Motivational tools are essential in intensifying the study of the English language, but they encounter challenges and offer potential future directions for improvement. Let's explore these aspects:

Challenges:

Cultural Relevance

- Challenge: Motivational tools may not always resonate with learners from diverse cultural backgrounds, leading to disengagement or lack of interest.

- Future Direction: Develop culturally relevant content and activities that incorporate diverse perspectives, cultural references, and real-life situations to better engage learners from various cultural backgrounds.

Overemphasis on Extrinsic Rewards

- Challenge: Relying solely on extrinsic rewards, such as grades or prizes, can diminish intrinsic motivation and hinder long-term engagement.

- Future Direction: Strike a balance between extrinsic rewards and intrinsic motivators, emphasizing the inherent value of language learning, personal growth, and achievement.

Technological Access and Equity

- Challenge: Limited access to technology or internet connectivity disparities may restrict some learners from benefiting fully from digital motivational tools.

- Future Direction: Ensure equitable access to technology resources and consider developing offline alternatives or low-tech solutions to accommodate learners with varying levels of access.

Sustainability of Motivation

- Challenge: Sustaining motivation over time can be challenging, particularly as learners encounter difficulties or setbacks in their language learning journey.

- Future Direction: Implement strategies to foster intrinsic motivation, such as promoting learner autonomy, cultivating a growth mindset, and offering ongoing support and encouragement.

Effective Integration into Curriculum

- Challenge: Integrating motivational tools seamlessly into the curriculum while addressing learning objectives and standards can be complex.

- Future Direction: Develop frameworks or guidelines for educators to effectively integrate motivational tools into lesson plans, ensuring alignment with curriculum goals and learning outcomes.

Future Directions

Personalized Learning Experiences. Explore personalized approaches to motivation, leveraging learner preferences, interests, and goals to tailor motivational tools and activities to individual needs.

Gamification and Immersive Technologies. Further integrate gamification elements, virtual reality (VR), or augmented reality (AR) to create immersive language learning experiences that captivate learners' attention and enhance engagement.

Social and Collaborative Learning Platforms. Utilize social learning platforms and online communities to facilitate peer interaction, collaboration, and language practice, fostering a sense of community and motivation among learners.

Multimodal Content Creation. Future Direction: Encourage learners to create and share multimedia content, such as videos, podcasts, or blogs, as a means of practicing language skills, promoting creativity, and building confidence.

Mindfulness and Well-being Initiatives. Integrate mindfulness practices, stress-reduction techniques, or well-being initiatives into language learning environments to support learners' mental health and overall well-being, promoting a positive and sustainable approach to motivation. [5]

By addressing these challenges and exploring future directions, educators and developers can enhance the effectiveness of motivational tools for intensifying the study of the English language, fostering a supportive and engaging learning environment for learners of all backgrounds and abilities.

7. PRACTICAL ADVICES FOR EDUCATORS AND LEARNERS

Implementing motivational tools effectively requires collaboration and commitment from both educators and learners. Here's some practical advice for educators and learners to leverage motivational tools effectively:

For Educators:

1. Understand Learners' Needs: Get to know your students' interests, preferences, and learning styles to tailor motivational tools to their individual needs effectively.

2. Provide Choice and Autonomy: Offer students choices in their learning journey, allowing them to select motivational tools and activities that align with their interests and goals.

3. Set Clear Expectations: Clearly communicate learning objectives, expectations, and the rationale behind using motivational tools to motivate and engage students effectively.

4. Offer Varied Activities: Incorporate a variety of motivational tools, activities, and resources to cater to different learning preferences and provide opportunities for engagement and exploration.

5. Foster Collaboration: Encourage peer collaboration and teamwork through group activities, discussions, and collaborative projects, fostering a sense of community and support among learners.

6. Provide Timely Feedback: Offer constructive feedback, recognition, and support to students, acknowledging their efforts and progress to reinforce positive behaviors and motivate continued engagement.

7. Model Enthusiasm and Engagement: Demonstrate enthusiasm for language learning and engagement with motivational tools, serving as a role model for students and inspiring their own motivation and enthusiasm.

8. Reflect and Adapt: Regularly reflect on the effectiveness of motivational tools and activities, gather feedback from students, and make adjustments as needed to optimize engagement and learning outcomes.

For Learners:

1. Set Clear Goals: Establish clear, specific, and achievable language learning goals to provide direction and motivation for your studies.

2. Explore Different Tools: Experiment with different motivational tools, resources, and activities to find what works best for you and keeps you motivated and engaged.

3. Stay Organized: Create a study plan or schedule to prioritize language learning activities and allocate time for using motivational tools regularly.

4. Monitor Your Progress: Track your progress towards your language learning goals, celebrate achievements, and identify areas for improvement to stay motivated and focused.

5. Stay Positive and Persistent: Maintain a positive attitude, resilience, and persistence in the face of challenges and setbacks, knowing that progress takes time and effort.

6. Seek Support and Collaboration: Reach out to peers, language exchange partners, or educators for support, encouragement, and collaboration in your language learning journey.

7. Reflect on Your Learning: Take time to reflect on your learning experiences, successes, and challenges, and identify strategies or adjustments to enhance your motivation and effectiveness.

8. Embrace Lifelong Learning: Embrace language learning as a lifelong journey of discovery and growth, staying curious, open-minded, and motivated to continue improving your language skills over time. [33]

By following these practical tips, educators and learners can collaborate effectively to implement motivational tools and create engaging, supportive, and effective language learning environments that inspire and empower learners to achieve their language learning goals.

Conclusions. Through the exploration of motivational tools for language learning, several key findings and insights have emerged:

1. Balance between Extrinsic and Intrinsic Motivation: It's crucial to strike a balance between extrinsic rewards and intrinsic motivators. While extrinsic rewards like grades or prizes can provide short-term incentives, intrinsic motivators such as autonomy, mastery, and purpose are essential for sustained engagement and long-term progress.

2. Cultural Sensitivity and Relevance: Motivational tools should be culturally relevant and inclusive to resonate with learners from diverse cultural backgrounds.

Incorporating diverse perspectives, cultural references, and authentic materials can enhance engagement and promote a sense of belonging among learners.

3. Technological Access and Equity: Ensuring equitable access to technology resources and addressing digital literacy gaps are essential for leveraging technology-based motivational tools effectively. Additionally, providing offline alternatives or low-tech solutions can accommodate learners with limited access to technology.

4. Sustainability of Motivation: Sustaining motivation over time requires strategies that foster intrinsic motivation, such as promoting learner autonomy, cultivating a growth mindset, and offering ongoing support and encouragement.

5. Personalized Learning Experiences: Personalizing motivational tools to align with learners' preferences, interests, and goals can enhance engagement and motivation. Adaptive learning technologies and personalized feedback mechanisms can tailor learning experiences to individual needs effectively.

6. Integration into Curriculum: Integrating motivational tools seamlessly into the curriculum while addressing learning objectives and standards is crucial for their effectiveness. Developing frameworks or guidelines for educators can support effective integration and alignment with curriculum goals.

7. Innovative Approaches: Exploring innovative approaches such as gamification, immersive technologies (e.g., VR/AR), social and collaborative learning platforms, and multimodal content creation can enhance engagement, motivation, and learning outcomes.

8. Well-being Initiatives: Incorporating mindfulness practices, stress-reduction techniques, or well-being initiatives into language learning environments can support learners' mental health and overall well-being, promoting a positive and sustainable approach to motivation.

Overall, the exploration of motivational tools highlights the importance of fostering a supportive, inclusive, and engaging learning environment that empowers learners to take ownership of their language learning journey and achieve their full potential. By addressing challenges and embracing innovative approaches, educators

and developers can create effective motivational tools that inspire and empower learners to succeed in language learning.

In conclusion, motivational tools are powerful resources for intensifying the study of the English language, providing educators and learners with innovative strategies to enhance engagement, motivation, and learning outcomes. Through our exploration of motivational tools, several key conclusions emerge:

1. Diverse Range of Tools:

There exists a diverse range of motivational tools for English language learning, including gamification elements, technology-based platforms, immersive experiences, social learning communities, and personalized learning approaches. Educators and learners have a plethora of options to choose from based on their preferences, needs, and goals.

2. Balancing Extrinsic and Intrinsic Motivation:

While extrinsic rewards can provide short-term incentives, intrinsic motivators such as autonomy, mastery, and purpose are essential for sustaining motivation over time. Effective motivational tools strike a balance between extrinsic and intrinsic motivation, emphasizing the inherent value of language learning and personal growth.

3. Cultural Sensitivity and Relevance:

Motivational tools should be culturally sensitive, inclusive, and relevant to resonate with learners from diverse cultural backgrounds. Incorporating diverse perspectives, cultural references, and authentic materials enhances engagement, fosters inclusivity, and promotes a sense of belonging among learners.

4. Technological Access and Equity:

Ensuring equitable access to technology resources and addressing digital literacy gaps are essential for leveraging technology-based motivational tools

effectively. Providing offline alternatives or low-tech solutions can accommodate learners with limited access to technology and promote inclusivity.

5. Sustainability of Motivation:

Sustaining motivation over time requires strategies that foster intrinsic motivation, such as promoting learner autonomy, cultivating a growth mindset, and offering ongoing support and encouragement. Motivational tools should empower learners to take ownership of their learning journey and pursue their language learning goals with enthusiasm and determination.

6. Collaborative Approach:

Collaboration between educators and learners is key to implementing motivational tools effectively. Educators should understand learners' needs, preferences, and goals, while learners should actively engage with motivational tools, provide feedback, and take responsibility for their learning progress.

In summary, motivational tools offer valuable opportunities to intensify the study of the English language, providing educators and learners with effective strategies to enhance engagement, motivation, and language learning outcomes. By embracing innovative approaches, fostering inclusivity, and promoting intrinsic motivation, educators and learners can create supportive, engaging, and effective language learning environments that inspire success and lifelong language proficiency.

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PEDAGOGICAL CONDITIONS FOR THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS OF NON-LINGUISTIC UNIVERSITIES

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Abstract. Since the beginning of the 90s of the twentieth century. Ukrainian higher education is undergoing profound transformations. Changes in the economic and sociocultural situation in Ukraine predetermined the transformation of ideas about the goals and functions of education related to the harmonization of domestic and European educational structures in the light of the Bologna process (2003), with the reorientation of specialist training towards a pragmatic model of professional activity, with the modernization of the value system in education, with the development of effective pedagogical technologies and pedagogical conditions for scientific and organizational support of the process of formation of a future specialist. The main goal of such transformations is the free development of the specialist's personality, his creative initiative, independence, self-realization, competitiveness, social and academic mobility. Professional training of specialists in the direction of "Linguistics and intercultural communication", within the framework of which professional education is carried out in a number of specialties ("Linguist, teacher", "Linguist, translator", "Linguist-specialist in intercultural communication"), does not have a long-term existence in our country stories. Higher education standards in this area were created in the 90s. XX century. However, the experience that has developed in the university practice of carrying out the professional training of a linguist, as well as an analysis of the professional activities of specialists in the designated area, indicate that traditional approaches and the subject model of language teaching existing at the university do not correspond to the needs of the real practice of professional activity of a specialist in modern conditions. Through the efforts of representatives of various sciences, the idea has been proven and supported by the traditions of the national school of language teaching that the study of other cultures should be built on the basis of an awareness of the native culture. And, accordingly, it is important for specialists in the field of foreign language communication to ensure a conscious attitude towards the subject of future activity. Despite the fact that the training of linguists in higher education has a long history, and a certain scientific base and positive traditions have developed in this area, there is a need to develop new approaches that take into account modern scientific achievements that meet the socio-cultural needs of society and the professional fields of activity of a linguist.

Key words: non-linguistic, high education, pedagogical conditions, future specialist, knowledge.

Introduction. The article is devoted to investigating the formation of foreign language communicative competence of students of non-linguistic universities.

The purpose of the research is to identify the theoretical foundations and practical implementation of the system of professional training of a specialist and intercultural communication at university.

A research problem. An urgent problem in the teaching and assessment of the humanities is the diversity of perception and assimilation by students of the content of disciplines in accordance with their intellectual development and worldview.

Relevance of research is determined by changes in modern professional and pedagogical issues, as well as the need to implement the ideas of modernizing the professional language education of a future specialist in the field of linguistics and intercultural communication and, in particular, the need to clarify the specific characteristics of professionally oriented language education at a university in accordance with specificity of the graduate's specialty.

The aim of the article is investigating the formation of foreign language communicative competence of students of non-linguistic universities.

Objectives of the study are: to define the problem in the teaching and investigate the formation of foreign language communicative competence of students of non-linguistic universities.

Scientific novelty is verified by its topicality and the interest of scientists in the stated topic.

Research material. To consider this issue, it is necessary to establish the psychological factors influencing the success of acquiring language competencies, to trace the evolution of the principles of organizing the process of mass teaching of a foreign language in our country and to analyze the arsenal of pedagogical tools recommended for use in modern audiences in terms of their impact on the cognitive activity of students.

"Whoever owns the information owns the world". The truth of the words spoken by Nathan Rothschild 200 years ago is confirmed, affirmed and updated by each new era. The 21st century, rightly called the age of information, puts forward its high

demands on the informational side of human life. Knowledge of a foreign language becomes an important prerequisite for success and a condition for achieving intended goals. This is due to the fact that a person needs to find what he needs in informative sources in the field of science, technology, culture, art, history, politics, social life, everyday life and etc., establish and maintain communication contacts in the social and professional sphere. This is all the more relevant in the field of modern production, economics, and education, taking into account the expanding economic and scientific ties between states and the high demands placed on specialists in all sectors of the economy. Now, when flows of information move at enormous speed, the task of every specialist is to learn to navigate it in a timely manner and benefit from it to realize professional goals, objectives and interests. Modern specialist must be a person with a high level of professional training, general culture, intelligence and erudition, as well as the ability to self-learn and respond to rapid changes in the surrounding world.

In addition to the main goals of developing a certain level of foreign language competence and competencies, learning a foreign language increases the level of a person's general culture, trains thinking, attention, memory, teaches how to work with information and develops communication skills. The process of learning a foreign language can be characterized as constantly changing, improving and labile. It requires compliance with new standards and goals and, at the same time, taking into account and optimizing the accumulated pedagogical experience in the formation of foreign language communicative competence among students. At the center of this process is the student's personality, a person with his own personal and individual characteristics, a system of values and relationships. This means that the system of approaches to teaching and learning a foreign language will never stop in its development, taking into account the needs of modern relations between man and the world around him. In addition, a student of a higher education institution is a specialist in the very near future, who is placed in conditions of fierce competition and professional development, which involves focusing on his future needs of using a foreign language to achieve professional goals and solve professional problems.

Therefore, issues of increasing the effectiveness of teaching foreign languages at a university do not lose their relevance, meeting the requirements of the time and people. Modern personality-oriented pedagogy is a pedagogy of action, reform and innovation. The system of knowledge, skills and abilities acquired by students at a university should be oriented primarily towards rapid practical application in the profession. This is especially true in relation to applied disciplines and practical courses, which also include a foreign language. The most important pedagogical goal is the prognostic goal of training and the formation of the prognostic competence of a future specialist. During the period of study at a university, a student goes through the stage of an adept, that is, the stage of professional training, when significant changes occur in self-awareness, personality orientation, awareness, and other aspects of individuality, and a holistic assimilation of value ideas about professional communities, mastery of professionally significant knowledge, abilities, skills, professionally significant qualities develop, and their systems are formed. Therefore, at this time, by influencing the motivational sphere of the student's personality, it is necessary to develop his interest in mastering a foreign language and taking into account its importance in future professional activity. In other words, a student learns a foreign language more effectively if he understands why and how he can use it in his profession.

Predictive competence is the result of education (general and professional), in which the graduate's level of preparedness for life and work in society, his knowledge and skills in predicting quality activities give him the opportunity to determine goals, plan, program , design, work with information. In this regard, we can talk about three most important modern pedagogical approaches to learning: personal, activity-based, predictive. They take into account the basic abilities of the personality of the future specialist, the development of which is facilitated by innovative pedagogy: communicative, activity-based, reflective, problem-solving, imitating and modeling, as well as the ability to self-determination. The study of a foreign language in higher education, being inextricably linked with the educational process of the university, which prepares the student for a future life in the

profession, is able to focus on each of these abilities and be a significant element of the general professional training of a competitive specialist. This determines the need to identify, take into account and creating pedagogical conditions for the most effective learning, which make it possible to provide a system of forms and methods of teaching and learning a foreign language in such a way that it becomes possible to solve not only didactic, but also activity-based and prognostic tasks of the development of the student's personality. Pedagogical conditions are an effective, real mechanism for including the maximum number of opportunities for optimizing the pedagogical process, which stimulates and activates the activities of the teacher and student and helps to find the most effective forms of their interaction. Before talking about pedagogical conditions and their prerequisites, it is necessary to turn again to the concept of foreign language communicative competence to clarify it.

Interest in the issue of foreign language communicative competence is explained by a change in the paradigm of teaching and learning a foreign language, when communicative goals are put at the forefront, implying fluent language proficiency, as opposed to a static body of knowledge, when implementation of the curriculum and compliance with the curriculum becomes an end in itself for the teacher and student. A foreign language becomes an effective tool for achieving professional and personal goals, and a personal and activity-based approach to learning helps students develop a value-based attitude both to the process of learning a foreign language and to the results of their activities, minimizing the usual formal attitude towards a foreign language as soon as - the discipline included in the curriculum. However, the possibility of final determination of foreign language communicative competence is still a matter of debate. The problematic nature of defining this concept is due to several factors: complex component composition, subjectivity, personality-oriented nature, individualization in relation to each individual language user, a wide range of implementation (everyday, professional, scientific, technical sphere), versatility of the communication process , implementation of the intended purpose, the controversial nature of the understanding of the words "communication", "competence", "competence", etc. Foreign language communicative competence is a

multi-component concept that includes multidirectional competencies for performing various speech and non-speech actions to achieve certain communication goals. Communicative competencies are divided into those related to knowledge of the surrounding world and the personal value system and linguistic ones, that is, into general and communicative speech. In the "Common European Recommendations on Language Education" adopted by the Council of Europe, communicative speech competencies include linguistic, sociolinguistic, pragmatic competencies. Linguistic competencies are lexical, grammatical, semantic, phonological, orthographic, orthoepic competencies. Sociolinguistic competence consists of linguistic markers of social relationships, rules of politeness, expressions of folk wisdom, register differences, dialect and accent. Pragmatic competence consists of discursive, functional competence and speaking programming competence [1, p. 108–130].

Competencies are a meaningful component of learning. In fact, they are what should be taught and learned. Competence can be considered as a set of knowledge, skills, abilities acquired during training as well as the ability to perform any activity based on the acquired knowledge, skills, and abilities. In relation to the study of a foreign language, competence characterizes a certain level of language proficiency and includes interrelated competencies: linguistic (or linguistic), discursive, speech and communicative. In modern literature, the list of foreign language competencies is supplemented by sociocultural, analytical, strategic, professional, social and other competencies. However, all of them cannot be considered without predicting their further use, that is, non-activity implementation. Austrian researchers S. Buttaroni and A. Paula consider language, on the one hand, as competence, on the other, as performance. Competence is based on vocabulary, grammar and pragmatics, regulating the use of language, as well as non-verbal communication means. Language as a performance is associated with communication, action and interaction. The key question remains: what products of speaking (words, sentences, dialogues, texts) are used and what influence they carry [2].

The concept of foreign language communicative competence includes not only language and speech components. Competence can be considered only in the unity of

the knowledge and activity components, when speech competencies acquired as a result of studying a foreign language become a tool for real activities in their use, take on a pragmatic nature and can be applied in various fields, when a person who has achieved one or another level of foreign language competence can be considered a valid user of the language.

The content of training must be considered as a set of:

• object of learning (teaching): language, speech, speech activity, culture;

• object of acquisition (learning): knowledge, abilities, skills and intercultural communication;

• result of learning (competence): linguistic, speech, communicative, sociocultural competence.

It is advisable to prepare the student for the fact that in the conditions of professional activity there will be a need for oral communication, business correspondence, analytical processing of foreign sources, public speaking, translation using computer automated translation systems and electronic dictionaries. And if preparing for all these forms of professional communication is difficult, then it is necessary to at least familiarize the student with the possible types and forms of using foreign language knowledge, skills and abilities, prolonging the process of mastering a foreign language in the form of self education.

Since any language is an integral part of the national-cultural specificity of the image of the world, which includes a variety of components and phenomena, the acquisition of a foreign language by students means, among other things, the knowledge of both the subjective (individual) and general (collective) mentality and culture of the people of the language being studied, and also involves familiarization with the ideas, assessments and experience of another cultural community. Of greatest interest for the study is the sociolinguistic component of the sociocultural approach in teaching a foreign language to university students, since sociolinguistic competence reflects in the aggregate the social and cultural conditions under which direct use of language in a real communication situation (focus on social principles of relationships at the communicative level between people of different ages, gender,

classes and social categories, etc.; features of the functional and stylistic design of the flow of speech of the interlocutors at the time of the conversation). It should be noted the influence of sociolinguistic competence in relation to students' perception of the characteristics of national variants of multiethnic languages (stratification of language vertically and horizontally), dialect and accent, which allows them to recognize the linguistic and speech characteristics of certain layers of society, place of residence, origin, type of activity, etc.

Being external to the student, the process of forming foreign language communicative competence permanently evokes his internal attitude and evaluation. And it is obvious that their positive character is reflected in the motivational-value sphere of the individual, reinforcing both external and internal motives. The very concept of the process presupposes movement, change, the acquisition of something new, which necessarily has a personal impact on its participants. The idea of the synergetic approach is that the interaction of objects of an intra-unit system leads to certain changes and development, which objects that do not interact are not capable of. The pedagogical process is a stable system of interaction. the activity of the teacher, the student and the conditions of their interaction, has its own structure, characterized by goals, content, methods, means and forms of its organization, intermediate and final results. Structural and functional connections in it are built taking into account its laws and principles.

When exploring the process of forming foreign language communicative competence, it is necessary to imagine who takes part in this process, what goals are set in it, what results it leads to and what means of influencing this process can be used, that is, what pedagogical conditions can optimize it. Since education is an open system, during the development and change of educational processes, the system of pedagogical conditions providing them also changes, and new technologies and methods are used as educational means. The pedagogical process as a whole and its components, represented by various forms and types of work, is controlled, specially organized, programmed and predicted. Planned, systematic, conscious intervention in the process of forming foreign language communicative competence in order to

increase its effectiveness is necessary. Skillful design of the educational process ensures the implementation of its task functions: educational, educational, developmental and professional. Managing the process assumes that conditions are created in it that have a direct impact on it. Thus, the process of forming foreign language communicative competence needs to be provided with certain pedagogical conditions that allow achieving the desired result, the realization of near and distant goals. If the condition is the relationship of the subject to the phenomena that surround it, then from the point of view of pedagogy the subject is spoken of as a pedagogical process. The conditions in pedagogy are the phenomena that determine the course of this process, primarily methods, forms of organization of training and pedagogical communication in their connection and integrity. Pedagogical conditions influence the content and organizational side of the pedagogical process and concern all its structural elements: the student and the teacher, the content of training, learning goals, and means of pedagogical communication. Let us clarify that the pedagogical process is conditional, which means it occurs under certain conditions created to increase its effectiveness. Pedagogical conditions are associated with all structural components of the pedagogical process: target, meaningful, effective, but most fully - with its organizational and activity side. In pedagogy, the human factor takes on a dominant role, because all forms of organization the educational process can be recognized as effective only when they have undergone subjective assessment on the part of those who teach and on the part of those who are trained. Taking into account the subject-subjective nature of training, conditions can be created and selected on the initiative of the teacher and students, however, the regulatory and managerial function in the creation and selection of pedagogical conditions belongs to the teacher. The conditions are external (objective) in relation to the student, but are subject to his subjective perception, and their combinations depend on subjective factors (level of development, readiness to learn, thinking, memory, reflection, motivational sphere, previous experience, etc.) and objective factors (content of training, professional skills and experience of the teacher, monitoring and evaluation systems, etc.). Pedagogical conditions are created by the organizers of the educational

process and are subject to careful selection from the point of view of expediency and efficiency. The development of pedagogical conditions sets the goal of maximizing the effectiveness of the pedagogical process and finding ways for its most effective implementation. Therefore, pedagogical conditions must be purposeful, meet the goal of achieving results in teaching, learning, assimilation and upbringing, and prove their effectiveness. The personal-oriented nature of learning presupposes that pedagogical conditions are created primarily for the student and each of them presupposes taking into account his interests. This does not mean that they are aimed at making the process of learning a foreign language as easy as possible. On the contrary, the student needs to be aware of its difficulty and versatility. Taking into account the interests of the student consists of updating his motivational resources and maximizing interest in the subject activity, optimizing his internal and external behavior to achieve perceived and real goals in shaping the result of studying a foreign language. The choice of pedagogical conditions corresponds to the basic didactic principles that determine The connection between theoretical science and practical pedagogical actions determines the content, forms and methods of teaching. It is advisable to focus on the classification of the principles of higher education didactics, systematized by M. N. Fitsula, which has confirmed itself in pedagogical practice [3, p. 88–90]. The classification includes the principles: 1) scientific character, 2) systematicity and consistency, 3) accessibility, 4) connection between learning and life, 5) consciousness and activity in learning, 6) visibility, 7) strength of assimilation of knowledge, skills, 8) individual approach, 9) emotionality.

In pedagogical research, reasonable attempts have been made repeatedly to expand the set of didactic principles taking into account the learning conditions in higher education. The models of active and interactive learning established in modern pedagogy with a variety of innovative approaches and technologies allow us to speak about the successful implementation of these principles in higher education, taking into account the specifics educational process in a university setting, especially in relation to practical courses, which include the study of a foreign language. Indeed, studying at a university has its own specifics. Also, the process of teaching and

studying each individual subject and even the implementation of certain forms and teaching methods has its own specifics.

Therefore, the methodology of teaching a foreign language has also developed its own system of general and particular methodological principles, the fundamental principles of which are general didactic principles.

Let us consider these principles, tracing their connections and interdependence, in translation into the process of forming foreign language communicative competence in the conditions of modern university education.

Scientific principle in teaching a foreign language acquires a specific expression, since a foreign language is studied in a non-linguistic university not as a science, but as a practical course and has applied significance. This principle, combined with the principle of the leading role of theoretical knowledge, finds its expression with on the one hand, in the fact that the material taught is strictly verified, scientifically grounded, selected in accordance with the set pedagogical goals of the tasks, on the other hand, in the fact that teaching is carried out according to a scientifically proven methodology in compliance with the logic of the sequence of its presentation as in individual lesson, and in the teaching process as a whole. The scientific principle is also expressed in the careful selection of educational literature for classroom and independent work of students. It is necessary to clarify that the study of a foreign language takes place not in lectures, but in practical classes, which presupposes live communication only between teacher and student, but also in a group. The presentation of the material is not strictly regulated; the lesson plan can be adjusted even during its immediate implementation. This provides both the teacher and the student with greater freedom of interaction and correction than in lecture classes. In addition, the scientific principle concerns the professional training of a teacher who is a researcher in his field of knowledge, has knowledge of psychology and pedagogy, which allows him take into account the mental properties, processes and states of students, follow the rules of didactics and apply all the current developments of pedagogical science in pedagogical practice. The meaningful principle of scientificity allows us to prove that the formation of a certain level of

foreign language communicative competence of a student is possible if the principle of connection of learning is observed with life.

The principle of connecting learning with life in the study of a foreign language can be considered from the point of view of the practical orientation of the formation of foreign language communicative competence. This concerns, first of all, the selection of material for reading, writing, speaking and listening, focused on everyday and professional spheres of activity and containing information that is interesting and relevant to students. The main requirement for texts, which are the basis for all types of speech activity during classroom, home and independent work, is their modernity, proximity to the realities of the countries of the language being studied, and the cultural and intercultural nature of their content.

Such texts should not only be educational, but also contain a supply of information that expands horizons and intercultural, social, sociolinguistic, discursive and pragmatic competencies.

The principle of consciousness and activity in learning can be called the principle of motivation. Mastering a foreign language occurs in the form of practical exercises and in the process of active interaction between the subjects of the process. At the initial stage of developing foreign language communicative competence, the teacher needs to set and solve the primary pedagogical task of involving the student in an active process. An important role is played by the personality of the teacher, his passion for his work, leadership qualities, skillfully set tasks, clarity and accessibility of presentation and immediate student involvement in the pedagogical process. Until a student experiences interest in learning, achieves the first results, analyzes them and gets pleasure from achieving them, one cannot talk about the process of developing competence as such, since competence is a personal activity quality, and activity is not can be carried out without goal setting, consciousness and activity. Through activity, a person strives to create such conditions for his activity, to achieve such a level and quality of its implementation that it meets his aspirations, intentions, and criteria. Overcoming difficulties, achieving a high quality of activity, and engaging cognitive and volitional mechanisms bring a person satisfaction not only with the

result, but also with the process. Cognitive and volitional actions must be stimulated by increasing interest and, as a result, motivation, since motive is a fundamental component of activity. The practice of teaching foreign languages in non-linguistic universities shows that the formation of professional communication skills occurs mainly in an indirect form. The goal of the foreign language didactic process is to teach four types of speech activity. In the formation of abilities, skills and competencies in these types of foreign language speech activities, two receptive (listening and reading) and two (re)productive (speaking and writing) types of speech are used. In conditions of a limited number of classroom hours of a foreign language, learning often comes down to reading and translating professionally oriented texts, retelling and listening. Achieving the goals defined by the federal standard and developing the required general cultural and professional competencies is possible only with the use of active activity-based teaching methods. A special role in these methods is given to personally oriented technologies. In the educational process, the focus should shift from types of activities organized and controlled by the teacher, towards independent individual and group research and analytical work of students. In addition, in the study of a foreign language, not only classroom work, but also extracurricular and independent work plays an important role - student bots, which, in the absence of motivational reinforcement, are not performed or are performed formally. The implementation of the principle of consciousness and activity is most consistent with the humanistic approach to education, when the student's personality is at the center of the pedagogical process. And if the knowledge paradigm of learning presupposes the acquisition of a certain amount of knowledge, skills and abilities, then the personal vector of development of pedagogy is oriented towards the motivational and value sphere of the individual. Acquired knowledge becomes valuable only through an internal personal attitude towards it.

The principle of individual approach consists of taking into account the individuality properties of each student. It is assumed that not everyone can respond equally quickly to educational tasks and find the same ways to solve them and achieve results. In addition, a frequently encountered practical problem is the

different level of basic training of students. The teacher's arsenal should contain various forms of individual and group work, a set of individual tasks for students with a high level of training, creative or other abilities. And since in conditions of collective work it is important not to lose personality, but by increasing the motivation of some students, not to reduce it in other students, then each student needs to feel the teacher's attention to him, to his successes and mistakes. Every student needs conditions in which in which the value of his personal activities and his personal results is revealed, and training becomes accessible. Thus, the principle of accessibility of training is determined.

The principle of accessibility of training involves, first of all, taking into account the initial level of formation of foreign language communicative competence for the progressive movement towards its development. Training must be built only on the basis of previously acquired knowledge and developed skills, when everything new follows from previous experience. The implementation of this principle involves a reasonable dosage of the educational load, the distribution of classroom, home and independent work, the optimal content of classes, the inclusion and alternation of various types of activities in them, and the use of various techniques that optimize the process. It is obvious that the pedagogical tasks that the teacher sets for himself and the capabilities (cognitive, psychological, motivational) of students may not coincide. The implementation of this principle presupposes the gradual adaptation of not only the student to the teacher, but also the teacher to the student. At the same time, along with this principle, let us apply the principle of a fast pace of learning. These principles do not contradict, but complement each other. The acute shortage of classroom hours requires their most optimal use. An important requirement for a modern foreign language lesson is its dynamism, involvement in the overall work, and the activation of all possible mental and motivational mechanisms. The fast pace of the lesson mobilizes the student, eliminates boredom and leads to a faster pace of learning, which in turn increases interest and affects motivation. At the same time, one should not confuse dynamism and superficiality of study. Separately, it is also necessary to say about the forms and methods of current control. It is advisable to

integrate a control component and an assessment component into each lesson. The student prepares for some forms of control in advance, others may be sudden, but cover specific material for study (translation, answering questions, producing short texts). This makes it possible to maintain the dynamism of the lesson and mobilize the cognitive mental processes of the student's personality. The principle of accessibility also presupposes such methods of transmitting knowledge when diverse cognition is included in the cognitive process. Therefore, the principle of accessibility of learning determines the principle of visibility.

The principle of visibility in the process of forming foreign language communicative competence, it involves relying not only on visual perception, but also on other human senses, which allows one to strengthen and stabilize knowledge. The study of a foreign language includes such types of educational activities as reading, writing, listening, speaking, which allows you to maximally focus on all the mental properties of the student's personality and at the same time use his higher mental functions: memory, thinking, speech and perception. Visibility in learning a foreign language presupposes empirical knowledge: visual, auditory perception; search activity; comparisons, for example, based on the native language or another language being studied, or comparisons of sociocultural phenomena; focusing on the proposed algorithm, be it a reference grammatical table or a plan for working with a text, a project, etc. Visibility is also realized in the student's personal activity, when he observes himself as a language user or other participants in the formation process foreign language communicative competence. The principle of visibility is closely related to the principle of the connection between learning and life, when the student is given the opportunity to clearly see the pragmatic nature of using the developed competencies and turn them into personal experience in using the language being studied. It is appropriate to talk not only about external perception, but also about sensory comprehension, linking this principle with the principle of consciousness and activity, as well as with the principle of emotionality.

The principle of emotionality — this is the principle of the student's sensory attitude towards the educational process. And since the educational process is part of

his life, this means that at different periods a student can experience a decline and rise in mental strength, be in different states of health and be subject to different emotions. However, from a didactic point of view, the principle of emotionality must be spoken of as the principle of majority, which means emotions with a plus sign. At the same time, they should not become an end in themselves for the teacher and the student, but can serve as an effective tool for increasing performance. The most destructive emotion in a foreign language lesson is fear, the most constructive is joy. Every practicing teacher knows from the experience of professional activity that even a small joy of discovery, novelty, a feeling of overcoming, understanding, mastering can change the emotional background of one person and the group as a whole. Active mental processes leading to tangible results are an important engine of cognitive activity. A practical lesson is always communication, which should be open and relaxed. At the same time, on the one hand, there is tension in it, which increases performance, on the other hand, interest, joy, satisfaction, or, conversely, boredom and disappointment. The previously described principle of an individual approach involves taking into account the emotional mood of students. The principle of consciousness and activity involves taking into account the Yerkes-Dodson law on the average intensity of motivation in order to avoid unnecessary stress and decline in activity. In moments of high tension, an emotionally positive release is needed: a joke, an example from life, an appeal to the personal experience of students. It is obvious that when communicating with a collective partner - a student group - the teacher takes on the functions of an emotional leader, sets the tone of communication, takes into account previous achievements and mistakes. He controls not only the educational process, but also the emotional background of the lesson. An important requirement for the educational process throughout its entire duration is stability not only in sequential assimilation, but also emotional stability, when the student does not experience a psychological barrier in the process of forming foreign language communicative competence. This connects the principle of emotionality with the principle of systematicity and consistency.

The principle of systematicity and consistency in the course of learning a foreign language is unshakable, since the language itself is a strict system where previously studied material cannot be taken out of context, and the study of each subsequent block presupposes a stable assimilation of the previous one. The procedural nature of learning a foreign language presupposes a pronounced phasing and adherence to logical connections in the content and organizational component of the pedagogical system. As a rule, teaching is carried out according to one basic textbook with possible and necessary inclusions of additional material for reading, writing, speaking, listening - those types of speech activities that are implemented in the communicative speech activity of the language user. This in itself presupposes consistency, alternation, movement from simple to complex and systematic consolidation and assimilation of acquired knowledge, skills and abilities. The content of the discipline involves the use of a well-founded system of forms and teaching methods, the transition from reproductive to creative methods, voluntary to involuntary actions, the combination and integration of methods and approaches, alternation and mutual reinforcement of all types of activities. A modular approach to learning a foreign language allows you to follow the logic of mastering each individual module, from updating and correcting basic knowledge to ongoing monitoring and assessment of mastery. According to the European portfolio, five levels of foreign language competence of future lawyers are identified (survival level, pre-threshold, threshold, threshold advanced and professional), distinguished by the step-by-step progression of the learner from lower to higher levels. Level indicators are : characteristics of the fund of foreign language knowledge and skills; specifics of generating statements/texts; solving educational foreign language problems; specifics of using foreign language knowledge in the professional field; the degree of formation of the self-control mechanism. Combining the principle of systematicity and consistency with the principle of a high level of complexity of learning, we emphasize that not every student can achieve the highest level of foreign language competence. A high level of complexity presupposes an individually established maximum achievable level for each student and movement towards it using the most

effective tools. Such a systematic, consistent movement presupposes compliance with the principle of the strength of assimilation of knowledge, skills and abilities.

The principle of the strength of assimilation of knowledge, skills and abilities. The point is that modular language learning presupposes the stable assimilation of one module and its inevitable repetition in the next. In other words, the acquired lexical minimum now forever remains in the instrumental arsenal and will be repeated in various variations in the future. Refined grammatical phenomena will always be present in the language and will be consolidated even after initial assimilation. The skill of translation will help you cope much more easily with subsequent texts (written and oral) and recognize lexical and grammatical structures in them. The idiom acquired in the study of one topic will allow you to use it in the presentation of other topics not related to the previous ones. Thus, even different contents of educational material presuppose repetition and consolidation of what has been previously learned. Echoing the principle of consistency, this principle characterizes to a greater extent not the procedural, but the effective component of the pedagogical process. All general didactic principles operate and interact in the process of forming foreign language communicative competence. They represent an integrated system when one principle determines the others, is reflected in them and is dialectically connected with them. The system of general didactic principles is fundamental for the identification of methodological principles, such as, for example, the principles of the formation of sociolinguistic competence. They have a specific focus and purpose.

The principle of communicative orientation of training. The basis of the principle are two factors: the creation of a certain communication situation and the organization of role-playing games between students in pairs or groups, during which issues of everyday life, professional or linguistic and cultural orientation are discussed, problems of the required topic are solved, and a model of the situation from the everyday life of carriers of a foreign language culture is recreated. Students build communication in accordance with a certain social role and communication situation in conditions that are as close as possible to real ones.

The principle of visibility. The introduction of the principle of visualization into the process of teaching a foreign language leads to an improvement in the perception of information presented by the teacher, the development of the ability to memorize the necessary material, abstract thinking and imagination of the student, concentration of attention, the creation of a special environment close to the real conditions of language use, the disclosure of the meanings of objects or phenomena, having no equivalents in their native language, introducing students to the cultural realities of a foreign language. For example, familiarization with popular phrases or expressions, study of certain grammatical material, intonation of speech, analysis of everyday communication situations and cultural realities, etc. are carried out through the visual transmission of digital, text or graphic material: demonstration of graphic images, thematic display of multimedia presentations, reproduction of audio and video materials, interactive excursions to foreign countries using Internet technologies. The language material being studied is quoted in authentic dialogues, which are transmitted to students through audio and video sources, both verbal and non-verbal means of communication.

The situational principle. As part of the formation of sociolinguistic competence, it is assumed that teaching a foreign language will be organized in such a way that situations of everyday and professional communication are simulated. It is expected that following this principle will help teach the student to adapt to various situations of intercultural, professional communication and act in accordance with the role assigned to him and in certain conditions, expressing an assessment in relation to the stated facts, phenomena and events based on the content of the text read, listened to audio , watched video.

The principle of authenticity of the material presented. This principle allows the student to experience the national and cultural background of the language being studied through familiarity with the most significant communicative lexical and syntactic units for the country, idiomatic expressions, realities associated with the everyday life of society, leisure, as well as with special vocabulary intended for use within the context of the situation. It is known that the authenticity of materials is

characterized by its originality and originality. The action of the language is demonstrated in its natural conditions of existence and natural form, familiar to its speakers, in an authentic social context, representing the optimal means of teaching the culture of the country of the language being studied. It should be noted that, within the framework of the authenticity of the educational process, modern information and communication technologies provide students with the opportunity to perceive the speech of speakers aurally and visually, remember and reproduce, and subsequently use a foreign language in authentic communication situations as during the educational process, and during a real situation of communication with foreigners.

The principle of dialogue of cultures. A necessary condition for the most complete knowledge and understanding of foreign language culture, traditions and realities is the creation of an atmosphere of "dialogue of cultures", which helps to determine the similarities and differences in the cultures of the native country and the country of the language being studied, and to reveal a different cultural reality in comparison with one's own. Knowledge of their own national culture and native language will help students gain a deeper and more effective understanding of the cultural characteristics of the country of the language they are learning.

The principle of dominance of problematic tasks. During the learning process, students become familiar with a certain kind of algorithm for understanding the culture of the country of the language being studied, gain experience and knowledge of the system and structure by which the learning process is built, which greatly helps and simplifies the acquaintance with any other foreign language and the culture behind it. Students are tasked with creating search-game and research-oriented projects, participating in thematic discussions, discussing and solving problem situations within the framework of roundtables, business games, and brainstorms.

The principle of didactic cultural conformity. It involves determining the value meaning, the significance of the materials used; awareness of the degree to which the selected material is a stimulus for getting acquainted with basic cultural concepts; predicting the danger of the emergence of distorted cultural views in the learning process and, possibly, manipulation of students' ideas about culture; awareness of the

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advisability of using certain cultural material in accordance with the age characteristics and intellectual potential of students; the use of cultural material, on the basis of which it is possible to teach students ways to protect themselves from cultural discrimination and aggression. Taking this principle into account in the process of teaching a foreign language means that the teacher is attentive to the selection of educational material.

The principle of cultural variability. Due to obtaining a stable understanding of the diversity of types of cultures and the characteristics of life of different social strata of society in which a foreign language operates, students expand their linguistic and cultural knowledge, penetrate more deeply into the culture of native speakers of a foreign language and come to realize the existence of the phenomenon of cultural variability. Within the framework of this principle, to familiarize students with foreign language culture, educational material is selected that reflects objective sociocultural reality, representing to students the lifestyle and activities of representatives of various social strata of society, races, and minorities.

The principle of authenticity: texts must be authentic, that is, they must represent speech works generated in real communication situations.

The principle of reliability: showing domestic and foreign reality as it is, without belittling its merits or emphasizing its shortcomings, is the basis for the reliability and objectivity of educational materials.

The principle of modernity: texts should reflect the current stage of socio-cultural development of countries, which allows us to adequately understand modern foreign-language civilization.

The principle of cognitive value involves the selection of such texts that are the most significant for mastering the terminological apparatus and that highlight important aspects of the tourism industry. Thus, we see that the formation of foreign language communicative competence of students at a non-linguistic university is a scientifically grounded, controlled process of assimilation and assignment of foreign language competencies, in which the internal logic of their development is observed. At all stages, the student becomes a direct participant in the pedagogical process. His

active role, involving him in the joint or independent solution of pedagogical problems is the key to stable interest, motivation and a sense of self-importance in achieving results, and therefore responsibility for them. Team and individual work styles, alternation and integration of various forms and types of work activate mental cognitive, emotional, and speech processes. The complementarity of difficulty and the strength of overcoming it determine the dynamism and emotional expression of the learning process. The pragmatic nature of the acquired competencies is enhanced by visual experience and proximity to the situation of real communication. The procedural nature of learning a foreign language, which takes into account the level of initial knowledge, skills and abilities, presupposes a pronounced stage-by-stage approach and adherence to logical connections in the content and organizational components of the pedagogical system. The novelty of each next stage is based on previously studied phenomena and presupposes a progressive movement from knowledge to ability and skill, which in unity forms a certain competence, and in a combination of competencies - foreign language communicative competence as an integrated personal quality, including an emotional and value-based attitude to the actions performed and activities. In our previous studies, we turned to the analysis of factors that complicate the pedagogical process, and proposed alternative compensating factors, among which, for the topic of this research, we highlight the following:

- systematicity;
- predictive goal setting;
- dialogical nature;
- professional (pragmatic) orientation of the educational process ;
- reflexivity;
- emotional reinforcement, eventfulness;
- interest, motivation;
- integration of traditional and innovative forms and methods of work;
- facilitative and partner position of the teacher;
- individual and personal approach;

• environmental approach to learning: common goals, actions, results ;

• the possibility of testing communicative activities (activity-based, competence-based approach) [4, p. 128–130].

The creation and implementation of a set of pedagogical actions aimed at the formation of foreign language communicative competence can strengthen the motivational component of the student's personality and contribute to the persistence of his interest in learning a foreign language, and therefore, in systemic activity and activities in its study. It has become important to identify the conditions that, on the one hand, would fill the process of forming foreign language communicative competence with pedagogical content, and on the other hand, would influence it from the position of the student's personality. The pedagogical conditions for the formation of foreign language communicative competence of a student at a non-linguistic university should be constant and systemic in nature, be implemented throughout the entire period of learning a foreign language and lead to the fact that:

1) subjects of the process of forming foreign language communicative competence are included in joint activities that cover various forms of organization of the educational process and are regulated by a common goal - to achieve the highest possible level of formation of foreign language skills communicative competence; 2) forms of organizing the educational process include traditional and innovative methods that involve the formation of behavioral skills in situations involving the use of a foreign language;

3) forms of classroom and independent work are organized in such a way that they arouse interest and positive emotions on the part of students;

4) the teacher becomes a partner, assistant, and ally for the student in the process of developing his foreign language communicative competence;

5) the student becomes a full participant in the pedagogical process and acquires an equal voice in solving problems;

6) students are included not only in the classroom, but also into active independent work, compensating for the lack of time allotted for learning a foreign language;

7) individual and personal characteristics of students are taken into account;

8) the educational situation is as close as possible to the situation of real communication;

9) individual work is carried out through collective activity taking into account the stimulating role of the environment;

10) students can test the results of their activities during control activities.

In the educational process, modern pedagogical science pays significant attention to active, interactive and activity-based methods and forms of work, when the connection between the developed competencies and their practical application is most pronounced. Therefore, the design of pedagogical conditions presupposes the maximum enhancement of the student's activity as a subject of the pedagogical process, its active participant and co-author. Focusing on the personal characteristics that modern innovative pedagogy strives to develop, the directions for the formation of foreign language communicative competence of a student at a non-linguistic university and the approaches corresponding to them, and also factors that stimulate the educational process, taking into account the general didactic principles described above, we propose to divide pedagogical conditions into four groups depending on their purpose:

1) motivational - pedagogical actions aimed at increasing motivation;

2) content - forms and methods of forming and consolidating - competencies;

3) participative - the student's active involvement in the pedagogical process;

4) activity-based - creating situations of activity close to the situation of real communication.

Let's give motivational pedagogical conditions.

1. Visualization, by which we mean:

a) the authenticity of texts (for reading, writing, listening, reproduction) used in classroom lessons and for homework and independent work;

b) the proximity of simulated educational situations to situations of real communication and the opportunity to appropriate the acquired knowledge through testing and formation of personal experience of foreign language communication; c)

consciousness as awareness of the naturalness and ease of the process of communication in a foreign language, intercultural awareness;

d) reliance on the native language.

2. Accessible complexity, which involves the activation of mental and cognitive processes, the expenditure of effort and the achievement of results.

3. The problem is expressed in such a formulation of the pedagogical task, when it is possible not only to work out lexical and grammatical phenomena according to a given algorithm, but also to carry out additional search tasks. Depending on the stage of training, they can vary from self-composed sentences, micro-dialogues and texts to completed projects and creative tasks. It is expected that an element of problem-solving will be included in every foreign language lesson.

4. Emotionality, which presupposes an open, positive, positive nature of communication between the teacher and the student and the student group, the sincere interest of the teacher in such communication and the infection of students with this style of interaction.

5. The reflective component of each lesson, which allows for effective feedback, including evaluative judgments (not necessarily grades) of the teacher and student, systematic recording (possibly in the form of a written or oral message) of achievements and successes, analysis of difficulties.

The pedagogical conditions include the following:

1. Dynamics, pace, alternation, interchangeability and logical connection between forms and types of work, types of speech activity, team and individual work.

2. Modular study of sections based on a single main textbook with the integration of additional material that activates perception.

3. Refusal of excessive theorizing in favor of practical mastery of knowledge, skills and abilities.

4. Independent work of students, organized in such a way as to cover the maximum possible volume of text material that the student is able to process without the help of a teacher, but relying on previously developed skills, given algorithms,

methodological recommendations for performing this or that type of work with the ability to use as memorization and creative processing of the text material used.

5. Anticipatory exercises containing new grammatical and lexical phenomena, about which the student can independently get a first idea by comparing them with previously studied ones, with each other and identifying their pattern before they are explained by the teacher.

6. The student's psychological readiness for control events in each lesson. It is advisable to carry out such control activities in the form of an unprepared written translation containing lexical and grammatical phenomena studied in previous classes, practiced at home, when sentences for translation are dictated in the native language, and their recording is made in a foreign language. This form of control seems to us to be the most effective, according to - since it allows you to involve the whole group, eliminates cheating, is carried out at a high pace, allowing you to save classroom time, and establishes a businesslike atmosphere for the further course of the lesson.

Let's list participative pedagogical conditions.

1. Group (team) work, which involves an objective distribution of forces and roles of group members, discussion, competition and competition. The role of the teacher in this case: observer, facilitator or moderator.

2. Participation of the teacher in simulated situations as an actor.

3. Dialogical interaction between teacher and student, rejection of the authoritarian as well as liberal style of pedagogical communication in favor of a business style.

4. Independent choice by the student of certain tasks and ways of solving them.

The pedagogical conditions include the following:

1. A combination of traditional methods that have proven their effectiveness with technologies aimed at developing professionally oriented skills and the ability to adapt to a professional environment and a rapidly changing world.

2. Use of modern information technologies in foreign language classes.

3. Dosed use of authentic, "live" texts for reading and listening in such a way that the student gets the opportunity to get as close as possible to the culture and social reality of the countries of the language being studied.

4. Development and purposeful use of communicative and activity situations in foreign language classes: imitation-role modeling, cases, frames, design methods, etc.

5. Stimulating the search activity of students and developing skills to discuss, synthesize, analyze and interpret information, think critically, and make decisions. Previously, we also justified organizational and pedagogical conditions that in this study we integrate as another group into the complex of pedagogical conditions described above.

By organizational and pedagogical conditions we understand a complex of socio-economic and organizational conditions (environment, material resources, programs, personnel, etc.) that determine the external side of the successful integration of a certain educational block of specialist training into the educational system and pedagogical conditions development of professionally significant skills, which include:

• inclusion of practice-oriented material in the curriculum;

• use of active forms and methods of teaching that develop practical skills;

• preparation of methodological recommendations for the formation of practical skills;

• organization of joint activities of students aimed at development of programs and activities.

The basis for the effectiveness of all these pedagogical conditions is that they function in interaction and unity, reinforcing and optimizing each other. Their important characteristic is complementary, as opposed to interchangeability.

Pedagogical technologies that allow organizing, stimulating and intensifying the search activity of students include the project method. The project method (or project method) is an active activity-based teaching method that develops students' ability to act independently, since the student does not receive knowledge ready-made form, but produces them himself in the process of his own educational and cognitive

activity. The founder of the method, J. Dewey, emphasized the importance of such characteristics as an active basis, expedient activity of the student, his personal interest, the significance of the problem, the combination of formed skills and acquired knowledge with new knowledge that has yet to be acquired [5, p. 6].

The project method can be defined as a set of techniques, actions of students in a certain sequence, aimed at achieving a given task or solving a specific problem that is significant for students and formalized in the form of a final product. Introduction of projects into the educational process is a labor-intensive and time-consuming process with delayed results. It requires a certain level of training of both students and teachers.

For this reason, in the course of school education and in the junior years of university, mainly creative, role-playing and informational design methods are used. For the purposes of teaching a foreign language in non-linguistic universities, project methods show the greatest efficiency and effectiveness when applied in senior years, when students have not only mastered the basic language means (lexical, grammatical, phonetic) and the main types of speech activity (reading and translation, speaking, writing , listening), but also acquired professional knowledge in key disciplines. Since the project method is based on a pragmatic focus on results, at this stage it is advisable to organize research and practice-oriented interdisciplinary projects that have personal or social significance. In conditions of a limited number of hours allocated to the "foreign language" discipline, It is advisable to synergistically apply the project method at the intersection of disciplines in order to optimize time costs and bring research closer to real problems, thus implementing a unified interdisciplinary approach to the subjects and objects being studied. Thus, when preparing the theoretical part of coursework, foreign language scientific sources are required, and to obtain real data for the project, it is necessary to use various scientific methods for collecting and interpreting results. Trends in interdisciplinarity and convergence in university education contribute to parallel or approximate time Menu teaching professional topics in the course of studying specialized disciplines and professionally oriented foreign languages. This allows students to correlate the

knowledge gained in the process of studying a foreign language with the knowledge they already have in their specialty. At the same time, students can enrich their knowledge in the areas they study with the help of a foreign language.

Let us name the distinctive characteristics of the project method and the general didactic principles corresponding to them:

• the presence of a problem/task that is significant in research, creative terms, requiring integrated knowledge, research search to solve it; dominant principles: scientific character, connection of learning with life, consciousness and activity in learning;

• independent (individual, pair, group) activities of students in class or outside of class time; dominant principles: systematicity and consistency, accessibility, consciousness and activity in learning, individual approach;

• practical, theoretical significance of the expected results; dominant principles: connections between learning and life, visibility;

• structuring the content of the project (indicating stage-by-stage results and distribution of roles); dominant principles: accessibility, clarity, systematicity and consistency;

• use of research methods: identification of the problem and the research tasks arising from it; putting forward a hypothesis for their solution; discussion of research methods; registration of final results; dominant principles: scientific, systematic and consistent, solid assimilation of knowledge, skills and abilities;

• focus on the interests of students (personal and group); dominant principles: accessibility, consciousness and activity in learning, individual approach;

• focus on creating a specific final product of the project ; dominant principle: connections between learning and life;

• advisory and coordinating function of the teacher; dominant principle: individual approach;

• clear time frame and structural completeness of the project; dominant principles: systematicity and consistency, consciousness and activity in learning;

• interdisciplinary nature of projects; dominant principles: connections between learning and life, visibility, strength of assimilation of knowledge, skills and abilities.

In addition, each of the given characteristics is guided by the principle of emotionality, which consists in personal acceptance and interest in the project. For the purposes of teaching a foreign language at a non-linguistic university, we propose dividing the stages of the project into four main blocks.

The first stage is preparatory. Within the framework of this project, the selection of a topic, determination of the goal and formulation of project objectives, the formation of working groups and distribution of responsibilities, planning, as well as the determination of the form of presentation of the project and evaluation criteria take place. The second stage is research. It involves identifying sources of information, conducting research, collecting and analyzing information.

The third stage - presentation - includes preparation for defending the project in the agreed form, public defense and discussion of the project. The fourth stage is devoted to group debriefing (evaluation of the project). results of the project and reflection). It is important to note that in the educational process, students, and sometimes teachers, often do not distinguish between the concepts of "project" and "presentation". A presentation can present any selected information or topic. It can be group or individual. An element of independent research is not required for the presentation.

Typically, students are limited, at best, to compiling several sources on a given topic. For the project method, presentation is one of the forms of the final product and protection of the project. The choice of the form of the product of project activity is, of course, an important organizational task. An alternative form of the final product of an information, research and practice-oriented interdisciplinary project can be a photo, video report or film about the project; a report on prepared posters, wall newspapers or layouts demonstrating the results; various forms of documentation: abstract, review, expert opinion, publication in a collection of conference materials or posting results on the Internet; development of a tour/excursion, etc.

During the traditional learning process, the teacher is called upon to perform three main functions: educational, educational and developmental, while the teacher introducing activity-based project technologies needs to act as an organizer at the first stage, a facilitator , consultant-coordinator and partner in searching and providing additional information and methodological support for project activities at the project development stage, an expert with a control and evaluation function at the final stage. For an objective assessment of the implementation of research, analytical, presentation and communication tasks, final estimates are formed from the sum points for three indicators: content, language and speech competencies and presentation skills. When assessing a project, it is important to remember that not only the final product of project activity should be assessed, but the entire project as a whole.

According to the principle of science, the project method is scientifically sound and practically tested in modern conditions of teaching a foreign language. It combines the scientific value of the theoretical material with which students work, and the practical significance of this material, as well as the final product. The implementation of a project in higher education involves the implementation of interdisciplinary connections and is built in accordance with the professional orientation of training. According to the principle of the connection between learning and life, a professional orientation predominates in the preparation of the project, and the real linguistic competencies of students are involved in its presentation.

Based on the principle of consciousness and activity the motivational and value sphere of the individual is involved in the preparation of the project. Each of the project participants is involved in active activities. The participatory approach determines the maximum degree of participation and responsibility of everyone involved in the project. In accordance with the principle of an individual approach, each student performs that part of the work that is at the limit of his capabilities. According to the principle of clarity, the project is implemented in accordance with a given plan , search work is being carried out with current material, which involves the formation of life and professional experience a priori and a posteriori,

comparison, synthesis, analysis, systematization, generalization using existing language and speech knowledge, skills and abilities. The principle of emotionality during the implementation of the project engages the student's sensory sphere, which presupposes his expressed personal interest in the work, a situation of tension, passion and interest in the result.

Based on the principle of systematicity and consistency, the introduction of such a method into the educational process will be effective when the group is familiar with other interactive, active and search methods. The project method is an objective indicator of the transition in learning a foreign language from threshold to threshold advanced, and then professional level, when it is possible to state the development of linguistic and sociolinguistic competence.

The use of the project method is an indicator of the advanced stage of studying a foreign language at a university. The method cannot and should not be introduced in unprepared groups. According to the principle of the strength of knowledge acquisition, the experience acquired by a student during the implementation of a project is based on the previous one and determines the subsequent one.

The introduction of such projects into the educational process develops students' independent work skills, their self-organization and responsibility, helps organize teamwork, teaches social activity, fosters responsibility and determination. This method puts high demands not only on the student, but also on the teacher, requires their mutual activity, dedication and goal-setting to achieve results .Thus, the project method is an effective pedagogical technology, its inclusion in the process of forming foreign language communicative competence of students at a non-linguistic university relates to the pedagogical conditions for the effectiveness of this process. It corresponds to all general didactic principles and, combined with traditional methods, meets modern requirements for the formation of foreign language communicative skills competence of a future specialist in various sectors of the economy.

Our theoretical analysis and practical work experience allow us to formulate the conclusions set out below. In the process of developing foreign language communicative competence of students of non-linguistic specialties, given the

existing shortage of classroom time, as well as the observed low level of basic school training, the most effective organization of training is important - so that all possible ways to optimize it were taken into account and used. In modern conditions of studying and teaching a foreign language, there is a need to take into account all the existing subject-object factors that accompany this process. Studying a foreign language contributes to both personal development and the future professional competitiveness of a young specialist, therefore foreign language communicative competence represents not only pedagogical, but also social and personal interest, is a complex concept and phenomenon and includes multidirectional competencies in performing various speech and non-speech actions to achieve certain communication goals.

Scientific interest in foreign language communicative competence is determined by communicative goals in the study of a foreign language and pragmatic interest in mastering it. A personal and activity-based approach to learning helps the student develop a value-based attitude both to the process of learning a foreign language and to the results of his activities. The close connection between language and activity provides for the unity of the knowledge and activity components, when a person who has achieved one or another level of foreign language competence can be considered an actual user of the language.

Foreign language communicative competence can be considered as a set of knowledge, skills and abilities necessary for the implementation of activities of perception and production texts in a given communication situation (context) in a language that the user speaks and which is not his native language, taking into account the basic functions of communication, expressed not only in the exchange of information, but also in interaction and perception, as well as subject-subject nature of communication. The components of competence are competencies that provide speech and non-speech activities of the language user, which are formed and developed during study at a university. Professional foreign language communicative competence is included in the sphere of readiness for professional activity and

presupposes the ability to operate a foreign language in a professional manner. nal sphere of communication.

Teaching a foreign language at a non-linguistic university sets practical, educational, cognitive, developmental, sociocultural and intercultural goals. In the process of learning a foreign language, a student forms a bank of: opportunities to communicate; means of interaction with objects and subjects of professional activity; skills to interpret the results of such interaction, turning them into a personally significant system of perceptions.

We can distinguish personal, competence-based, communicative, activity-based, prognostic, sociocultural, interdisciplinary approaches to the formation of foreign language communicative competence of students at a non-linguistic university. The sociocultural approach integrates other approaches, simultaneously influencing the student's personality and his ability to apply the emerging foreign language communicative competence in situations of real communication with speakers of a different culture. The proximity of the situation of real communication is the basis of modern approaches to teaching and learning foreign languages in all areas of educational activity. The multi-vector nature of the educational process dictates the need to identify, take into account and create pedagogical conditions that allow us to provide a system of forms and methods of the most effective teaching and studying a foreign language in such a way that it becomes possible to solve not only didactic, but also activity-based and prognostic problems of the development of the student's personality. Pedagogical conditions are an effective, real mechanism for including the maximum number of opportunities for optimizing the pedagogical process, which stimulates and activates activity teaching and learning and helps to find the most effective forms of their interaction. The process of forming foreign language communicative competence needs to be provided with such pedagogical conditions that allow one to achieve the desired result, the realization of near and distant goals. Skillful design of the educational process ensures the implementation of its tasks and functions: educational, educational, developmental and professional. The choice of pedagogical conditions is determined by compliance with the basic didactic

principles that determine the connection between theoretical science and practical pedagogical actions, determine the content, forms and methods of teaching. Each of these principles can be correlated with the process of developing foreign language communicative competence and taken as the basis for practical pedagogical activity.

It is advisable to divide the pedagogical conditions for the formation of foreign language communicative competence into motivational, content-based, participative, activity-based, organizational and pedagogical. In the educational process, modern pedagogical science pays significant attention to active, interactive and activity-based methods and forms of work, when the connection between the formed competencies and their practical application is most pronounced. Therefore, designing pedagogical conditions involves maximizing the student's activity as a subject of the pedagogical process, its participant and co-author. In this regard, it is necessary to develop and purposefully use communicative-activity situations in foreign language classes, as well as intensify independent search activities of students, which allows not only to form linguistic competence, but also to strengthen the professional orientation of learning a foreign language. Towards pedagogical technologies, one of the ways to organize, stimulate and intensify the active search activities of students is the project method, which develops students' ability to act independently and acquire new knowledge in the process of their own educational and cognitive activities. The project method is a set of techniques, actions of students in a certain sequence, aimed at achieving a given task or solving a specific problem that is significant for students and formalized in the form of a final product.

The project method is an effective pedagogical technology. Its inclusion in the process of developing foreign language communicative competence of students at a non-linguistic university relates to the pedagogical conditions for the effectiveness of this process. The method complies with all general didactic principles and, combined with traditional methods, meets modern requirements for the formation of foreign language communicative competence of a future specialist in various fields of the economy. Thus, the effectiveness of the process of developing foreign language

communicative competence of a student at a non-linguistic university will be ensured if:

• consider this process as an integral part of the educational process of a higher educational institution;

• take into account its structural and functional connections;

• focus on short-term and long-term goals;

• provide personal, competence-based, communicative, activity-based, sociocultural, interdisciplinary approaches to learning a foreign language;

• proceed from the general didactic principles of its organization;

• bring it closer to real life and professional situations ;

• take various forms and methods of organization as a technological basis;

• include students in subject-subject relationships;

• combine individual and environmental (collective, group) ways of interaction between the teacher and students;

• ensure the student's sustainable interest in the formation of foreign language communicative competence as a personally significant quality, which will allow us to talk about the transition from external motivation to internal and about the personal interest of each participant in pedagogical interaction in achieving the results of his activities.

The transformation of student motivation from external to internal is the means and goal of modern pedagogy in the search for modernized optimal ways of organizing educational process. In this direction, the formation and justification of new technological solutions of modern pedagogical science, the laying of the fundamental foundations of the pedagogy of the future, research pedagogical search and the embodiment of acquired theoretical knowledge into practical innovations introduced into the process of forming foreign language communicative competence take place.

Conclusions. Thus, the analysis of the research made it possible to state that the pedagogical conditions are aimed at achieving the optimal level of information

content and awareness of knowledge, high communication, at stimulating self-education in the professional sphere. The effectiveness of the formation of a foreign language communicative competence will be ensured when creating specific pedagogical conditions: determination of the structure of the goals of learning a foreign language; the definition and structuring of the learning content of a foreign language into blocks, modules and private didactic units; the transformation of the content of education into the system of educational tasks for the organization of educational and cognitive activity of students; the use of information and communication technologies for the organization of educational and cognitive activities of students; the intensification of speech communication of students based on the use of interactive forms of learning; the individualization of goals, content and the process of teaching students. The conducted research does not exhaust all aspects of the scientific problem touched upon.

Prospects for further research.

We see the prospect of research in the further consideration of new approaches that take into account modern scientific achievements that meet the socio-cultural needs of society and the professional fields of activity of a linguist.

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IMPLEMENTATION OF TEACHING ACTIVITIES IN REMOTE CREATIVE WRITING CLASSROOMS FOR FOREIGN LANGUAGE LEARNERS

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Abstract. Teaching creative writing as one of the four main foreign language activities is being developed nowadays by a number of scholars creating new interesting and effective tools and techniques to provide students with the necessary skills. There are many scholars who deal with creative writing in Ukraine and abroad; main directions of their researches were singled out. New tendencies in the methods of teaching, effective skills development in educational process stimulates teachers to share the models of exercises that really demonstrate positive results in their students, exchange the materials for teaching creative writing. In recent years the use of computers and other information technologies for studying different subjects in off-line and on-line mode became urgent which make teachers to generate new ideas of how to teach their students writing in different modes. Main purpose of the research is to give a list of activities used in teaching creative writing and describe the essence of their functions for the students of various age range. The advantages of the creative writing are scrutinized. The Internet tools which have to provide the students with better knowledge of the material and make the study process entertaining are given in the research.

Key words: teaching tools, technologies, creative writing, internet platform, writing activity, skills, language learning, creativity.

Introduction. In terms of globalization foreign language knowledge becomes the aspect that not just widen personal horizons but gives prospective for the future, stimulates self-development and international communication. Not very long ago English was stated to be the main language of international bias in Ukraine. The process of the language studying is complicated and rather long: the period which is necessary for a person to master it can be different. Some people have so-called language intuition, excellent memory and skills for study. Others are not that talented. But still there is a certain volume of material which one needs to know in order to speak, understand, read and write. It is impossible to gain a sound knowledge of a foreign language without working productively on mastering four main types of activities while studying: speaking, listening, reading and writing.

There are many questions asked by people about the scope of the necessary vocabulary and grammar to percept the foreign language in an appropriate way.

Nowadays scholars have worked out a scheme of five main levels of a foreign language knowledge. It demonstrates how large the vocabulary (approximate number of the lexical units) of a person should go together with the sound knowledge of grammar and listening skills to have process in the language.

According to the Common European Framework of References for Language, five main levels can be distinguished. They are used by language learners to measure their ability in the language. The system describes the achievements of learners of foreign languages across Europe and other countries. A1 level deals with the beginner students who need have at least 300 words in their lexicon. A2 level students' (Elementary Level) vocabulary contains about 1200 words whereas B1 students' vocabulary (Intermediate Level) should be enlarged up to 1700 items. Level B2 (Upper-Intermediate Level) means that the students know about 2300 words. C1 level (Advanced Level) student is clever enough to use up to 3000 words to be rather fluent in the foreign language.

Some linguists distinguish one more Level C2 as Proficiency Level. It deals with the profound knowledge of the language on the academic level.
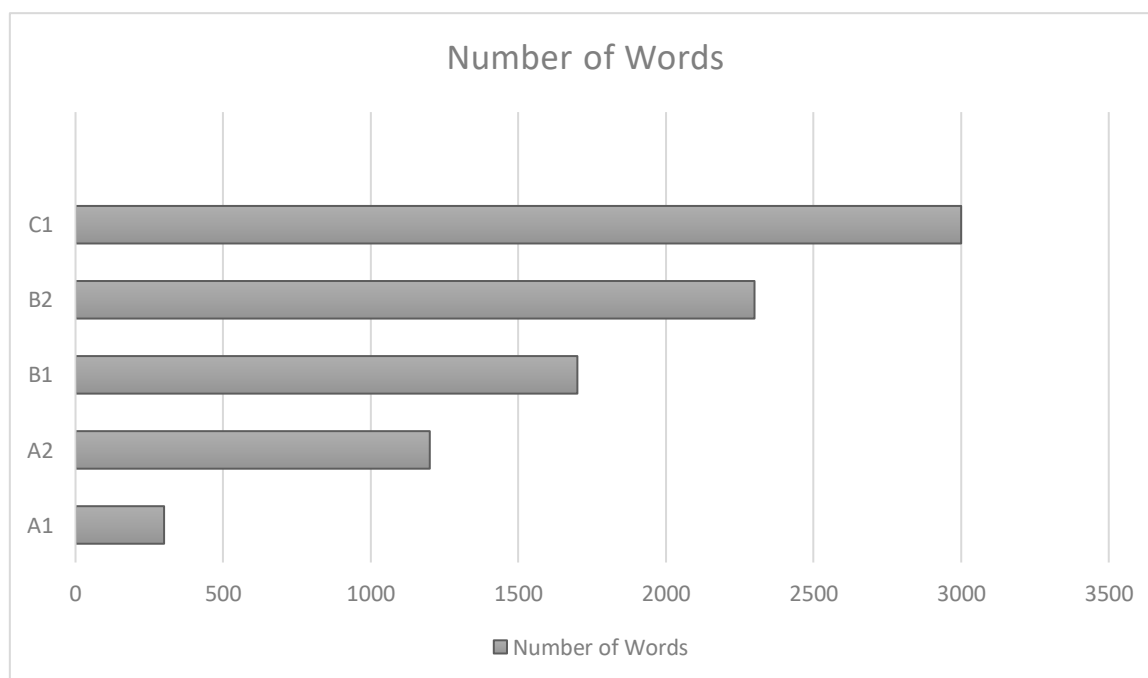
A research problem. In the given article we would like to pay special attention to teaching writing and creative writing teaching in particular as one of the four key aspects/activities in the process of the foreign language studying/teaching.

Because of the total world's lockdown and further continuation of online education in Ukraine due to the full-scale war on the territory of the country remote classes and exercises directed to the help master foreign languages online gain special popularity and support. Writing became an additional activity where students can realize themselves artistically. The **aim of the work** is realized thought solving its main **objectives of the research**. Firstly, teaching writing as well as any of the four main activities demands a number of teacher's techniques which were worked out in the modern methods of teaching to help students develop their creativity and stimulate writing skills necessary for further communication. Secondly, their functions should be described. Thirdly, the peculiarities of creative writing teaching in due course of modern technologies development should be scrutinized.

The **relevance** of the given research lies in the necessity to represent a certain number of activities for teaching creative writing in students to acquire the level of their language desired.

Scientific novelty of the given work is the description of numerous teacher's techniques and activities and their functions serve to stimulate students' creative writing skills.

Analysis of publications. There is a number of linguists who deal with the approaches of how to teach creative writing. Scholars from Europe and America have extensively scrutinized the teaching of writing, offering insights into pedagogical approaches, curriculum development, and the assessment of writing skills.

American scholar D. Murray works in the field of composition studies, particularly his emphasis on the process approach to writing, has had a profound influence on writing instruction in America and beyond. His book "Write to Learn" is a seminal text in the field. He became a certain pioneer of the process-writing approach.

Going deep into the details, he defined the writing process as "using language to discover meaning in experience and communicate it" [7, p. 73]. D. Murray singled out three phases at the writing process: (1) prevision, (2) vision, and (3) revision.

Another American linguist P.Elbow is known for his love of freewriting and his exploration of the concept of "writing without teachers".

Being a well-known advocate of innovative *teaching* methods he gives the outlook of a practical program for learning how to *write*. His book "Writing Without Teachers" challenges traditional notions of writing instruction and encourages students to trust their own voices.

His compatriot Nancy Sommers' research on writing across disciplines and her work on revision strategies have informed writing instruction at both secondary and post-secondary levels. Her book "Revision Strategies of Student Writers and Experienced Adult Writers" is particularly influential.

A well-known British scientist in the sphere of methods of teaching J.Britton based his research on the development of writing skills in children which has shaped writing pedagogy in Europe and beyond. In his works he emphasizes the importance of providing meaningful writing experiences for students.

One more American researcher of cognitive processes in writing Linda Flower. She has been one of the leading proponents of cognitive research in the area of writing, cognitive research in particular. She is an author of the original cognitive process model and important aspects of her social cognitive theory of writing examiner. The scholar's research has contributed to our understanding of how students learn to write. Her model of the writing process, known as the cognitive process theory of writing, has influenced writing instruction and curriculum design.

Another American scholar, George Hillock, scrutinize in his research works such aspects on the teaching of writin as argumentative writing, the teaching of grammar, and the assessment of writing skills. His book "Teaching Writing as Reflective Practice" is widely cited all over the world.

A well-known researcher in writing and pedagogy from the Netherlands, Gert Rijlaarsdam, make researches in the field of writing processes and interventions to

improve writing skills in First and Second Languages. He has contributed to the understanding of how to teach writing in educational settings effectively. He is an expert in genre-based writing instruction and writing assessment. Main field:

Lucy Calkin, an American scholar, is known for her work in the field of literacy education, particularly the development of the Writing Workshop approach. Her books, including "The Art of Teaching Writing" and "Units of Study for Teaching Writing," provide practical guidance for educators.

All these scholars have played crucial roles in shaping the theory and practice of writing instruction in both Europe and America, influencing educators at all levels of instruction.

In Ukraine, amoung the well-known scholars who focus on teaching writing teaching writing or researching writing pedagogy in Ukraine Nataliia Sidorova and Olena Vasylchuk comes first. N.Sidorova is an author of a significant research on writing pedagogy and academic writing in Ukraine. Her work often focuses on the challenges Ukrainian students face in writing in English as a second language.

Her colleague scientist Olena Vasylchuk is known for her research on writing instruction and the development of writing skills among Ukrainian learners. She is an author of several articles on teaching writing in academic contexts.

Oleksandr Kapranov's research interests include language teaching methodologies, writing pedagogy, and academic discourse. He has contributed to the understanding of writing development among Ukrainian students.

The works of one more Ukrainian scholar Nadiia Kavardakova often deal with exploration writing practices and pedagogies in Ukrainian educational settings. She has investigated various aspects of writing instruction and literacy development.

Researcher Yuliia Kobylnyk has focused her attention on the teaching of writing in secondary and higher education in Ukraine. Her works often address issues related to writing assessment and feedback.

Research material. We would like to start with the characteristic of a creative writing as it is. So, it is the art of crafting unique narratives, poetry, plays, and various literary forms using language as the medium. Unlike technical or journalistic writing,

which focuses on presenting factual information, creative writing aims to stir emotions, create vivid images, and sometimes transport readers to other realms. Essentially, it revolves around storytelling and individual voice, granting writers the liberty to delve into and articulate their deepest thoughts, fantasies, and emotions.

Remote creative writing classrooms aim to provide students with an engaging and interactive learning experience in the field of creative writing, despite physical distance. The primary goals include:

Facilitating Learning. The aim of this is to facilitate the learning of writing techniques, styles, and genres through virtual platforms, fostering creativity and critical thinking.

Some students do not need anybody's help, they are motivated and organized enough to study something (writing as an example) individually. But most of people can feel lack of guidance to learn or master something and need a tutor.

Building Community. Its serves to create a supportive online community where students can share their work, provide feedback to peers, and engage in discussions about writing.

Students should not be afraid to share their ideas and prospects. Discussions lead to openness and gaining new experience.

Accessibility. It makes creative writing education accessible to a wider audience, including those who may not have access to traditional in-person classes due to geographical constraints, scheduling conflicts, or other limitations.

This aspect gains special actuality dealing with on-line education.

Flexibility. It offers flexibility in terms of scheduling and participation, allowing students to attend classes from anywhere with an Internet connection and accommodating diverse learning styles and commitments.

They can visit not only lectures, practical classes and seminars but also attend extras online using the Internet. Moreover, psychologically it can be easier for a student to use this or that type of information perceptance (through listening, visualization, for example).

Utilizing Technology. Its aim is to leverage various technological tools and resources to enhance the learning experience, such as virtual workshops, online writing forums, multimedia presentations, and interactive exercises.

Overall, the aim is to provide a rich and immersive learning environment that fosters creativity, collaboration, and skill development in the art of writing, regardless of physical location.

Teaching writing students is a multifaceted endeavor that involves nurturing their creativity, honing their skills, and empowering them to express themselves effectively through words. It means guiding them through the intricate process of crafting compelling narratives, persuasive arguments, and impactful prose.

To teach writing students is to cultivate their understanding of grammar, syntax, and structure, helping them wield language with precision and clarity. It involves fostering a love for language and literature, inspiring them to explore different styles and voices while developing their own unique writing identities.

As a writing instructor/tutor, you provide constructive feedback, encouraging revision and refinement to cultivate growth and improvement. You create a supportive environment where students feel safe to experiment, take risks, and embrace the inevitable challenges of the writing process.

Teaching writing students also entails instilling in them the value of research, critical thinking, and revision. It means equipping them with the tools to analyze and evaluate their own work and the work of others, fostering a deeper understanding of the craft and its complexities.

Ultimately, teaching students writing is about more than just teaching them to write—it's about nurturing their creativity, empowering their voices, and preparing them to communicate effectively in an ever-evolving world.

And what is a writing exercise/activity? It is an exercise or activity "aimed at encouraging you to write or improve your writing skills and creativity. They're designed to get your creative juices flowing and motivate you to write down words on a blank paper" [4]. The results can be ramblings, bullet points, or a series of notes — whatever it takes to spark inspiration.

While practicing creative writing, your brain starts to build and strengthen certain neural pathways associated with the activity.

Here are several advantages to engaging in creative writing:

- Mind training. Picture these exercises as mental workouts, strengthening your cognitive abilities and encouraging you to venture beyond traditional limits to explore fresh creative territories.

- Stay active. Regular practice keeps your creative energies flowing, preventing you from getting stuck in repetitive routines or experiencing writer's block.

- Enriched vocabulary. Embracing diverse challenges naturally introduces new words and phrases into your writing, enriching your style and captivating your readers.

- Varied perspectives. Interacting with different prompts allows you to examine ideas from multiple viewpoints, cultivating a flexible approach to writing.

Character and plot development. Explore the creation of complex characters, captivating storylines, and fresh ideas to infuse your narratives with an irresistible allure [4].

So, lets describe some ideas for writing activities.

While remote instruction allows instruction to continue in situations where in-person meetings are impossible, some aspects of in-person instruction are difficult or impossible to replicate.

Thus, ideally, exercises in asynchronous or remote creative writing classes should not aim to produce completed creative work, nor should they attempt to recreate every component of an in-person class. They should prompt students to generate ideas that can later be built upon to produce more fully realized art.

Teaching creative writing can be one of the most rewarding parts of teaching the English curriculum. But at the same time it can be difficult to capture truly creative writing as well as instil enthusiasm for the art., especially with kids.

Some of your class adore and find it easy and interesting to do creative writing whereas the others will consider it to be unbelievably boring experience.

There are some ideas for teaching creative writing to help students cope with writing tasks.

1. Use a workshop-style environment.

Transform your classroom into an interactive workshop by organizing students into groups or tables. Each group can select their preferred creative pursuit, engaging in wordplay, or solving puzzles. Alternatively, dedicate a group to immersing themselves in literary works and refining their storytelling skills.

While a group work is encouraged, try to give a student personal attention. Change assignments and tasks regularly to allow every student (especially if it is a child) to explore their interests fully. This is encourage the group for friendly competition and collaborative writing.

2. Lead by example.

Demonstrate the examples of the creative writing process to your students: live writing sessions, effective story constructions. Encourage experimentation by the expression: Creativity knows no bounds. Encourage capable and confident students to share their writing with their groupmates as inspiring models for the others.

3. Draw up a storyboard.

Use visual aids by initiating storytelling with storyboards. Encourage students to begin their narrative journey by sketching out basic scenes, utilizing simple visuals like stick figures.

4. Encourage book reading.

Use love for reading as a gateway to exceptional storytelling. Reading not only enhances vocabulary and sparks creativity but also steers imagination.

5. Rewrite a well-known story.

Put a unique spin on familiar stories. Encourage students to reimagine timeless classics, providing them with fresh perspectives.

6. Show, don't tell.

Provoke students to convey emotions and thoughts through descriptive storytelling rather than simple explanation. Encourage them to paint pictures with words, allowing readers to induce emotions naturally.

7. Inspire them with Video.

Tap into the wealth of educational resources available on platforms like YouTube to enrich students' creative writing skills. Explore interviews with well-known authors. These insights serve as valuable inspiration for their own writing endeavors.

8. Analyze Characters.

Select a well-known character from literature or television. Divide a sheet of paper into sections and label them with prompts like "What brings them joy," "What ignites their anger," and "How do they respond in specific scenarios?"
Then, as a group, fill in these sections. This method can be employed when students create new characters for their narratives, aiding them in believable personalities.

9. Give your students freedom.

Many students flourish when granted the liberty to write as they want. Always allocate time for open-ended writing sessions, allowing pupils to explore their interests freely. For those who find such freedom overwhelming, suggesting a particular theme can provide helpful guidance.

10. Use story-starters and prompts:

Story starters and prompts can be excellent samples for steering imagination. There are numerous options available. Examples:

- It appeared, then vanished in an instant! Like a bolt of lightning...

- This was the moment! I now possessed the ability to alter anything.

- A suitcase filled with a million pounds lay before us. "What shall we do?" I pondered aloud.

- Three companions embarked on a journey, relying solely on each other for the challenges ahead.

- The car jerked as it traveled down the road, then a sudden thud echoed from beneath.

- A tap on my shoulder jolted me awake. "Shh," she whispered, placing a finger to her lips. "Follow me."

11. Eleborate with a story generator.

Generate ideas and get a story rolling with a tried and tested method: the story generator. Follow these steps to get started:

- Gather three bags.

- Compile three lists: one for characters, one for settings, and one for situations.

- Cut out each idea and place them into their respective bags, creating a pool of possibilities.

- Have a student draw one idea from each bag, forming the foundation of their narrative.

12. Encourage home writing:

The home environment can offer a comfortable and inspiring setting for students, especially of young age, to write. Encourage parental involvement in this endeavor, despite potential challenges. Sharing their stories with various audiences — whether in class, at home, or online—provides valuable learning experiences for children, creating a dynamic and enriching learning environment [9].

Thus, the following prompts are general writing exercises designed to stimulate creative writing output, but not necessarily to replace major course projects. These projects can be tweaked as necessary to fit your course. You might, for instance, modify them to make them specific to the texts used in your course, or you might modify them to fit certain genres of interest. They can be used with prepared and non-prepared students of different age range to work in groups or one-to-one with a teacher.

WRITE A SCENE WITH TWO CHARACTERS IN WHICH EACH CHARACTER'S PERSPECTIVE IS EXPLORED.

Compose a scene featuring two characters, delving into the unique perspective of each character. Begin by portraying the scene from one character's viewpoint, then depict the same sequence of events from the other character's perspective. This approach enables writers to delve deeper into the contrasting traits and motivations of the two characters, thereby enhancing their understanding of each character's individuality. While this exercise typically revolves around two characters from a

writer's original piece, it can also be adapted for students to reimagine a scene from an established work through the lens of a different character.

IMITATE THE WRITING STYLE OF A FAVORITE AUTHOR.

A timeless exercise, this activity serves to hone students' skills in crafting a distinctive voice while fostering an appreciation for the elements that render an author's voice "distinctive." Such considerations serve as a springboard for students to cultivate their own unique voice. In cases where students lack personal narratives for this endeavor, presenting an excerpt from a renowned tale for them to reimagine in the style of another author could prove fruitful.

DESCRIBE A CONVENTIONAL OBJECT IN A NON-CONVENTIONAL WAY.

In this exercise, students are tasked with crafting a passage detailing a mundane item devoid of its typical descriptive terms. With many objects to select from and a multitude of constraints to apply to their responses, the potential variations for this assignment are practically limitless.

To illustrate the process, consider the following example.

Start by selecting a familiar item, such as a pear. Then, brainstorm three characteristics that typically define it, like green, sweet, and elongated.

Finally, compose a description of the object without referencing any of the initial adjectives chosen to characterize it. It's worth noting that student submissions may take the form of either prose or poetry.

FREE-WRITE AROUND A MADE-UP WORD.

Encourage students to craft a wholly literary term with a semblance of meaning, such as "Snordricioius," for instance. Give them a task to compose a brief poem or scene incorporating this word. Emphasize that they shouldn't define the term in their writing. Instead, they should try to convey its essence and peculiarity through contextual cues.

WRITE TWO VERSIONS OF A MINI-FAIRY TALE.

Start by instructing students to create a brief tale, perhaps around 500 words or even less, that starts with the classic opening "Once upon a time," and gracefully

concludes with the timeless phrase", "And they all lived happily ever after." Make them reimagine and reconstract the same narrative but with an absolutely different ending: "And they all lived miserably ever after." Encourage them to make necessary alterations to the storyline to align with this new outcome. Through this exercise, students can try their skills in manipulating fundamental story elements such as conflict, rising action, and resolution. To crown it all, a teacher can instruct the ctudents to explore alternative endings beyond those suggested.

In this respect there is a necessity to talk about collaboration. Collaboration on writing projects is a common part of writing instruction especially when teaching remotely. Using technology effectively to help facilitate collaboration can help students focus on building collaboration skills rather than focusing on getting in touch with each other, and can help teachers more effectively monitor and help with collaboration in the moment. Tools for collaboration can vary depending on what's available, but Google Docs, Slack, and various kinds of video conferencing software (e.g., Zoom) are the most commonly used tools.

EXPERIMENT WITH USING UNUSUAL SENTENCE STRUCTURES IN WRITING.

Having students write under unusual grammatical constraints can help them become more flexible writers. This is another endlessly customizable activity, though some choices will probably be more generative than others.

For example, you might have students write a short, 500-word scene using only simple sentences containing a single clause. Then, you could have them write the same scene using only compound sentences. Afterward, you could have students reflect on how the rhythm and musicality of the language changes when the structure of the sentences changes. Sometimes some unpredictable ways of sentence rebuilding can give a new idea breakthrough.

TAKE A CHARACTER FROM A PRE-EXISTING BOOK, MOVIE, OR TELEVISION SHOW AND DROP THEM INTO A HAUNTED HOUSE.

Students are tasked with crafting brief responses, such as a 500-word piece, asking the questions: What actions would this character take in this scenario? Where

might they venture? What tactics would they employ? This activity encourages students to delve into characters' personalities, backgrounds, and motives, crucial elements in character development. Furthermore, it highlights the principle that "character propels plot," emphasizing the significance of character-driven storytelling over plot-driven narratives.

The most important in such an activity is to find out a key-personage who will give the whole canvas to the following actions which will take place in the story.

A LETTER FROM YOUR CHARACTER TO YOU

The students are offered to write a letter from a character in your novel to *you*, the author, explaining why you should write about them for ten minutes. As you write, it helps you get into the inner world of the character. It also stimulates to know that your character wants you to write about them. If your goal is to publish a complete work of fiction one day, you will want to contact an agent or publisher. This helps you practice in an easy, safe way.

If you're doing this exercise with a group of adults they can choose any fictional novel they love. Ask participants to imagine that a character within the book wrote to the author in the first place to ask them to write their story. How did they plead their case?

PLAY A WORD ASSOCIATION GAME

Write down any word, followed by the first word that comes to your mind. Continue this chain for 10–15 words, and develop a story which develops according to given list of words chosen.

TAKE A RANDOM PAGE DIVE

A student is given a task to open a book to any page and choose a sentence. He has to use that sentence for the beginning of the story or as its ending.

USE IMAGES FOR INSPIRATION

Look through photographs in a magazine or on the internet, and Choose one random photograph you came across on the Internet or a magazine. Create a story or poem inspired by the picture or an image in it.

CRAFT DIALOGUE-ONLY STORIES

Make up a story using only dialogues. It challenges you to reflect all the ideas through what's being said, including its title and emotions.

FOCUS ON YOUR SENSES

Describe any scene with a focus on it. Go deep into the details of this particular sense, and write a short story.

THE OPENING SENTENCE

The opening sentence has to grab the reader's attention and make them want to keep reading. Many authors achieve this by starting with an action scene. In this exercise the task is to write an opening sentence either to a book you're currently writing, or simply for an imaginary piece of literature. Here are some examples:

"It was a bright cold day in April, and the clocks were striking thirteen" from "1984" by **George Orwell***;*

"It wasn't a very likely place for disappearances, at least at first glance" from "*Outlander"* by **Diana Gabaldon***:*

"You better not never tell nobody but God" from "*The Color Purple*" by **Alice Walker.**

There are many ways you can start a book, however two ways that help engage the reader immediately are:

- Set the scene in as few words as possible, so the reader immediately knows what's happening and wants to know what happens next. The scene must be original and create a vivid image in the reader's mind.

- Surprise the reader with an unusual event or usual point of view.

MAKE YOUR PROTAGONIST ACT

Spend 5 minutes writing a scene where the protagonist is passive in a conversation with one other character. It could be that the other character says something dramatic, and the protagonist just listens, or it could be anything else of your choice!

Once the 5 minutes is up, swap papers with another writer. If you're using Zoom, or working online, send it to each other in a private chat. Now the other person

spends 8 minutes rewriting the scene to make the protagonist as active as possible. This might include:

Read both scenes together. Which makes you want to keep on reading?

If you're doing this as a solo writing exercise, simply complete both parts yourself.

- Showing the emotion this evokes;

- Getting them to disagree with the other character;

- Showing how they respond physically (whether it's as a physical manifestation of how they feel, or a dramatic gesture to make a point).

CAT CHAT

Is is an activity for a small group. You've found a magic potion labelled 'Cat Chat' and when you drink it, you turn into the animal you're thinking about; but there's a problem, it also picks up on the brainwaves of other people near you.

Everyone writes down an animal in secret and then reveals it to the other writers. The spell will turn you into a creature that combines elements of all the animals. Each person spends 5 minutes writing down what happens when they drink the potion.

In 5 minutes everyone shares their story with the other participants.

It is possible to check out <u>Fantasy and Sci-Fi writing prompts</u> full of world building, magic, and character development prompts.

GIVING A FEETBACK TO THE AUTHOR

This exercise can be good for more experienced adults. The time necessary is at least an hour.

Each author gets the option to bring a piece of their own work. This should be double spaced and a maximum of 3 pages long.

Print out a few copies and hand them around to everyone in the workshop of the guide on: "How to give constructive feedback to writers'".

Each writer who carries a sample shares it with another individual for review. They mark their name on the manuscript using a specific color pen, appending any remarks before passing it to a second reviewer who repeats the process (including commenting on the initial feedback if they concur or dissent). Afterwards, allocate 5

minutes for group discussion on the received feedback, emphasizing constructive criticism.

A SUCCESS

It is the best work in on-line groups via Zoom, for example.

The teacher gives instructions. The example can be: ""n a few words describe a success in your life and what it felt like to achieve it. It can be a small victory or a large one."

A teacher can share the example of his own: I was watching my sons sing opera together.

The writing exercise is then to choose someone else's victory to write about for 10 minutes, as if it was the end of your own book. In case of necessity for longer writing, imagine how that book would start. Write the first part of the book with the ending in mind.

A MEMORY HOLIDAY

Instruction of the teacher: you're going on a dream holiday with a friend but always disagree with him/her. To avoid conflict, you've come to the conclusion that each of you will choose a different aspect of the holiday as follows:

1. Make a choice about your holiday destination.
2. Choose the main fun activity on the holiday.
3. Decide what type of travelling you'll use to get there.
4. Make a decision of what to eat and wear on the holiday.

Decide who chooses and what at random. Each of you writes down your dream holiday destination/activity/travel/food and clothes in secret. Have a 5-minute discussion of your dream holiday with a lot of additional details. Then everyone writes a description of such a holiday for 5 minutes, then shares it with the others.

DEGREES OF EMOTION GAME

This is a good activity for a group of two or more people.

This activity is based on acting exercise designed to aid performers in describing different levels of emotion. Ask everyone to write the following 4 emotions.

For groups of 5 or less, write down numbers starting with 1 and going up until everyone has a number, then give them out in order. For groups of 6 or more, divide groups into 3's, 4's or 5's.

Each person has to write a scene where the protagonist is alone and is only allowed to say a single word, e.g. "Banana". The writer with number 1 should write the scene with a very low level of the emotion (e.g. happiness), number 2 increases the intensity a bit and the highest number writes a scene with the most intense emotion you can possibly imagine.

Once each writer has written about happiness, rotate the numbers one or two spaces, then move onto anger, then fear, then sadness.

It can help to give everyone numbers showing the intensity of the emotions to write about at the start of the exercise, in which case you may wish to print either the Word or PDF file, then use the ones corresponding to 3, 4 or 5 writers.

BLIND DATE ON VALENTINE'S DAY

This is an exercise for two people.

In pairs, one writer spends a minute or two describing a character they're writing about. Alternatively, they can describe a celebrity or a character from a work of fiction. Then, the next writer describes their character.

Two characters—let's say one is a regular person and the other is an alien, given your sci-fi twist—have somehow ended up on a blind date together. Maybe the restaurant made a mistake with the seating, perhaps it's a genuine blind date, or maybe they met in some other peculiar circumstance that the writers can conjure up.

Spend 10 minutes describing what happens next in this unexpected atmosphere.

DO A MEMORY WRITE.

In this activity, students are prompted to reflect on a memorable aspect from their recent reading. They're encouraged to begin with the phrase "I don't know why I remember..." and then delve into their thoughts for about fifteen minutes or for as long as they feel is needed. Going deep into personal memories they can often

generate unexpected creative ideas, and memory becomes a fundamental source of inspiration for creative endeavors, irrespective of the genre.

THE HAIKI WRITING

A haiku is a traditional Japanese form of non-rhyming poetry whose short form makes it ideal for a simple writing exercise.

Haiku adhere to a traditional structure of three lines: the first with 5 syllables, the second with 7, and the third with 5. Typically, they explore themes of nature and profound concepts, often conveyed with simplicity.

Spend up to 10 minutes writing a haiku. If you get stuck with the 5-7-5 syllable rule, then don't worry, the overall concept is more important!

The example of a haiki:

A summer river being crossed

how pleasing

with sandals in my hands! (**Yosa Buson**, a haiku master poet) [6].

LIMERICKS

The students is given a chance to write down a a limerick which is a light-hearted, fun rhyming verse.

The example can be a limerick by **Arthur Henry Reginald Buller:**

There was a young lady named Bright,

Whose speed was far faster than light;

She started one day

In a relative way,

And returned on the previous night.

Lines 1, 2, 5 all rhyme as well as line 3 and 4. The number of syllables isn't important, but line 3 and 4 must be shorter than the others. In line 1 the character is introduced. The whole verse tells the story. Time for the task is 10 minutes.

FOCUS ON FACES

Describing a character poses a challenge for writers, often leading to a focus on physical attributes like "She had brown eyes, curly brown hair and was five foot six inches tall." However, this approach falls short in conveying the character's essence

or their dynamic with the protagonist. As a result, readers might swiftly forget the character's appearance. To create vivid character descriptions:

- Bring them to life: characters are rarely static; whether they're engaged in conversation or moving about, their actions add depth.
- Employ metaphors or similes: linking physical traits to evocative imagery infuses descriptions with personality.
- Engage the protagonist: make descriptions personal by considering how the protagonist perceives the character.
- Limit information to what the protagonist knows: stick to details within the protagonist's knowledge, such as age groups rather than specific ages.

Here are three character descriptions exemplifying these principles, leaving no doubt about the protagonist's sentiments.

Five minutes are given to write about animated character using different tropes, such as metaphors or similes.

While working in a group students can share their descriptions with the rest of the group.

THREE BIRDS, ONE LINE

This is an activity for a single-student class.

There are three purposes for writing down a novel: 1) establish a goal; 2) set the scene; 3) create a character.

There are three purposes for every chapter. The character of the book either moves towards is goalt, or faces some obstacles to overcome and become successful or fail. Some books manage to meet all three purposes with their opening lines, for example: "We should start back," Gared urged as the woods began to grow dark around them. **George R.R. Martin,** *A Game of Thrones.*

The task for the activity is to write a sentence or short paragraph that serves all three purposes. If you're writing a novel, try to understand if you can do this for the first line in a chapter. If not, choose a combination like:

The Goal – to succeed in love, The Setting – a castle, A Character – a Coward.

TIME TRAVEL – A CHILD, AN ADALT, A SENIOR

The activity is good for any group size.

A student is given a task to imagine his future self as an old man/woman travels back in time to meet himself, the adult he is today. Alternatively, as a child he travels forward in time to meet himself as an adult or a senior or himself of different age at the same time. A student has to illustrate the situation what happens next. In case of a group work, students can share their stories in the whole group.

THE ALPHABET STORY – CREATING AS A GROUP

This activity is excellent for a group of students.

Here's a creative approach to storytelling as a collective effort, with each participant contributing one word at a time. The narrative unfolds sequentially, with each word beginning with the next letter of the alphabet. Progress through the alphabet until completion, ideally constructing a single sentence, though new sentences can be initiated if needed. Don't fret if coherence wavers! It can be challenging to recall the alphabet in the heat of the moment, so consider printing it out for reference, especially beneficial for participants with dyslexia.

An example of such a story can be:

A Boy Can Deliver Every Frizer, Ghostly Hauntings In Jail Kicked Lucky Man, Nobody Or Possibly Quiet Rabits, Still That Unifies Villains Who X-Ray Your Zebras.

A COUPLE OF QUESTIONS

In the group start with a brief writing exercise followed by an hour and a half of focused silent writing on individual projects. However, at one point, feeling that students had engaged in numerous small group exercises, a teacher should offer an alternative approach to gain insight into projects.

Gather around the table and each person briefly discuss their writing. Following this, participants are allowed to ask one or two yes/no questions. Responses are indicated by raising hands for 'yes', shaking heads for 'no', or enthusiastic leaps for a strong 'yes'.

Questions can cover any topic, serving either to provide guidance for individual writing endeavors or to connect with others sharing similar interests within the group. Providing some advance notice allowed participants time to prepare thoughtful questions.

What kind of activities can be of a special help to teach writing? There are a lot of them, the most popular are the following ones:

• Encourage students divided into group projects to collectively draft a team charter memo, outlining expectations for teamwork, conflict resolution, and mutual support in completing their tasks.

• Utilize separate pages within a Google document for students to respond to discussion prompts or record notes during a think-pair-share activity, ensuring accessibility of all notes for every student post-activity.

• Introduce new technology by facilitating collaborative creation of a tool/function list within a document. Then, give each student a specific tool/function to research and develop a usage guide. Consolidate these guides into a wiki for future reference when utilizing the technology in subsequent tasks.

There is a certain writing activity that we would like to draw a special attention to, and provokes not only student's creative thinking, but logic, rhyme, and graphic skills combined. These are so-called Concrete Poems (or Calligrams). To teach students how to write a calligram partially means to teach how to write a poetry.

Concrete poems or calligrams are a form of visual poetry or word art where the arrangement of the text creates a visual representation of the topic or theme of the poem. In a calligram, the words are arranged in such a way that they form a shape related to the content of the text. This can involve arranging the words to create an image or design that represents the subject of the poem, adding an extra layer of meaning and artistic expression to the written words. Calligrams have been used throughout history as a way to combine visual and verbal elements in a creative and often whimsical manner.

Webster's Dictionary defines a calligram as a "design in which the letters of a word (such as a name) are rearranged so as to form a decorative pattern or figure (as for a seal)" [6].

Calligram can be describes as a "form of poetry created to be viewed and admired, as well as being read, and stands out given its peculiar typographic layout, as the words are placed to create a picture or other strange designs. In such calligrams, in general terms, the poet makes a picture related to the poems main theme with the words. For example, if the poem is about a flower, the words in the text are written out and placed on the flower's petal, for example, to simulate the shape of a flower. On the other hand, the text's drawing holds no direct relation but is a simple evocative or semantic relationship" [10].

In concrete poem the physical shape of the words mirrors the content enhance the overall meaning. Calligrams, on the other hand, use words to create a visual image related to the topic. Both are fantastic tools for language learners, blending creativity and language skills in a captivating way.

Creating calligrams can be a fun and creative way to engage students in language arts and visual arts simultaneously. Here are some teaching activities for calligram creation:

1. Introduction to Calligrams:
   - Begin by introducing the concept of calligrams. Explain that calligrams are visual representations of words, where the arrangement and style of the letters create an image related to the meaning of the word.
   - Show examples of calligrams from different artists and cultures, ranging from simple to complex designs.
2. Word Selection:
   - Ask students to choose a word or short phrase that has a clear visual association. Examples could include animals (e.g., "dog," "monkey"), objects (e.g., "tree," "house"), or actions (e.g., "dance," "swim").
3. Sketching:

- Encourage students to sketch their chosen word or phrase, experimenting with different arrangements and styles of letters to create visually interesting compositions.
- Emphasize the importance of considering the meaning of the word and how it can be conveyed through the design of the calligram.

4. Refinement:
   - Once students have a rough sketch of their calligram, encourage them to refine their design, paying attention to spacing, balance, and aesthetics.
   - Provide guidance on techniques for enhancing the visual impact of the calligram, such as varying the size and orientation of letters, incorporating decorative elements, or using color.

5. Finalization:
   - Have students transfer their refined calligram designs onto a clean sheet of paper or create digital versions using graphic design software.
   - Encourage them to add finishing touches and details to complete their calligrams.

6. Sharing and Feedback:
   - Give students the opportunity to share their calligram creations with the class.
   - Facilitate a discussion where students can provide feedback to their peers, focusing on what they like about each calligram and offering constructive suggestions for improvement.

7. Extension Activities:
   - Challenge students to create calligrams using different languages or writing systems, exploring how the visual characteristics of letters vary across cultures.
   - Integrate calligram creation into other subject areas, such as science (e.g., creating calligrams of scientific terms) or history (e.g., depicting historical events through calligrams).

By incorporating these activities into your teaching, you can help students develop their creativity, language skills, and visual literacy through the creation of calligrams.

Here are some visual examples of calligrams/concrete poetry:

Needles

I

wrote

a poem

in the shape

of a Christmas

tree but then forgot

to water it and only a few

days later

there

were   words

all

over

the   carpet

Bilston Brian [3].

One can definitely see that the rhyme is optional. Thus, to create a shaped poetry is not difficult at all. If a person would like to try himself as a poet, he has to do it without any hesitations and the task of a teacher is to instruct him. The student can develop his language skills, creative potential or just have some fun doing unusual thinks that also can stimulate progress in the language.

Concrete Poetry

Shape

Poem

This is a shape

poem. It is about a

house. As a shape

poem, it forms the

shape of a house. This

is a little house so it

would   be   a   little

<pre>
                    poem   if   it
                were   a poem.
            But its   not be-
        cause a poet I'm not!
                No!
            Not more rain
        Splashing on the window
    Pane. In the main, I don't complain.
  The fact remains, the drains contain so much
Rain that they are strained. The weather vane's
Become inane, when every day it rains again. It's plain
                to
                see
                for
                you
                and
                me
                it
                has
                to
                be
                the
                  end
                    of play.
</pre>

A selection of fun creative writing exercises that can be completed solo, or with a group. Some are prompts to help inspire you to come up with story ideas, others focus on learning specific writing skills.

You can enjoy these exercises individually, but you also can use them for online writing groups using platforms like Zoom, WhatsApp, or Discord. Collaborating with a group, you can start on WhatsApp, engage in the exercise together, and exchange writing samples as necessary. Afterwards, participants can dedicate an hour and a half to silent writing on their personal projects. This setup

thrives with small remote groups, fostering skill acquisition, online camaraderie, and productive sessions.

For larger online groups, Zoom is recommended due to its Breakout Rooms feature. Breakout Rooms enable teachers to divide students into separate spaces, ideal for group activities. While the free version of Zoom has a 40-minute limit, upgrading to Zoom Pro is worthwhile for regular usage.

Students always look for something new to capture their interest because they lose their interest to the object very quickly. And fiction writing can be one of the things that help generate some new portion of excitement. Technology can be of useful here as contemporary students dive in the sphere easily and naturally. Kathryne Nieves shares her five students' favourite tools which can be used "as center activities, extension tasks, or just opportunities for students to explore new areas within the writing genre" [8].

1. Story Speaker (Google Docs add-on) "allows students to create choose-your-own-adventure stories that can be integrated with a Google Home smart speaker or any device with Google Assistant. The Google Docs add-on gives students a template they can edit to create their story. They can add details and dialogue, and have their readers make decisions as they read" [8].

Having been written, students can share the story with the class. The story is read aloud by the smart speaker or other device, and when it comes time for the character to make a decision, the class can speak their answer aloud. If the class decide which direction to send the main character, they would yell out "left" or "right." The device would be able to respond to the class's answer and continue the story accordingly [8]. This tool is popular for students who like to create suspenseful stories.

2. Story Wars (website and Google Chrome extension) offers a fresh take on writing prompts. The website—also available as a <u>Google Chrome extension</u>—offers a collaborative writing platform for students. On creating an account, students can select from a variety of genres, including science fiction, dystopia, humor, historical fiction, and fantasy, among others. The

program provides students with a random story from that genre. Each story is broken into chapters written by Story Wars users. The student's goal is to read the chapters that have already been written and then add the next chapter, working to match the style and tone of the story while maintaining appropriate characterization and advancing the plot [8].

NaNoWriMo Young Writers Program (website) is a program which provides students with a possibility to make up a novel and to reach personal goals.

There are resources built into the website to help students while writing with additional details, building characters, developing conflict, and staying motivated throughout the whole process of writing. Students can connect with other students participating in NaNoWriMo within the website forums, which are moderated by staff members to ensure that they are a safe space for students to discuss and share writing [8]. With NaNoWriMo students can see their writing statistics (ex.word count and the number of words left to reach their goal) and share a piece of literature they have written.

Write Igniter (website) is perfect for quick mini-activities to practice narrative writing and brainstorming ideas. The website provides different parts of a plot that students must combine to create a cohesive story. When students click the "Shuffle" button, a random character, situation, prop, and setting appears on the screen. Students work on finding out how these elements can be connected in a way that is plausible and creates an engaging narrative [8]. This tool assists students in honing their brainstorming skills. If they come up with a particularly compelling idea, they can utilize it as a foundation for developing a novel during NaNoWriMo.

The Most Dangerous Writing Prompt Generator (website) is a game developed by the book-writing software developer Squibler to write continuously—without any stops. The website generates a random, single-sentence prompt for the student, who can select the amount of time they'd like to work on the prompt, ranging from five minutes to an hour. Once the

game begins, the student must continue to type. If they stop, the game is lost, and they can either save what they were able to produce or start over [8]. This exercise fosters students' writing skills. Faced with a new writing assignment, students often focus on choosing their words carefully, refining their language before brainstorming ideas and revising. This prompt generator prompts students to explore their thoughts without the pressure of achieving perfection.

It should be stated that creative writing has been transformed greatly over the last few years, with innovative technologies and platforms empowering wordsmiths never used before.

Authors (writers) have to search for new tools to elevate their style, depict the nature. There are some cutting-edge technologies that every innovative writer should have.

It is a open secret that nowadays students of different age groups use Artificial Intelligence in the writing process as well. There are many AI tools for this. The most popular for creating new presentations with the help of AI are the following ones:

Wepic: https://wepik.com/ai-presentations#rs=menu

Tome: https://tome.app/

Gamma App: https://gamma.app/?lng=en

Wepic platform helps to create presentation in your native language. One can choose a style, a topic, and formulate the text in the way you need and Artificial Intelligence creates a presentation that comprises eight slides.

Tome helps to create presentations with the help of Artificial Intelligence but it is limited by their quantity for free. Tome is a combination of two tools: ChatGPT i DALL-E 2. With the help of the first the program generates texts, the second provides illustrations. The principle is simple and typical when a user forms textual hints that describe the demand, topic and the content of presentation. As a result, Tome generates about eight slides with the appropriate illustrations and texts. It helps create the main text of the page, samples, titles, subtitles, presentation plots as well.

Gamma.app is a modern platform for presentations creation that uses possibilities of Artificial Intelligence to automatize the structure, content and ideas visualization. It helps create beautiful, interesting and effective presentations with

simple interface and share own presentations online or export them into different forms. It is an online service that does not need downloading and renovation. There is an option of sharing presentations online with the help of link or QR code. Users can export presentations into different formats: PDF, PPTX, MP4 etc. But the platform gives limited functions for presentation creation; there is no chance to create own samples or topics for presentations, illustrations, add animation or transitions between slides etc, the users cannot import or convert their own presentations into Gamma.app format or vice versa.

There are some other AI tools used in writing both by students and teachers for different purposes (reports, essay, presentation, academic writing): Rytr Rytr, Copy.ai, Wordtune, Simplified, Text Metrics, Prowritingaid, ChatGPT, Paraphraser, Writesonic, WoldAl, ContentForge etc [2].

But it worth mentioning that these platforms can be good to some extend as all of them use Artificial Intelligence as the basic tool. Thus, all the information should be checked as it is not relevant to the topic sometimes: AI is being trained on the basis of different sources and being set the goal it generates the average result the relevance of which is sometimes very far from the reality.

Conclusions. To sum it up, we would like to say that the process of students' knowledge acquiring is a time-taking complicated process that calls for lots of strength and persistence from both students and a teacher. The later must get ready to be asked a lot of questions by the students, correct numerous lexical, grammatic, orthographic and stylistic mistakes at the beginning.

The big question for teachers is not only how to make writing fun and engaging, but how do we get students excited about writing. Creative writing is a very important skill for students which is paid great attention to in the process of learning both in on-line and off-line mode of studies due to the current situation in the country. There are several reasons for such popularity: it stimulates learners' critical thinking, self-expression, communication skills, creativity, empathy, confidence as well as cognitive development. It allows to explore the thoughts, feelings, and ideas of the students in a safe and constructive manner.

It is a valuable tool for students' personal and academic growth, providing them with essential skills and fostering a lifelong love of writing as a modification of one of the four main language activities: listening, speaking, reading and writing. Without a profound knowledge of how to write one should not demonstrate its literacy, brightness and creativity.

Many scholars in Ukraine and abroad made a certain impact to the development of creative writing techniques used today scrutinizing their essence and functions. As the British linguist, George Hillocks, states, writing is "at the heart of education, and provides a metatheory to respond to the above question" and we should teach it students productively [5, p. 83].

Prospects of further research. The given topic being scrutinized actively by scholars gives them lots of new ideas as for implementation of various techniques in creative writing teaching/learning. They appear as a reaction to the constantly developing world with its changes. Psychological changes in people can also influence the way of this or that creative writing activity development which can be effective in a way depending on the situation.

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Section 3

"Professional, interpersonal and intercultural communication"

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PERSONALITY-BASED LEARNING AS REFLECTION OF HUMANIZATION OF EDUCATION

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Abstract. In the article the problem of personality-based learning in the context of humanization of education is considered. The appropriatness of orientation to humanization and humanitarization of education is substantiated. It is established that humanization and humanitarization are interconnected with the solution of general problems of civilization that are of strategic importance for the development of not only education, but also humanity as a whole. It has been proved that humanization goes hand in hand with the humanitarization of higher education. The humanization of education undoubtedly means individualisation of the educational process. Historical background of personally-based learning is considered. The definition of personalized learning is given. The article also highlights the humanistic essence of the personally-centred approach in education. The features and key benefits of personality-based learning as well as the challenges in education it may help solve are presented. The purposes of the personalility-based learning are determined. Theoretical and methodological foundations of the personality-oriented approach in education are outlined. A comparative analysis of personally-based and traditional education is provided. The effectiveness of the credit-module system and elective disciplines in education in terms of personality-based learning is proved. The stages of learning activities that a student must master in order to be a subject of the educational process are outlined. The importance of digital literacy as the inalienable constituent of personalized education is indicated. The interactive teaching and learning forms and methods used in the personally-centred approach in practical classes for the students speciality 075"Marketing" in Dnipro State Agrarian and Economic University are presented.

Key words: humanization and humanitarization in education, personality-based learning, personalized learning, innovative technologies in education.

A research problem. Due to reforms in education significant changes in teaching methods and educational content have been observed today. A vivid confirmation of this is the focus on the humanization and humanization of education.

More and more often, experts emphasise that the current educational crisis has internal causes due to the imperfection of the existing curriculum, which is associated with the loss of conceptual meanings for education. In this regard, the role and content of the disciplines of the social and humanitarian cycle is changing. The Laws of Ukraine "On Education", "On Higher Education", "National Doctrine of Education Development", and the Presidential Decree "On the Main Directions of Reforming Higher Education in Ukraine" emphasise that the modernisation of higher education in Ukraine should be aimed at its humanization, growth of intellectual, spiritual and moral potential of the individual and society, ensuring real preparation of an individual for life and professional activity based on modern approaches, preservation of the best national traditions, taking into account the trends of European integration and globalisation.

Relevence of research. Humanization of education has been studied by many authors, has been the subject of discussion at international conferences, and is a global problem, as it is related to the solution of general tasks of civilisation that are of strategic importance for the development of not only education but also humanity as a whole. Domestic psychologists dealing with the problems of the mechanism of intellectual operations, perception, creativity, and the laws of memory have come to the conclusion that foreign language, literature, and history actively contribute, through the use of the emotional factor, to the development of memory, associative and logical thinking, which are necessary in the process of scientific cognition, dominated by the so-called exact sciences. Thus, the problem of humanitarization has faced the problem of humanisation, i.e. the study of the peculiarities and patterns of the psychology of active perception, assimilation, and memorisation by a person in the learning process [1, p. 3]. Humanism is the recognition of the value of a human being, his or her rights to free development and the manifestation of his or her potential. Humanitarian (French humanité) – human nature, education related to social life and human consciousness. Humanitarian education is an educational process of teaching – mastering humanitarian disciplines, the main ones being

historical, philosophical, political, cultural, philological, psychological, pedagogical, and legal disciplines.

Analysis of publications. The problem of humanization of education and its implementation in the educational process of higher education institutions is of great importance in the multifaceted development of modern society. In its rich theoretical heritage, there are a number of ideas and trends that are directly related to the humanistic concept of education. The ideas of humanization and humanitarization are the basis of scientific works by Sh. P. Andrushchenko, I. A. Zimnya, O. Barno, S. U. Goncharenko, V. I. Dobrynin, T. N. Kukhtevych, M. E. Dobruskin, E. N. Shyianov, T. V. Filat. The personality-oriented approach presented in the studies of G. O. Ball, D. A. Belukhin, I. D. Bekh, E. V. Bondarevska, G. P. Vasyanovych, E. F. Zeer, in the works of V. P. Andrushchenko, I. A. Zazyun, V. G. Kremen, P. Yu. Saukh, V. S. Lutai, S. V. Kachalova, S. D. Kulnevych, O. Y. Pekhota, I. S. Serikov, S. L. Yakimanska, D. Dewey.

Oblective of the research. The article is devoted to the research of the problem of personally-based learning in the context of humanization of education.

The research methodology. Systematization of the results of scientific research, analysis of foreign experience.

Research material. The study and implementation of the principles of humanization of education, in particular in higher education, as well as the search for ways to improve this process is relevant today. The humanization of education is a reflection in the educational process of humanistic trends in the development of modern society, when the human personality is defined as the highest value. The humanization of education has placed the formation and upbringing of the individual at the centre of the work of teaching staff of higher education institutions, because it is the education that is the social institution where, after the family, the individual's further socialisation takes place. The educational element is one of the most important main ways of humanization. At the same time, the process of humanitarization, i.e. the inclusion of information from the humanitarian spheres

(literature, television, cinema, art) and social spheres (politics), is successfully combined with humanization (an educational moment, a moment of social maturity and at the same time successful assimilation of educational information). The humanization of education undoubtedly means individualization of the educational process.

The humanisation of the content of education involves, first of all, raising the status and radical revision of the content of humanities and natural sciences. The overall goal of studying subjects of the humanities cycle oriented in this way should be to form the necessary set of knowledge on the problems of human development, its relations with the social and natural environment; their study should help young people to understand the stages of social history, to comprehend the phenomenon of culture, the meaning of their own being and the existence of humanity. Ultimately, the socio-humanitarian cycle of subjects should be aimed at forming a social picture of the world in students that would facilitate their adaptation to modern society. We see the humanisation of education in the broadest sense of the word as the formation of a person's special, human attitude to the world around him or her and to oneself, to one's own activities [2, p. 4].

One of the prerequisites for preparing a specialist for personality-oriented education is to achieve the goals of the Bologna Process, which ensures Ukraine's entry into the united European higher education zone. The priority areas of work are as follows: creation of an effective system of educational process to achieve appropriate educational levels of future specialists and prepare them for the implementation of the tasks of personality-oriented education in higher education establshment by designing personal developing interaction between a teacher and a student; providing conditions for continuous self-improvement and self-realisation of the student's personality; activation of scientific, methodological and consulting work. The implementation of a personality-based approach to education and training is based on respect for the uniqueness and dignity of the individual, the development and self-development of his or her natural inclinations and abilities, and the creation

of an atmosphere of security and support. The following working definition of personalized learning was created: "Systems and approaches that accelerate and deepen student learning by tailoring instruction to each students' individual needs, skills, and interests". Personalised learning is 'putting the learner at the heart of the education system', the stage of learning and the instructional approach are optimised for the needs of each learner [3]. This technique may offer new possibilities for boosting learners' learning capacities. However, Järvelä further articulates the factors that must be addressed to maintain the learner's innate skills, flexibility, initiative, focus and enthusiasm [4]. The processes include the development of critical abilities, strengthening students' cognitive performance and retention, fostering learning, partnership in understanding, establishing innovative assessment instruments, and technology's usability as a personal cognitive and social device. In addition, personalized learning promotes the growth of more profound learning abilities, such as logical reasoning, problem-solving, collaboration, effective communication, and academic attitude. Personalized learning is a strategy in which students increasingly participate in meaningful, authentic, and decided tasks to exhibit desired outcomes. Providing students with the freedom of creative choice of active forms, activities, and methods of personality-oriented education fundamentally changes approaches to the organisation of their training at the university. It provides for the formation of a professionally competent and personally developed specialist capable of creative, non-standard solutions, ready to work in a personality-oriented educational process [5]. As V. Serikov notes: "Personality-oriented education does not form a person with given properties, but creates conditions for the full identification and, accordingly, development of personal functions of the subjects of the educational process". S. Podmazin, in his turn, notes: "Personality-oriented education provides everyone, based on their abilities, inclinations, interests, personal values and subjective experience, with the opportunity to realise themselves in cognitive and other activities" [6].

Person-centred learning has a long history and several other names, each of which reflects a particular view of education and upbringing: humanistic pedagogy, neo-pragmatism, existentialism, pedocentrism, free education (USA, Europe in the 1970s), and cooperative pedagogy (1980s in the USSR). All of these similar concepts can be united under the name of liberal pedagogy, as opposed to authoritarian and technocratic pedagogy. The basis for the liberal approach in education in the USA and Europe was created by the ideas of Dewey and other reformers in pedagogy in the early twentieth century, and then, since the middle of the century, by the trend in psychology – humanistic psychology. Dewey laid the foundation for pedocentrism: pedagogy should define all its categories (goals, content, teaching methods) based on the interests and needs of the student. The student is the centre of the educational process, not the teacher and the subject. Representatives of humanistic psychology (A. Maslow, K. Rogers, etc.) emphasised the student's personality in their views, as opposed to the technocratic concept of learning, behaviourism, programmed learning and pedagogical technology, since these concepts consider the student's personality as part of a technological system, a set of behavioural reactions, and a subject of manipulation. Humanistic psychology and, on its basis, pedagogy of pedocentrism, personality-oriented education consider the personality as a complex, individual integrity, uniqueness and supreme value that needs self-actualisation – realisation of its capabilities.

Personalized learning is not just an improvement to traditional instructional methods. In personalized learning schools, teachers and leaders are fundamentally redesigning how they use time and resources, including adaptive technology, to deliver on a new dimension of performance – ensuring students are self-directed learners who have the knowledge, skills, and habits of success to complete college and succeed in their careers. Personalized learning innovators are transforming schools from top-down, teacher-driven organizations to complex adaptive systems that enable student-directed learning and respond to students' diverse needs to ensure all students thrive (stem). Students have a variety of rich learning experiences that

collectively will prepare them for success in the college and career of their choice. Teachers play an integral role by designing and managing the learning environment, leading instruction, and providing students with expert guidance and support to help them take increasing ownership of their learning.

The humanistic essence of the person-centred approach to education is revealed more deeply by comparing it with traditional education, which is characterised by a knowledge-based and sociocratic orientation. The disadvantages of the traditional education system are:

•the space of education does not fulfil its tasks, because the amount of knowledge in culture has not only far exceeded the possibilities of transmitting it through the education channel, but also continues to grow rapidly;

•mass education, democratisation of both secondary and higher education are in conflict with the principle of assessment of students' knowledge, namely, higher education institutions are forced to either lower the assessment criterion, focusing on underachievers, or to distinguish between "elite" and "mass" schools, but this practice departs from the democratisation of education;

•the current education system is aimed at teaching, not at upbringing.

On this basis, a number of contradictions in vocational education have been identified, including:

•between the awareness in society of the need to activate the creative powers of the individual and the lack of appropriate social and pedagogical conditions for their formation and development;

•the traditional system of "mass" training of specialists and the personal, individual, creative nature of professional activity;

•the use of reproductive methods, means of special and professional training in collective and group forms of work in the educational process and the need to show a subjective creative position based on the humanistic principles of a personally oriented approach;

•objective needs to ensure the integrity of the educational process and professional and pedagogical training, continuity of professional education and the lack of a systematic link between fundamental professional training and practice, insufficient scientific and methodological support for the formation of self-development mechanisms in the process of professional development of future specialists [7].

Higher education is currently facing quite a few challenges. The enrollment at universities and colleges fell by nearly 1 million students since the fall of 2019. Degree completion rates aren't much better: 45% of undergraduate students don't earn a degree within six years of starting a college program. Meanwhile, ongoing cuts to state funding mean rising tuition costs for students, many of whom don't know how to apply or feel comfortable applying for financial aid. If implemented and used effectively, personalized learning could help solve many of these challenges:

•understand the way the student population changes – according to a report from the Gates Foundation, 45% of students who attended four-year colleges did so while working more than 20 hours per week. Many students at higher education institutions come from varying socioeconomic backgrounds with families and responsibilities that can hamper their educational progress. But the majority of curriculum at higher education institutions was designed with the mindset that students had nothing but studies to focus on. Faculty and administrators can use personalized learning to identify and meet the unique needs of a shifting student population. A responsive learning management system (LMS) ensures that students who may not have constant access to a computer can still consume the course material. Asynchronous learning arrangements and self-paced courses mean students who have commitments outside of school can continue learning when it's convenient for them;

•identify at-risk students using data – using data to support students is nothing new, but it goes beyond looking at academic grades. Many universities and colleges use robust customer relationship management systems (CRMs) that track students' journeys from admissions right up to graduation – if they get to that stage. According to the National Student Clearinghouse, almost half of undergraduates in the United

States failed to graduate with a degree within six years of beginning a college or university program. Additionally, <u>out of 18 developed countries, U.S. college completion rates are among the lowest</u>. Where a CRM can really come in handy is in identifying more vulnerable students through a mix of behavior-based actions and quantitative achievements. When this is done early enough, the hope is that degree completion rates will increase;

• choose the right tech tools – when exploited correctly, the right technology can help level the educational playing field. But it's important to recognize the needs of your student population first. To our first point, if your students don't have regular access to a computer, choosing a mobile-friendly learning management system should be high on your list of priorities. A reliable internet connection is another factor in learner success. If students can access materials offline, they won't be as dependent on spotty Wi-Fi to complete their courses. Additionally, many LMSs allow discussion and collaboration. Students can interact with their peers and teachers in real time, even if they aren't always physically in the same place. These types of social connections can have positive cascading effects on a student's emotional well-being. It's no longer enough to throw a set of lecture slides online and let students sift through them. The customizations and integrations available in LMSs allow any educator to create robust, interactive learning experiences that students are truly engaged with [8].

Thus, there is a need to find ways to implement the leading provisions of the modernisation of the education system - the idea of personal development, formation of mechanisms for the development and self – development of the education system, and transformation of education into an effective factor in the development of society. Overcoming these contradictions is possible by revising theoretical and methodological foundations and conceptual approaches to the professional development of future specialists, radically reforming the content of teacher education through the widespread use of innovative pedagogical technologies, and further developing teacher education in the following areas:

•focus on personal development of future specialists in the process of professional training;

•ensuring the unity of theoretical and methodological training and practice in the context of a personality-oriented approach;

•development of individuality, subjectivity, the need for personal and professional self-improvement, mastering by the applicant of reflection on self-knowledge and self-development of personal qualities [7].

According to I. D. Bekh, personality-oriented education is a methodological type of education that refers to the social sciences and humanities and is based on fundamental philosophical and psychological ideas about a person, about education and the processes of his or her individual and personal development, about education as a value-generating process [9]. The methodology of the personality-oriented approach is based on the combined implementation and mutual complementation of a number of modern paradigmatic approaches. Its features are: focusing on the person as the main value and goal of education (axiological approach); supporting and developing the subjective properties and individuality of a person (personal approach); generating personal meanings of learning and life in students, introducing them to the world of culture (cultural approach); awakening the creative potential of the individual (activity approach); stimulating students to solve their own life problems in an unstable, uncertain society (synergistic approach). The personality-oriented paradigm in education and training can now be considered the theoretical and methodological core around which the educational meanings of modern civilisation crystallise. Thus, the interests of the individual are proclaimed to be a priority, and the realisation of opportunities for his or her development is the main task of education. It is worth noting the decisive role of the subjects of the educational process in the education system, including students, since their determination, creative initiative and abilities, non-standard thinking, pursuit of forecasting, innovation are integral characteristics of the effectiveness of the education system, its life and progress. The organisation of personally oriented learning requires the development of pedagogical technologies that aim not to

accumulate knowledge and skills, but to constantly enrich the experience of creativity, form a mechanism for self-organisation and self-realisation of each student.

Personalized learning is a method of teaching that enables educators to support the unique needs of students using bespoke learning pathways. Although personalized learning is meant to meet the needs of the individual learner, it does not require educators to develop customized learning plans for each student. Rather, it offers students a sense of autonomy, empowering them to take an active role in how they learn. Some examples of personalized learning include hybrid/hyflex learning arrangements, asynchronous instruction and self-paced online coursework [8].

However, to make the student a real subject of the educational process, it is necessary to radically change the entire technology of this process. There are prerequisites for mastering those activities that give the student a broad orientation in the system of subject-subject relations, where he or she acts as an active creator of these relations, not just their observer. The realisation of this task requires a different approach to subject-based learning (not as a closed set of individual subjects), to the identification and modelling of activities through which a student actively relates to the world. Specific knowledge (or, more precisely, its system) is a means of cognition and transformation of reality. The tasks of personality-oriented learning are best met by building subject-based learning in an integrated way, as it makes it possible to identify the student's attitude to the world around him or her, which is holistic, comprehensive, and dynamic. Such a structure of educational components contributes to the formation of a holistic scientific picture of the world in students, without strictly limiting the angle of view, and enables the student to choose "basic" knowledge from various sciences with maximum focus on their own experience, which was formed under the influence of both previous studies and wider interaction with the surrounding reality. Learning, of course, is an important source of subjective experience, but it is not the only one. An integrated approach to the construction of subject-based learning changes the idea of the learning (socio-cultural) environment.

This is not just an educational environment (even optimally constructed), but a specially organised space for mastering various types and forms of human activity, where the student acquires scientific knowledge, experience of emotional and value attitudes to the world of things and people, experience of communication, interaction, as if revealing himself to the world with which he is internally interconnected, not opposing it only as a "cognitionist". Such a learning environment is developmental. However, it does not impose a developmental path on the student through the normative construction of his or her activities, but creates freer conditions, allowing him or her to determine the track of individual development. M. A. Eshmirzaeva also claims there are two approaches to solving all pedagogical problems. One is imperative, when the teacher himself solves the problem, forcing his students to do what is necessary for their future; the other is humane, i.e. such, when he cooperates with them, makes them his assistants in the educational process, activates, stimulates the desire for success, forms the student's motives for self-development, studies his activity, creates conditions for self-movement [10].

Personality-based learning gives students the right to participate in the formation of the curriculum and implement the principles of competence-based education. An example of this is, in particular, elective courses. It is more effective – and this is confirmed by the practice of many foreign universities – to give students the right to choose, after the first year of study, where basic general education subjects dominate, to take a course in those subjects within the established programmes that they like. Personal interest activates students. All of this indicates the need to actively use the achievements of psychology to organise and improve the educational process through humanisation.

In the context of personality-oriented education, the training of a future specialist should contribute to the solution of the following main tasks: raising the level of training of students, their mastery of state normative documents, a personality-oriented approach to them; systematic study, generalisation and dissemination of best practices in education, implementation of scientific

achievements in the field of personality-oriented education of students during practice; enrichment with innovative personality-oriented educational technologies, active forms and methods of personality-oriented education; diagnosis of difficulties faced by teaching staff in the process of personality-oriented education and their creative solution during practical classes with students; ensuring continuous self-education of students, etc. [6].

The credit-modular system of organising the educational process at a university is effective in this regard, as it reveals the creative potential of a future specialist, influences the comprehensive development of his/her general and professional skills. It provides for the priority of individual and group active, interactive forms of learning; motivational and value-based methods based on the belief in the creative activity of each student, respect for his or her creative individuality. Modularity in educational practice formulates the following basic rules of learning:

•learning materials should be structured to help each student achieve clearly defined didactic goals;

•it should be organised as an integral block of information that implements a comprehensive didactic goal;

•in accordance with the scope and structure of the educational material, it is advisable to integrate various types, forms and technologies of learning;

•stimulating systematic independent work of students throughout the semester.

The introduction of the credit-module system of organising the educational process in higher education institutions allows to improve the training of students in the context of personality-oriented education, as it develops their interest in research activities, the habit of independent educational and cognitive work, and forms the need for a creative approach to solving professional problems.

The main task of the teacher in the process of person-centred learning is to reveal the content of the subjective experience of the student and to rely on it as much as possible when organising training. It is important to keep in mind that when learning about the world, a student uses the "pre-knowledge" formed by the culture

that surrounds him or her. Therefore, when delivering person-centred learning, the teacher should start not with the communication of knowledge (introduction of scientific information), but with the identification of the relevant subjective experience of students, and then, based on it, form scientific knowledge (concepts). This implies a fundamentally different lesson plan and other forms of communication between teacher and students. The development of the technology of personally oriented learning is one of the most important tasks of didactics.

The goals of person-centred learning are to:

• to determine the life experience of each student, his/her cognitive abilities, level of intelligence, interests, which must first be revealed and then developed in the educational process;

• to form a positive motivation of the applicant for cognitive activity, the need for self-knowledge, self-realisation and self-improvement;

• to develop mechanisms of adaptation, self-regulation, self-education in the applicant.

The main rule of cooperation is the desire to be yourself, to show natural behaviour and personal openness, and the condition for self-disclosure is the awareness of your personality as a unique, inimitable world. Both teachers and students, like any other person, have this right by mutual agreement of both subjects of the educational process. The decisive factors in translating the idea of humanisation into actual pedagogical practice are the value orientations and attitudes of the teacher towards the student:

• the motivational focus of the teacher not only on the subject, but, first and foremost, on the student – the future specialist;

• pedagogical humanism, which is impossible without the teacher's perception of himself/herself and students;

• empathetic attitude to students, which implies the desire and ability to feel others as yourself, to take their position, to understand the inner world, to feel and perceive their problems and experiences;

• tolerance, aimed at understanding that all students are individual and unique, everyone has the right to their own opinion;

• congruence, which implies understanding of the personal world and feelings and perception of oneself as a developing personality, having the right to make mistakes, to act "here and now", to perceive everything spontaneous and immediate in the learning situation;

• reflexivity, which allows the teacher to observe his/her activity, be ready to revise it, the versatility of his/her reactions in interaction with students; listen and look closely at the student who verbally and non-verbally provides multifaceted information about himself/herself;

• dialogism as the desire and ability to listen and hear the student, the ability to conduct interpersonal dialogue on the basis of equality of positions, mutual trust and respect. It is the dialogue relationship that contributes to the humanisation of the relationship between teachers and students. In this regard, it is important to highlight the features of a personality-oriented approach: organisation of subject-subject interaction; creation of conditions for self-actualisation of the individual; its activation; ensuring external and internal motives of students; enjoyment of solving educational tasks and problems in cooperation with other educational subjects; shifting the emphasis in the functions of the teacher to the position of a facilitator.

Credentialed and noncredentialed teachers operate as facilitators of student learning, balancing time between working one-on-one with students at "tutor bars", leading problem-based learning with smaller groups, and monitoring student progress on individual pathways.

Thus, at the personality-based learning there exist:

• learner profiles: teachers have an up-to-date record that provides a deep understanding of each student's individual strengths, needs, motivations, progress, and goals to help inform his or her learning;

• personal learning paths: all students are held to high expectations, but each student follows a customized path that responds and adapts based on his or her learning progress, motivations, and goals;

• competency-based progression: each student's progress toward clearly-defined goals is continually assessed. A student advances and earns course credit (if applicable) as soon as he or she demonstrates an adequate level of mastery;

• flexible learning environments: student needs the drive to design the learning environment. All operational elements – staffing plans, space utilization, and time allocation – respond and adapt to support students in achieving their goals.

The purpose of a personality-oriented lesson is to create conditions for the identification of the cognitive activity of the student. To achieve this goal, various forms and methods of educational activities are used to reveal the subjective experience of students:

• creating an atmosphere of interest of each student in the results of the work of the entire team;

• stimulating students to express themselves, use different ways of performing tasks without fear of making a mistake, getting a wrong answer, etc;

• use of didactic material during the lesson that allows the student to receive the type and form of content of the educational material that is most meaningful to him/her;

• creating a positive mood, appropriate motivation, a situation of success and mutual support, the prevalence of dialogue, individual, pair and group work;

• a mandatory element is the student's reflection on their own activities;

• evaluation of the applicant's achievements throughout the entire process of his/her activity, and not only by the final result; taking into account not only the correctness, but also the originality of the students' answers, their independent work;

• encouraging the student's desire to find their own way of working, to analyse the work of other students during the lesson; to choose and learn the most rational ones;

• creating pedagogical situations of communication in the classroom that would allow each applicant to show initiative, independence, and selectivity in work, creating an atmosphere for the applicant's natural self-expression; not only to "teach to learn", but also to teach to doubt teach to have new knowledge and new approaches to old knowledge.

There are no right and wrong answers in the course of conversations, there are different positions and points of view, and when you highlight them, you should argue them from the point of view of your subject, never force them, but convince students to accept the content offered from the point of view of scientific knowledge. Students do not just use ready-made samples, but also understand how they were obtained, why they are based on a particular content, and to what extent they correspond not only to scientific knowledge but also to personally significant values. Such a result can only be achieved in a classroom where the context and content of the conversation is strictly defined, but their transmission is organised as a "meeting" of different understandings of this content, the carrier of which is not only the teacher, but also the students themselves. Scientific content is born as knowledge possessed not only by the teacher but also by the student. There is a kind of knowledge exchange, a collective point of view. In this process, the student is a participant in its creation. It is the kind of lesson that can be called personality-oriented. Under such conditions, the knowledge to be learned becomes personally meaningful.

According to S. Podmazin, in order to be a subject of educational activity, the applicant must master its main stages, namely:
• orientation;
• goal setting;
• designing;
• organisation;
• implementation;
• control;

- adjustment;

- evaluation.

The orientation stage includes:

- motivation by the teacher of the planned activity, positive attitude to work;

- orientation of students to the place of the proposed knowledge in the whole course, section, topic with the help of diagrams, tables, supports, verbal instructions, etc;

- identifying the personal experience of the student and linking this experience to the problems of the class.

The goal setting stage involves:

- defining the purpose of the activity in the classroom together with the applicants (what can the work in this particular class give the students for passing the test, certification, future life), and the goal should be personally significant for the applicant;

- determining the indicators of achievement of the tasks.

The design stage includes:

- implementation of the activities proposed by the teacher by involving students in performing advanced tasks, preparing reports, abstracts, making and selecting visuals;

- drawing up a work plan;

- discussion of the lesson plan.

The stage of organising the implementation of the action plan involves:

- presenting possible options and ways of performing learning activities (oral or written form of work, types of tasks, forms of reporting, individual or group work, work with text or other means of obtaining information);

- the choice of a way to record new material (synopsis, diagram, plan, theses, conclusions, etc.);

- variability of homework (differentiation by level of difficulty and method of completion).

Methods and means of psychological and pedagogical support of students' activities: encouragement, creation of vivid visual and figurative representations; educational and cognitive game; creation of a situation of success, cognitive interest; creation of a problem situation; encouragement to find alternative solutions; performance of creative tasks; cooperation of students; creation of a situation of mutual assistance.

Control and evaluation stage:

• involving students in controlling the course of educational activities by engaging them in various types of control, self-control, mutual control, group work;

• participation of students in correcting mistakes and shortcomings in knowledge, awareness of their causes through mutual and self-analysis;

• providing students with the opportunity to compare their results independently or with the participation of a teacher or other students according to the criteria of the standard set out in the curriculum;

• the use of evaluation mechanisms (positive attitude to the success of the applicant), evaluation of not only the results, but also the educational process itself.

At this stage, the instructor and students identify markers that show their progress towards specific learning goals. Creating periodic milestones gives your students a chance to check their own progress along their learning journey and ensure that they are on the right path. Another benefit of these progress markers is that they allow both educators and students to determine whether any changes are required in the learning path to ensure the accomplishment of each goal. You can either create weekly checklists that your students can follow to stay updated and remain on track or create a single list of mandatory online assignments and exercises [11].

The final stage involves:

• awareness of the applicants of the situation of achieving the goal;

• sense of success;

• reinforcement of positive motivation for the activity, i.e. implementation of the appraisal method.

Personally oriented learning is learning that focuses on the student's personality, identity, and independence: the subjective experience of each person is first revealed and then aligned with the content of education. The student is recognised as the main figure in the entire educational process. The purpose of such training is the process of psychological and pedagogical assistance to the student in his/her attitude, socialisation, and life self-determination. The person-centred approach combines upbringing and education into a single process of assistance, support, social and pedagogical protection, and student development.

The main objectives of personality-based learning are to develop the individual cognitive abilities of each student; to identify, initiate, and use the individual experience of the student to the maximum extent possible; to help him or her to know himself or herself, to self-determine and self-realise, rather than to form predefined qualities.

Formation of a culture of personal life is the highest goal of personality-oriented systems and technologies. They are based on the fundamental exclusion of situations where the learner's efforts to achieve a certain goal are not noticed, and any mistake causes dissatisfaction. The student needs to maintain a sense of self-esteem, to be consistent with the idea of himself/herself as worthy of respect. The teacher should understand how the students perceive him or her by the reaction of the students.

The teacher should adhere to the following requirements:

• clearly formulate cognitive tasks that can be problematic, encouraging activity, creative thinking, search for new knowledge and new ways of doing things;

• focus on the activities of underachievers;

• do not create competitions for the speed of completing tasks;

• teach students to exercise self-control, self-analysis and self-evaluation.

Traditional education can no longer be the leading one in the holistic educational process. The components that develop the student's individuality and create all the necessary conditions for his or her self-development and self-expression are becoming more important. The educational process of personality-oriented learning gives each student the opportunity to realise themselves in cognition and learning

activities based on their abilities, interests, inclinations, value orientations and personal experience.

Personally oriented learning is based on the principles of variability, i.e. determining the content, methods and forms of the educational process, the choice of which should be made by the teacher, taking into account the development of each student for his/her pedagogical support in the cognitive process. A personally oriented learning system implies that the teacher has a mastery of a differentiated approach that differs in complexity, methods and techniques. Learning materials can be provided in a variety of formats to suit different students. Many students prefer to learn in small groups where they can discuss the topics, thus traditional presentations in huge lecture halls fail to hold their interest. While reading may be the most appealing alternative for some students, others may prefer to listen to the content. Personalised learning should students to choose the delivery methods that are the most accessible and effective for them. To make sure that the personal learning path you create is truly successful, students must feel that they are in control of their learning experience.

You can achieve this by ensuring that students are allowed to take charge of their learning experience by choosing which activities (collaborating with peers on specific tasks, identifying apps to support learning) they complete next, assessments they will take, or the way they receive the e-learning content. For instance, while creating personalized learning paths, give students the chance to assess their own knowledge via online assessments. The idea here is to make your students feel empowered where they have a direct say in the learning process [11].

When it comes to online learning, not all students have the same learning styles or personal preferences. This makes it really important to integrate multiple online activities and exercises into your learning path, thus giving students the ability to choose what works best for them. For instance, auditory learners can opt for podcasts or virtual lectures, whereas visual learners can go ahead with watching videos and other image-rich content. This kind of variety gives every student the opportunity to

take advantage of the course and create a learning path that is best suited to their specific needs.

Teachers should encourage students to be actively engaged in what, how and when they learn. Traditionally, the teacher is the authority figure in the classroom deciding what, how and when students learn. To take a more tailored approach, teachers should assist students in determining how they learn best and in settling their own learning goals and objectives. Students can make timetables to suit their needs, whether they are night owls or early risers, and study when it is most convenient. It should not be necessary to miss a class due to other commitments.

Digital literacy is the inalienable constituent of personalized education. It is expected that students improve their digital literacy as it plays the crucial role in the digital society. Effective use of digital technology will have a decision value for getting and keeping work in the future. Digital literacy will allow to the mobile and nomadic students to be easily oriented in a variety of learning environments. With the use of information technology, the possibilities for organising students' independent work are expanding.

Some universities and colleges have developed various models and platforms to promote personalized learning. In this case, the role of technology is badly needed to enhance personalized learning for different learners, such as the emergence of MOOCs, mobile learning applications, and software. Markedly, PL in Higher Education seeks to promote each student's academic success by identifying his or her interests, needs, and aspirations and then aiding the planning and implementation of personalized academic plans.

ITC (Intelligent Tutoring System) provides personalized learning experience that uses computational algorithms or models to grant immediate feedback and educational instructions to students without the participation of a teacher. ITC includes embedded experts systems for monitoring students' success and personalization of instructions adapting to students' learning styles, current level of

knowledge and appropriate teaching strategies in e-learning systems.

Of particular importance are the skills of working independently with educational materials, conducting laboratory work, observing, recording the results and drawing conclusions based on them. In the classroom, you should constantly use collective discussion of results, mutual consultations, and complex tasks. This form of work preserves the independence of each student, and the teacher has the opportunity to work with more students.

When studying the material, students in the classroom help each other in the process of independent acquisition of knowledge and skills based on the principle of mutual assistance, mutual respect and control, generalisation of the best in the work of their comrades, and continuous self-improvement. A teacher in personality-oriented learning adheres to the following position: "I came to you to search for and find answers to certain questions together with you". He or she tries to reorient students step by step from memorisation to understanding, from passive listening to active search for answers.

The key mechanism for individualising learning is the principle of spiral construction of educational material (the study of many concepts is carried out with constant complication and across subjects of the same cycle). In this way, the classes reveal intra- and inter-subject connections, develop the level of knowledge of students, their ability to operate with concepts and consciously apply the acquired knowledge.

A clear and accessible motivational statement helps to promote the student's interest. Various techniques should be used to motivate educational activities.

Firstly, it is the creation of problematic situations, because the problem posed at the beginning of the class encourages students to provide an answer on their own. Using the problem-based method in the lecture, each lecturer sets a problematic task for students, guides their cognitive, professional and practical, and partially creative, research activities. Opposing points of view are considered, students get acquainted with different positions, subjective views, which stimulates creative thinking about

the problem, teaches them to understand, analyse, synthesise, specify, and summarise the information received. Various interactive forms (individual, group) and teaching methods are used in the organisation of educational activities:

• educational discussion – allows the teacher to use different views on a particular problem, and the students participating in the discussion to justify their problem. Correct or incorrect judgements confirm the main theoretical positions and conclusions in the minds of students;

• group work – stimulates students to discuss, use different ways of solving problems and allows everyone to show initiative, independence, and analyse their work. Students use various sources of information, additional literature, fill in tables, compare, classify, and analyse. This method ensures deep and sustainable learning, develops thinking and memory. Educational psychology has derived the basic law of knowledge acquisition: perceive – comprehend – remember – apply – test the result in practice. The depth of knowledge is tested by using tests of different levels of difficulty;

• games – knowledge should be learned with positive emotions, joy, and interest. Games are often used in the classroom because they help students not only analyse certain phenomena but also gain personal experience. Intellectual games, brain-rings, etc. contribute to the development of special abilities. Such classes promote the development of the sensual sphere, creative imagination, attention, self-awareness, communication skills, as well as self-control and self-regulation, teach students to think, express their thoughts, feelings, emotions, better understand other people, and help them to penetrate deeper into the inner world of potential future students;

• educational projects – involve: multidimensional analysis of scientific, pedagogical, methodological and educational literature; evaluation of scientific research on the problem; comparison of the views of different authors; selection of facts from the lives of students and teaching staff; drawing up tables, diagrams, plans, outlines; development of an organisational and functional structure and a structural

and logical model of personality-oriented education in a modern general education institution.

Here are some of the interactive activities carried out at practical classes for marketing students in Dnipro state Agrarian and Economic University in the context of personally-based approach.

At the lecture-discussion "My dream team" in the discipline "Marketing Communications" students marketologists learned about the five "shortcomings" of the team and how to overcome them, highlighting the tasks of the leader in each of these situations, the existing models of team development in various fields and the description of the peculiarities of creating teams at different stages, the distribution of team responsibilities and setting tasks in accordance with team roles. There was also a discussion on the topic: "Why does a group need a leader?" Then the students discussed methods of harmonizing team goals with the personal goals of its members, methods of making a single team decision and agreeing it with team members, methods of forming a stable sense of community as well as methods of establishing horizontal relationships in the team. These are some examples of cases the students were working on:

Case study

(interaction in a team)

Purpose: training of team decision-making skills.

Duration: 15 minutes.

Task: the trainer divides the participants into 2 microgroups and gives instructions: "You are sailing on a yacht in the South Pacific Ocean. Suddenly there is a fire of unknown origin and most of the yacht and everything on board is destroyed. The yacht is slowly sinking. Navigation equipment has been lost or destroyed and you do not know where you are. You think you are somewhere about a thousand miles southwest of the nearest land. Below is a list of 15 things that remained unharmed by the fire. In addition to these items you have a rubber raft large

enough to hold you, your crew and all the items below. There is also a pack of cigarettes, several boxes of matches and 5 one dollar bills in survivors' pockets.

Your task is to rank the items below in order of their importance for your survival. Put the most important item on the 1st place, the second most important on the 2nd place, and thus the least important on the 15th place. Once you have made your own list, the group must agree on the order of the 15 items. You have 15 minutes, otherwise everything will be lost. When the task is completed, the groups present the final lists.

Questions for discussion:
- What emotions did the exercise evoke?
- Did your group manage to become a well-coordinated team?
- What traits of the participants contributed to this? What hindered?
- Share the group recipe for reaching consensus.

Another example was a group project «Start-up». Students are marketologists in an institution engaged in the production of goods/ services (the type of economic activity is determined optionally). The task is to jointly develop a marketing project to promote a product (service) in the local market using digital learning tools. The task was performed in small groups (4 – 5 people). These tools made it possible to implement cognitive learning methods (essential vision; heuristic questions and observations; comparison of facts; construction of rules, theory, hypotheses), creative methods (brainstorming tactics, figurative picture, hyperbole and agglutination). First, students were introduced to the algorithm of working on the project.

The project started with a conference where the whole group gathered and students expressed their opinions on which projects they were interested in. The conference was preceded by an introductory speech of the teacher, who introduced the topic proposed for the project activity, listened to the students' suggestions. Performing independent research work, students collected the necessary information, determined the main directions of its analysis. Then the group were processing the

information and discussing its content and forms of reporting.

Future marketologists also took part in the project "Our company". Groups were organized into 5 students. Each subgroup had to form their own company. During the week, each "company" had to come up with a name, draw up a business plan for the production of goods (at the discretion of the team), create a plan for marketing and advertising activities and develop a presentation of goods or services of the company.

In preparation for the defense of their business project, the team was asked the following questions: "What products do you manufacture or what services do you provide? What is your strategy for the future? Is your product competitive? What is your sales system? What is your company's solvency and sources of financing? What kind of financing do you need?" The participants of the meeting (students groups presenting their own projects) evaluated the presented projects on a on a ten-point system. Observers recorded the course of the meeting, analyzed its stages, positions of "interaction" between the participants and the presenter, and the ability to win over, and ability to impress. The teacher was a representative of the board who had the right to decide which project to fund. The participants of the meeting had to evaluate projects on a ten-point system, having previously chosen the chairman of the board – the leading financier.

Case 2

(ability to solve conflict situations)

Purpose: training of conflict resolution skills

Duration: 15 minutes for each situation.

Task: to present your own decision on the way out of the situation. The correctness of the decision and possible consequences of the conflict for its participants are discussed in the group.

Situation 1

Your subordinate mistakenly received an email from the central office addressed to you. The letter says that in the next two months the company will be forced to slightly reduce the funding of your company and reduce the staff of marketing specialists. First of all, the category of employees to which the employee who read the letter belongs will be affected by the reduction. How to solve this situation?

Situation 2

Your boss is a very noisy person who often uses an irritated tone when communicating with subordinates. In your opinion, how should you respond to your boss's remarks?

Situation 3

The marketing department of a large company "Logika" employs 30 employees. The team is united and friendly. The head of the department Ivanchuk V.L. proved to be a skillful leader, enjoys well-deserved respect of the majority of employees.

At the beginning of the year the Board of the company decided to transfer Ivanchuk V.L. to another, higher position in "Logika".

The team of the department has an informal leader - I.I. Petrov, whom most employees, including the former head of the department, see as the new head. In addition, there are several other highly qualified specialists in the department, whose experience allows them to apply for a leading position.

However, the company's board makes a completely unexpected decision for the department's staff: the new head of the department is appointed a person "from the outside" who has never worked in this company. At first, the employees of the department were in a state of surprise, because no one expected such a turn of events.

Gradually, the state of bewilderment changes to indignation, and those who could have taken this place are especially indignant. The new chief I.A. Sinitsyn is a high-class specialist, but due to the fact that he has not worked in this organization before, he does not know some subtleties in the specifics of the work. With his

appearance in the team there is a conflict situation. Most employees are dissatisfied with his appointment, and some do not want to see him as their manager.

At one of the meetings in the department between O.A. Sinitsyn and L.D. Petrov a dispute arose over the quality of the work performed. L.D. Petrov insisted on listening to his opinion, as he had been working in the department for a long time and considered himself competent enough in this matter. O.A. Sinitsyn replied that the issue that concerns many employees cannot be solved by one person, even if he is a very experienced specialist.

After such a meeting, L.D. Petrov considered himself offended and appealed to the company's management with a request to transfer him to another department. After him, 7 more people wrote similar application to the management. An open conflict broke out in the team. Further normal work of the department becomes impossible.

Questions for discussion:

• How right was the decision?

• What are the possible consequences of the conflict for its participants?

DSAU students marketologists also took part in the debate, which is also one of the examples of collaborative learning. All students were divided into threes, with one of the students in the mini-group acting as a supervisor. The supervisor had to identify two polar statements on the chosen topic for the debate, for example: Statement 1: money is the only measure of success of a modern marketologist; Statement 2: historical recognition of achievements is the only measure of success of a modern marketologist.

The statements were written on paper and blindly distributed among the other two participants of the mini-group, who had to prove the statement they received. The debate took place in three stages: argumentation, counterargumentation, questions and answers of the parties. The opposing side was given 10 minutes to prepare arguments and questions. Students had to find arguments in a short time and formulate them so that they looked convincing.

The total time of the debate was 30 minutes. According to its results, the participant, who was not a party to the debate, determined the winner, who managed to prove his opinion. After the end of the debates in mini-groups, a general discussion was held in the form of a conversation. Representatives of the mini-groups took part in the discussion about: 1) which statements were the best; 2) which arguments sounded the most convincing; 3) which elements of non-verbal communication helped the participants to prove their opinion, and which ones, on the contrary, hindered them; 4) what was the most difficult in preparing the arguments; 5) what was the most difficult in determining the winners of the debate. After the general discussion, the "universal tips" for preparing for the debate were deduced.

The third step was a lecture-discussion "Leadership competence in marketologist activity". The "peer-to-peer" method of teaching was used, which involved students' independent preparation of material for the lecture and presentation to their classmates in the form of messages, conversations or in another form. Representatives of the subgroups had the opportunity to make prepared reports supplementing the topics under consideration. The activity consisted of two stages. The first stage was a discussion of the following questions:

• What should be the moral profile of a modern marketologist?

• What does success mean in a marketologost's professional activity (money, fame, recognition)?

• Should a marketologist be a leader?

• What is the manifestation of a marketologist leadership competence?

• Should a marketologist think about the consequences of their actions for the world around them?

• What are your own life priorities and goals?

• What is your own mission in life and career?

At the lecture-discussion "Effective communication as the demonstration of marketologist leadership competence". During the lecture, students discussed marketologist's possible styles of behavior, in particular, directive, decisive,

accusatory, persuasive, etc. They then discussed the appropriateness of using this or that style in a particular situation and the means of developing the necessary skills. Then the students completed the exercise "Friendly questioning".

The participants were divided into pairs. Each of them received a topic to "ask", for example: a leader who inspires me, methods of personal development, ways to get rid of stress, etc. The task of each student was to get as much information as possible on their own topic and provide as little information as possible to their opponent on their topic during the conversation with their partner in compliance with ethical principles. Thus, they developed the ability to seize the initiative during a conversation, the ability to move the conversation into the right direction of communication, and the ability to protect their own information field.

Students played the game "Counterpart" aimed at understanding the phenomenon of leadership, developing observation and expressive qualities of the personality. One of the participants embodies the image of a political or public figure or a famous person who has outstanding leadership qualities. The other participants play the role of journalists who have been invited to a press conference with this person. The jury evaluates each player. At the end of the game, a collective analysis took place.

In order to develop the ability to analyze different aspects of self, students were offered the game "Two Chairs". All students were divided into groups of 3 to 5 people, each group created an improvised circle with two chairs in the middle. Each member of the group had to imagine himself in a situation of personal contradiction and act as both a "defender" and "attacker" in it. As a "defender", the student took one of the chairs and had to present arguments that justified his lack of motivation to act. Then the student switched to another chair and begin to speak from the position of an "attacker", providing arguments that should motivate him/her to act. The student could change chairs until, in his/her opinion, the conflict was settled. Other students acted as observers who had to analyze what they saw.

In order to acquire knowledge of the principles, algorithms, techniques and forms of constructive business communication, a seminar-discussion "Establishing

contact with client is a foundation for effective sales" was developed which aimed to test the knowledge of future marketologists on how to effectively establish contact with a potential client. The following questions were discussed at the seminar: 1) In your opinion, is the statement "No contact, no conversation" correct? Why? 2) Is it necessary to react negatively to a client's bad mood? 3) Why can the client have distrust: in your professional qualities? qualities? Personal distrust?

The exercise "Personal luggage" was aimed at developing the ability to draw up a psychological portrait of the interlocutor; to master an active style of communication and develop a relationship of openness and partnership in the group; to help future marketologists understand themselves, overcome internal barriers, uncertainty and constraint. During this exercise students had to determine how well they had begun to understand each other and their personalities.

Future marketologists were asked to imagine that they will soon have to part, and each of them is preparing his or her own backpack for the trip. This was their personal luggage. We had to pack the backpack together, as a group. At the same time, we agreed to put in it not things, but the personal qualities of a friend. Equally: those that are positive and those that the group thinks may hinder his marketing activities. What would the group put in friend's backpack?

There were a few more rules to this game. First: you should only put in the backpack those qualities that you have witnessed during your work together. Second: you cannot put a personal quality in the backpack that the whole group did not vote for (even if it was one person). The group will have to convince him or her, otherwise the controversial quality will not be included in your friend's luggage.

For each participant whom the group helped to pack their personal luggage, a final list was made, the date was indicated and the signatures of the group members were put. This list was solemnly handed over to the player who has packed for the trip. After the exercise students discussed it. The question was asked: Does the student agree with the luggage that the group has collected for him or her? What would you still like to keep (what quality)?

The exercise "Refueling" enabled participants to test their leadership skills; to

actualize life situations related to certain qualities; to show practical experience in acquiring leadership skills. In five corners of the room, posters were hung with the 5 most important leadership qualities identified at the end of the brainstorming session "Leadership Qualities".

Participants were asked to think carefully, choose one type of "fuel" that they need to refuel in order to become an effective leader and stand under the appropriate inscription. As a result, 5 microgroups were formed. Within 10 minutes, the participants in the microgroups had to share life experiences that prompted them to choose this particular "gas station". That is, at the "determination" station, you need to briefly describe a situation when you would lack this leadership quality. After the discussion, the trainer thanked the participants for their sincerity, readiness for self-criticism and self-disclosure. Then, within 5 minutes, participants needed to prepare for the presentation of a group sculpture that would reflect the opposite of the desired state described in the stories and come up with a name for this sculpture. The presentation took one minute.

When doing the exercise "Marketing Genius" (based on the materials of N. Kipnis) future marketologists were asked to organize themselves into three subgroups of 6 people each, and recommended to each subgroup a box with things of different origins (ballpoint pen, soap, napkins, book, chocolate, brochure of European countries). Each member of the subgroup has to choose one item and within 15 minutes to find at least 5 advantages and think about how best to present this thing to the audience in order to sell it. Students have to convince the "customers" that this item is necessary for them, using business communication tools in the process of persuasion. During the exercise, future marketologists tried to be tactful with the "customers", show empathy, and listen carefully to the wishes regarding the quality of the goods. After the exercise, the students discussed the actions of the participants; everyone expressed their opinions on the marketing strategy used of their colleagues.

The future marketologists chose the best ideas and criticized the less successful ones, pointing out the mistakes successful ones, pointing out mistakes in the process of business interaction. Having fulfilled this, students practiced using business skills

in the process of marketing activities, and correctly point out the mistakes of their colleagues without offending them [14].

For the development of emotional intelligence in future marketologists they participated in the exercise "Recognize an Emotion". The students were shown a number of videos, each of which implicitly demonstrated the following emotions: joy, surprise, sadness, anger, disgust, contempt, and fear. The videos were shown without sound, and their content demonstrated the behavior of people (not actors) in real-life situations, including during speeches. Each emotion was shown several times. Students were tasked with identifying the emotion and explaining the reasons for their conclusion. The purpose of the exercise was to develop students' skills in recognizing emotions and forming knowledge about their manifestation. The students were also tasked with finding a video similar to the one shown by the next practical lesson. At the next practical lesson, the exercise was repeated using the videos found by the students. The purpose of the repeated exercise was to consolidate the above skills and knowledge both through repeated demonstration and discussion of the video and through independent search.

The students also mastered the group problem solving technique, which aims to master the problem-solving algorithm. In particular, they had to clearly define the problem, analyze its causes, draw up an action plan, implement the plan, evaluate the result and, if necessary, repeat the cycle. Students were divided into mini-groups that competed with each other. The mini-groups received tasks and presented their solutions, which were evaluated by the teacher. The number of tasks was determined in accordance with the number of students in the group, so that everyone could try their hand at leadership. For diagnostic purposes, this exercise was also performed at the beginning of the academic year (before the relevant lectures and seminars) and at the end of the academic year.

In order to develop students' decision-making skills, a role-playing game called "Six Hats" was played in a practical training class according to the methodology of British psychologist and creative thinking researcher Edward de Bono. The Six Hats game is a type of brainstorming that is used in organizations when making important

decisions.

This method allows you to see the problem in its entirety, and also allows you to train six different aspects of thinking in turn. During the exercise, students were divided into mini-groups. They were offered the following situation: they are employees of a company that plans to organize a promotional event, but is not sure of its success. Using the "six hats", they would make the best decision in the interests of the organization. The teacher took turns giving the group pieces of paper in white, red, black, yellow, and green, which mean hats of these colors. The teacher kept the blue color. Wearing the white hat, students focused only on the facts and figures they knew about the event. In this hat, they used only the retrospective method of cognition, cause and effect relationships.

Participants in the red hat game used their feelings and intuition, sharing their own experiences and emotions about the event. Students wearing black hats approached the product as critically as possible, trying to find out all the possible risks and negative consequences for the organization from holding such an event. Wearing yellow hats, the students offered the most optimistic scenarios. Participants wearing green hats offered the most creative and unconventional approaches.

While wearing this hat, students had to maximize their creative thinking. The teacher, wearing a blue hat, recorded all the conclusions and ideas discussed by the students and helped them make the most informed decision at the end of the game. His functions also included managing the process and the course of thinking of the participants. Thus, with the help of the Six Hats exercise, students used a mode of thinking that allowed them to focus on different aspects of the problem, analyze it thoroughly, and make the most optimal decision by consistently considering various aspects of the task.

At the seminar-discussion "Outstanding leaders who inspire me" students prepared presentations about outstanding leaders (some presentations were in English). A discussion followed, with students identifying what inspired these leaders, what functions they performed, and what style of interaction with others they used. Seminar-discussion (and other types of seminar classes) is a form of dialogic

communication, during which the skills of practical experience in discussion and solving theoretical problems is formed.

Exercise "City of Ideas Generation" contributed to the development of participants' skills in generating new ideas; teamwork skills. The trainer divided the participants into 3 microgroups. Each team received a piece of paper and markers and gathered around the table. The trainer explained the task: "Somewhere in the universe there is a planet called Creative and we are all residents of a fantastic City of Ideas, where interesting people live. There are 3 universities in the city, and each group represents one of them. The task of the groups is to draw a university, come up with its name, coat of arms and motto, specialties taught there, other things that make it special. And you are not limited in your imagination at all". Participants were given 7 minutes. Then the groups took turns in the center of the room and presented their universities.

The trainer gave the second task: "Each of your universities has extraordinary students and a creative student body. The second task was to depict and tell about the student activists of the fictional university, its hierarchy, if any; functions and responsibilities; indicate who was the leader of the students activists". The participants had 7 minutes to present their drawings for the second time.

The trainer announced the third task: "In the City of Ideas, there is a competition among universities for the most creative student activists, the winners of which will go on a trip around the universe. According to the terms of the competition, the student group that will best organize the "Festival of Leadership" at the university will win. Each group should develop activities targeted at different groups - students, teachers and university administration, and the city community". To determine their group participants drew lots.

When the work is finished, the posters were defended. At the end, the most creative team was chosen by open vote.

Questions for discussion:

- What emotions did the exercise evoke?
- How did the work in the groups go, did each participant take an active part?

- Would you like to study at the university you have invented?

- What features of fantastic student assets would be nice to implement in yours?

- Do you agree with the expediency of holding a "Leadership Festival"?

- How would it be organized at your university?

- Did it make you feel more creative?

Thus, the use of interactive personality-oriented learning technologies in the context of the credit-module system allows: firstly, each student realises himself/herself as a person; secondly, it activates students' thinking, forms positive motivational attitudes towards the implementation of personality-oriented learning; develops the habit of active, creative, rational thinking and action.

Scientific work on the basis of personality-oriented learning includes student research and practice, seminars, workshops, trainings, master classes that provide future specialists with the latest knowledge about the peculiarities of professional activity, clubs.

Conclusions and directions for further research.

Summarising the results of the study, it should be noted that an individual educational trajectory should become a didactic system in which learning is carried out according to individual programmes, content, forms, means, pace, and appropriate forms of control and assessment. The ultimate aim of a personalised learning environment is to create an educational system that responds directly to the diverse needs of individuals rather than imposing a 'one size fits all' model on students, to ensure the most effective development of each student, their independence, initiative, research and search style of activity, creativity, confidence, work culture. A personalized learning pathway is an excellent tool that empowers students with complete control of their learning and allows them to acquire and retain skills effectively. Higher education has recently witnessed a proliferation of personalized learning. The implementation of personalized learning has improved students' learning and retention. Key benefits for students include improved learning outcomes and learning experience and for institutions – an enhanced reputation as an institution that values and supports individual student's learning. The ultimate aim of

a personalised learning environment is to create an educational system that responds directly to the diverse needs of individuals rather than imposing a 'one size fits all' model on students We consider discovery of new aspects of perception, learning, memory development and other mental abilities of students as a prospective direction for further scientific research.

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MASTERING SOFT SKILLS AS THE KEY TO PROFESSIONAL SUCCESS FOR FUTURE SPECIALISTS IN AGRICULTURAL BUSINESS

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Abstract. In the ever-evolving landscape of agricultural business, the role of soft skills in the success of future specialists is becoming increasingly vital. This article explores the significance of soft skills in the context of agricultural business and emphasizes their importance alongside technical competencies. Through a review of existing literature and case studies, it is evident that soft skills such as communication, leadership, teamwork, and adaptability are crucial for navigating the complex challenges faced by professionals in this field.

The article highlights the need for educational institutions and training programs to integrate soft skills development into their curricula to better prepare students for the demands of the agricultural business sector. Furthermore, it discusses the role of industry stakeholders in providing opportunities for practical skill development through internships, workshops, and mentoring programs.

The purpose of the research is to offer a thorough examination of how soft skills function in the realm of learning foreign languages, to compare and contrast soft skills with hard skills, and to explore the benefits of incorporating these skills into the teaching practices of educators.

The research is methodologically grounded on principles of scientific rigor, systematic approach, and objectivity. Various scientific methods such as analysis, synthesis, comparison, systematization, and generalization were employed in the paper's development. The material is organized thematically, and a comprehensive exploration of the topic was achieved through the use of comparative, typological, and functional methods.

Comparative analysis of the concepts "hard skills" and "soft skills" has been given in the article, emphasizing that hard skills are specific, teachable abilities or knowledge sets that are easily quantifiable and measurable. These skills are typically acquired through formal education, training programs, or on-the-job experience. Hard skills are often job-specific and can be defined and evaluated against specific criteria. Examples of hard skills include technical skills such as programming, data analysis, accounting, and proficiency in using specific tools or software. Unlike soft skills, which are more about how a person interacts with others and their environment, hard skills are more about what a person can do in a specific role or job. It has also been mentioned that soft skills refer to a cluster of personal qualities, habits, attitudes, and social graces that define one's relationships, communication, and interactions with others. These skills are typically difficult to measure and quantify, as they are not specific to any particular job or task, but are crucial for effective functioning in the workplace. Examples of soft skills include communication skills, teamwork, problem-solving abilities, adaptability, creativity, and emotional intelligence. Unlike hard skills, which are technical and job-specific, soft skills are transferable across different jobs and industries.

Overall, the findings suggest that mastering soft skills is essential for future specialists in agricultural business to thrive in their careers, foster innovation, and contribute effectively to the sustainable development of the agricultural sector.

Key words: *hard skills, soft skills, agricultural sector, foreign language, interaction, cultural competence.*

Introduction

The acquisition of a foreign language is considered to be a multilayered process that can extend beyond the simple memorization of vocabulary and various grammar constructions. Recognizing the role of soft skills is vital for both teachers and learners. Educators can improve their teaching by incorporating these skills into their programs. Similarly, learners who develop their soft skills can enhance their language proficiency and cultural understanding, leading to more authentic interactions in the target language. It is necessary to highlight that linguistic competence create the foundation of language learning, while soft skills play a crucial role in determining the effectiveness and success of the learning process. Soft skills, encompassing a range of social, cognitive, and emotional abilities, may contribute considerably to an individual's ability to acquire and use a foreign language meaningfully and proficiently.

Recognizing the importance of soft skills in language learning is essential for both educators and learners. Incorporating these skills into language programs can improve teaching effectiveness. Likewise, learners who nurture and cultivate their soft skills can enhance their language proficiency and cultural understanding, resulting in more meaningful interactions in the target language.

Through a comprehensive examination of existing literature and research, this article aims to shed light on the significance of soft skills in foreign language learning and provide insights into how educators and learners can harness these skills to achieve greater success in language acquisition.

The aim of the research is to provide a comprehensive overview of the role of soft skills in the context of learning foreign languages, to analyze the difference

between soft skills and hard skills and to get acquainted with the advantages of their usage by teachers in educational process.

According to the goal, the following **tasks** were set: to identify the key soft skills that are relevant to foreign language learning, such as communication, empathy, motivation, and cultural sensitivity, to examine how these soft skills influence the acquisition, development, and mastery of a foreign language, to explore the impact of technology and digital tools on the development of soft skills in language learning, to investigate the challenges associated with developing soft skills in the context of foreign language learning, including individual differences, cultural factors, and the influence of technology, to discuss strategies and approaches for integrating soft skills into language teaching curricula to enhance the effectiveness of language learning, to provide recommendations for language educators and learners on how to cultivate and develop soft skills to improve language proficiency and cultural competence.

By addressing these aims, this research aims to contribute to a deeper understanding of the importance of soft skills in foreign language learning and provide practical insights for educators and learners seeking to enhance their language learning experience.

The research methodology. The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The theoretical and practical results of implementing information and interactive technologies have been studied using the methods of analysis and synthesis. The method of analysis has been used for a detailed study of information technologies, which made it possible, in particular, to study scientific viewpoints on the need for implementation. The method of synthesis made it possible to distinguish the types of interactive technologies in the system of higher education.

Analysis of publications. At different times, a rather large number of scientists was engaged in the study of the problems of "soft" and "hard" skills": Abashkina O., Aingorn E., Hayduchenko O., Marushev A., Davydova V., Dlugunovych N., Drozdova Yu., Dubinina O., Zhadko N., Churkina M., Ivanov D., Kanardov I., Klyukovska I., Koval K., Miroshnychenko O., Novikov A., Oleksiv N., K. Perez Meya., Choshanov M., Chulanova O., Pavlova E., Portland Yu., Sosnytska O., Tataurschykova D., Yasna I. and others. There are several researchers and scholars who have studied the topic of soft skills in learning foreign languages. Some notable figures in this area include: **Rebecca Oxford** who is known for her work on language learning strategies and affective factors in language learning, which encompass soft skills, **Zoltán Dörnyei** - a prominent figure in the field of second language acquisition and motivation in language learning, whose work often touches upon the importance of soft skills in language acquisition, **Jean-Marc Dewaele** whose research includes the study of emotions and personality in language learning, aspects closely related to soft skills, **Sarah Mercer** - known for her work on language learner psychology, including the development of soft skills, **Joan Rubin** whose research has focused on second language acquisition, including the role of affective factors and social context in language learning, which are relevant to soft skills. These researchers, among others, have contributed significantly to our understanding of how soft skills impact foreign language learning and have provided valuable insights for educators and learners alike.

However, there is a lack of thorough research on identifying and implementing soft skills technologies in the process of Business English learning.

Part 1 Basics of soft skills formation for future specialists

1.1 Clarification of the concepts "hard skills" and "soft skills"

The difference between soft and hard skills remains ambiguously delineated, necessitating a nuanced exploration of the term "skill" within the context of this work. In line with the 2023 Merriam-Webster lexicon, skill is articulated as "the capacity to apply one's intellect efficaciously and with agility in the execution or performance of a task" [1]. This elucidation highlights the acquisition of capability

through practice, structured training, and accumulated experience for the adept execution of a specific task to a specific level of quality. The subject of competence has been rigorously scrutinized by academicians from diverse fields, including psychology, pedagogy, and kinesiology [2; 3].

A skill can be likened to a unique tool in your toolbox, utilized for specific tasks. It comprises your knowledge, thought processes, and physical abilities, such as strength, speed, or coordination. [4]. This perspective helps us understand why specific skills and knowledge are essential for performing tasks effectively, whether they involve thinking, communicating, or manual work. Additionally, your proficiency in these skills can be influenced by the specific requirements of the job, your natural talents, your values, preferences, and your environment.

Moreover, a skill involves the ability to manage and interpret information, understand its significance, and apply it to achieve an initial goal. This encompasses both cognitive and physical abilities, which are pivotal for mastering a particular task. Through repetitive practice, you improve your speed and proficiency in these skills, eventually performing them almost instinctively [5].

The definitions of Hard and Soft Skills

Hard skills are known to be the precise, measurable technical abilities required for particular jobs [6]. Typically acquired through education or training, they are necessary for effectively fulfilling job responsibilities. These skills are crucial for tasks demanding specialized knowledge or expertise, such as soil science, operating agricultural machinery, crop management, and comprehension of agricultural laws and regulations.

For instance, individuals in the IT field may view hard skills as the technical expertise needed for software development, whereas those with design experience might perceive hard skills as the creative abilities necessary for graphic design.

In addition, hard skills are highly valuable in the workplace due to their tangible outcomes [7]. This is why companies prioritize these skills during the hiring process. According to Bishop (2017), hard skills play a significant role in determining job candidates' suitability [8].

The term "soft skills" was initially coined by Paul G. Whitmore during a training event in Texas for the US Army Continental Army Command (CONARC). He described soft skills as essential job skills that do not really involve working with machines [9]. Unlike hard skills, which pertain to technical knowledge that can be readily assessed, soft skills relate to personal and social abilities that are less quantifiable [10]. These encompass your interpersonal skills, emotional management, and abilities such as communication, creativity, problem-solving, teamwork, and stress management [11].

Soft skills differ from hard skills in that they are typically not acquired through formal education or training. Instead, mastering soft skills requires personal effort, self-reflection, and continuous self-improvement [12; 13]. While both hard and soft skills require effort and self-improvement, mastering soft skills often presents greater challenges and is more closely linked to individual characteristics. Additionally, soft skills are usually honed through social interaction that is why they are often known as "people skills" [14].

Talking about soft skills, a bunch of different names suchas social competencies, interpersonal skills, or even emotional intelligence are being used [15].

Social competencies encompass a broad range of skills that aid in interpersonal interactions, fostering friendships, and collaborating effectively within a team. This entails proficiency in communication, teamwork, adaptability, and cultural awareness. Interpersonal skills revolve around your ability to connect, communicate, and collaborate with others. This involves active listening, empathy, conflict resolution, and negotiation. Furthermore, emotional intelligence encompasses recognizing and managing your own emotions while understanding others' emotions. It is associated with adept interpersonal skills and includes self-awareness, emotional control, motivation, empathy, and social adeptness [16].

Durlak and colleagues (2011) conducted a study to evaluate the effectiveness of school programs aimed at teaching children about emotional management and interpersonal skills. The study analyzed 213 research papers involving over 270,000 students across various grades. They discovered that students who participated in

these programs showed improved abilities in understanding and managing their emotions, developed more positive attitudes, exhibited better behavior, and even performed better academically compared to those who did not participate in such programs [17].

Comparative Analysis of hard and soft skills

Aspect	Hard Skills	Soft Skills
Definition	Technical abilities and knowledge required forspecific tasks or jobs.	Interpersonal skills thataffect your ability to work and interact with others.
How Acquired	Through formal education, training, certifications, and specific job experience.	Developed over time through experiences andinteractions with others.
Measurement	Easily quantifiablethrough tests,	Subjectively assessedthrough observations,
	Certifications and practical demonstrations.	Feedback and self-reflection.
Examples in Agricultural Business	Soil analysis, crop rotation planning, knowledge of agricultural equipment, pest Management techniques.	Leadership, communication, teamwork, problem-solving, Adaptability.

Achieving success in the workplace necessitates proficiency in both hard and soft skills. Research suggests that a blend of these skills results in enhanced success [6; 18]. Hard skills, typically obtained through formal education, are vital for tasks

requiring technical knowledge and problem-solving, such as software development or design. Conversely, soft skills are paramount for personal and interpersonal effectiveness and often serve as better indicators of success in the workplace. These skills encompass creativity, communication, leadership, and teamwork, which are crucial for roles involving customer service and collaborative projects [19].

While hard skills can become outdated, soft skills retain their relevance. This underscores the importance for employers to recognize the value of both skill sets during the hiring process and to offer training and mentorship to sustain a proficient workforce [20]. Hard and soft skills frequently overlap, complementing each other in diverse professional settings. Their combined application can greatly improve job performance and organizational achievements.

Soft skills are seen as "Person-Centred", concentrating on interpersonal relationships, whereas hard skills are "Task-Centred", underscoring the completion of definite tasks. Nevertheless, there is an overlap between the two, as certain skills like communication can involve both soft and hard skill elements, such as data analysis and presentation creation. This interdependency underscores the importance of a synergistic approach to skill development, where enhancing both soft and hard skills can lead to more effective job performance and successful outcomes in the workplace [4; 8; 6].

Importance in Agricultural Business

In the modern agricultural sector, both hard and soft skills are fundamental elements. It is known that hard skills are necessary for specialists in order to understand the technical farming and agriculture aspects, for instance crop management, animal husbandry, and the use of agricultural technology.

These skills make sure that the operating aspects of an agricultural business can be managed in effective way.

However, soft skills may play a critical role in the management and business side of agriculture. Scientists emphasize that leadership and communication skills are essential for managing farm operations, dealing with suppliers, and negotiating sales. Problem-solving and adaptability are important in responding to the changeability of

weather, crop diseases, and market fluctuations. Moreover, teamwork skills are compulsory for coordinating the efforts of farm workers, agronomists, and business managers to achieve mutual goals.

The agricultural production is generally associated with hard skills such as operating machinery, realizing the way crop cycles work, and livestock management. Nonetheless, there is an increasing recognition of the significance of soft skills in agricultural sector. These particular skills which include communication, problem-solving, leadership, and teamwork, are credited with being essential for modern farmers. This article explores the significance of these soft skills in agriculture and how they can be utilized for increased productivity and success.

Unfortunately soft skills are frequently underestimated in agricultural sector, thus far they are central for a farm's successful operations. What is more, communication skills are essential for negotiating with merchants, discussing contracts with consumers, and interacting with organizations. Similarly, problem-solving skills are vital, as farmers frequently encounter unexpected challenges such as machinery breakdowns, pest infestations, or hasty weather changes.

Leadership skills also play critical role in agricultural field. Every manager of the farm has to effectively lead a team, make strategic resolutions, and encourage other workers to go towards collective goals. Additionally, teamwork is said to be fundamental for ensuring that all farm issues are completed in efficient and effective way.

According to a researcher Sfiso S., the first step in leveraging soft skills in agricultural business is identifying their significance. Agronomists and agricultural professionals need to invest in developing these types of skills, comparable to learning how to operate equipment or studying agribusiness techniques.

It will not be an exaggeration to say that training programs and workshops can be valuable for evolving soft skills. These particular programs may often comprise practical exercises and real-life situations in order to improve communication, problem-solving, leadership, and teamwork skills.

Mentorship is additional effective method for mastering soft skills. Experienced farmers and agricultural professionals can share their knowledge and expertise, providing valuable comprehensions and supervision to novices in the industry.

The influence of soft skills on agricultural sector cannot be overstated. With strong soft skills, agronomists will be able to negotiate better deals with suppliers and consumers, manage their teams more successfully, and solve problems in an efficient way. As a result, it can lead to increased output, reduced expenditures, and higher revenues.

Furthermore, soft skills are said to can contribute to the sustainability of the agricultural business. By enhancing communication and teamwork, agronomists can cope with common challenges such as climate change, water shortage, and soil degradation.

All things considered, while hard skills are crucial in agriculture, the significance of soft skills should not be underestimated. By recognizing their importance and investing in their development, farmers and agricultural professionals can ensure the success and sustainability of their farms and the agricultural sector as a whole.

The future of agriculture depends not only on those who can operate machinery or understand crop cycles but also on those who can communicate effectively, solve problems creatively, lead confidently, and collaborate efficiently. Soft skills are indeed a formidable force in agriculture.

1.2 The state of the problem of the formation of soft skills among future specialists

The formation of soft skills among future specialists is a complex issue exacerbated by the rapid transformations within the postmodern society, influencedby globalization, migration, and informatization. These global changes have a profound impact on the labor market, introducing new behavioral patterns among employers and employees, the emergence of novel professions, and the obsolescence of traditional roles. This dynamic landscape places unprecedented demands on the knowledge, skills, and expertise of potential employees, rendering them particularly

susceptible to the challenges posed by these transformations.

Novice employees, including recent university graduates, find themselves at a significant disadvantage as they navigate the transition into the workforce. Not only must they acclimate to new working environments, but they are also expected to demonstrate a comprehensive range of technical knowledge and skills acquired during their higher education. A critical hurdle many encounter is the difficulty in manifesting interpersonal or soft skills, which often results in employment challenges.

The inability to effectively display soft skills such as communication, teamwork, adaptability, and emotional intelligence has emerged as one of the paramount challenges for future specialists. These skills are increasingly recognized as critical components of employability, augmenting an individual's competitiveness in both global and national labor markets. The emphasis on softskills underscores a paradigm shift in employment criteria, where personal attributes and the ability to navigate complex social dynamics are as valued as technical proficiency.

The persistent gap in soft skills among potential employees highlights a pressing issue within the educational system. Despite long-standing interest from scholars and practitioners in enhancing soft skills development, the rapid evolution of labor market demands outpaces the current educational approaches. Traditional education often prioritizes subject-matter knowledge and technical skills, overlooking the critical importance of integrating soft skills training into the curriculum [32].

In the contemporary labor market, the personal and professional development of potential employees depends not solely on their qualifications for a specific job but increasingly on their soft skills. These skills not only enhance employability but also enable individuals to navigate the complexities of modern work environments more effectively. The deficiency in soft skills not only limits immediate employment opportunities but also affects long-term career progression and adaptability to future changes in the labor market.

Emphasizing soft skills in educational programs and professional training is essential for bridging the gap between academic preparation and the real-world

requirements of the labor market, ultimately ensuring that potential employees are not only technically proficient but also adept at the interpersonal dynamics critical for success in the postmodern workplace.

1.3   Different ways of soft skills testing

In today's dynamic job market, the importance of soft skills alongside hard, technical skills cannot be overstated. For industries as diverse as technology, education, healthcare, and especially agricultural business, the ability to effectively test for soft skills is critical process.

It is necessary to consider methodologies and practices for assessing candidates' soft skills that ensure that future professionals are not only good at technical skills, but also excel in interpersonal communication, problem solving, and adaptability.

1. Ask candidates on your vacancy to list the soft skills that would be required for success.

In the interview, ask the applicant to rank the crucial soft skills, starting with the most critical, they believe are necessary to thrive in the role. By asking candidates to prioritize soft skills, it forces them to consider not only what general abilities are important but how those abilities specifically apply to the demands of the position. This task reveals their insight into the role's nuances and their preparedness to fulfill its requirements. A candidate's ability to accurately identify and rank these skills is indicative of their understanding of interpersonal dynamics, problem-solving, and adaptability within a professional setting. If a candidate cannot identify the necessary soft skills, it is a red flag suggesting they may lack the critical thinking or self-assessment capabilities essential for success in the role, indicating a potentially poor fit for the position [21].

2. Have them quick rank their soft skills

This method of assessing a candidate's soft skills through force-ranking offers a deeper, more nuanced insight into their self-perception and prioritization of these skills. By requiring candidates to quick organize their soft skills from the strongest to the weakest, it bypasses the superficiality of merely affirming possession of a skill.

This approach encourages candidates to critically evaluate their own skill sets,

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providing a clearer picture of what they genuinely consider their strengths and weaknesses. It reveals not just the skills they possess but also how they value and perceive the importance of each skill in relation to their professional capabilities [21]..

This ranking can quickly highlight discrepancies between a candidate's self-assessment and the job requirements. If a candidate places a skill deemed crucial for the job low on their list, it suggests a potential gap between their capabilities and the job's demands. This insight is invaluable for identifying candidates, whose self-assessed strengths align with the essential skills for the role, ensuring a better fit for the position

3. Give them test situations/tasks that require soft skills

This approach to testing candidates on their soft skills by presenting them with a real situation from your firm and asking them to navigate through it offers a practical and direct assessment of their capabilities. This method does more than just evaluate if a candidate can claim to have certain soft skills; it puts those claims to the test in a context directly relevant to your organization's unique challenges and environment. By requiring candidates to articulate how they would apply their soft skills to solve a specific problem, you gain insight into their problem-solving approach, critical thinking, and the ability to apply soft skills to concrete situations.

This strategy also allows for a deeper exploration of a candidate's thought process and decision-making. As they outline the steps they would take, you can assess their ability to identify which soft skills are necessary at each juncture, demonstrating not just self-awareness but also the practical application of their skills in real-world scenarios. Moreover, when targeting a particular skill, presenting a problem that necessitates its use provides clear evidence of the candidate's proficiency (or lack thereof) in that area. Delving into the specifics of their approach offers a detailed understanding of their skill level, how they prioritize actions, and how effectively they can integrate soft skills with technical knowledge to address complex issues. This method is highly effective in distinguishing candidates who genuinely possess the required soft skills from those who may only have a superficial or theoretical understanding of them [21].

4. Give them online tests covering soft skills

Using online tests for assessing candidates' soft skills offers a standardized, objective method to evaluate these crucial abilities across applicants. The significance of this approach lies in its ability to provide quantifiable data on skills that are traditionally considered subjective and difficult to measure directly through interviews or resumes alone. When a reputable company like Footlocker reports a tangible improvement in performance metrics, such as a double-digit increase in sales, following the implementation of a soft skills test, it underscores the direct impact these skills have on business outcomes.

However, the effectiveness of these online tests hinges on their relevance and accuracy for the specific job family. Validation is essential to ensure that the tests are predictive of success within your organization's unique context. By administering these tests to employees who are already known to possess varying degrees of soft skills proficiency, companies can gauge whether the tests accurately reflect the employees' on-the-job performance and soft skill levels. This process of validation helps in fine-tuning the selection process, ensuring that the tests not only measure the right attributes but are also calibrated to identify candidates whose soft skills align with those that have proven to contribute to success in the specific roles within the company.

This methodical approach to selecting and validating online soft skills tests ensures that they are a reliable tool for identifying candidates who are not just technically competent but also excel in the interpersonal and cognitive skills crucial for thriving in today's dynamic work environments.

5. Make them do the test task and observe

This method of assessing candidates' soft skills through practical tests, specifically by placing them in leadership roles during group exercises, offers a direct and dynamic way to evaluate their actual abilities in real-time scenarios. When candidates claim to possess certain soft skills, such as leadership, during interviews, it is often challenging to gauge the authenticity and depth of those claims solely through verbal affirmation. By observing candidates in action, leading a team

comprised of existing employees, their genuine leadership qualities or lack thereof come to the forefront.

This approach goes beyond theoretical knowledge or rehearsed answers, providing a platform for candidates to demonstrate their soft skills in situations that mimic real workplace challenges. It allows evaluators to see firsthand how a candidate communicates, motivates team members, navigates conflicts, and manages the task at hand. Such exercises reveal not only a candidate's ability to lead but also how they collaborate, listen, and adapt to feedback, which are critical components of effective leadership.

Conducting these exercises with groups of candidates can also illuminate other essential soft skills, such as teamwork, empathy, and problem-solving.

This hands-on evaluation method is particularly effective because it places candidates in simulated yet realistic scenarios that require them to apply their soft skills in practice. It moves beyond hypotheticals to provide a clear, observable demonstration of a candidate's capabilities, offering a robust assessment of their potential fit within the team and the organization [21].

6. Continue to assess post-hire

Continuing to assess soft skills post-hire during the onboarding and training phases is a strategic approach to ensuring that new hires not only fit the technical requirements of their roles but also align with the interpersonal and cultural dynamics of the organization. This method acknowledges that the evaluation of a candidate's soft skills cannot be fully completed through pre-hire assessments alone. The transition into the actual work environment presents a more authentic context in which to observe and evaluate these skills in action.

This ongoing assessment allows organizations to identify any gaps or areas for improvement in a new hire's soft skills that may not have been evident during the initial hiring process. It offers a safety net, ensuring that individuals who may excel in technical skills but lack in areas such as communication, teamwork, adaptability, or leadership can be provided with targeted training to develop these crucial competencies.

Moreover, this approach provides a pragmatic pathway for addressing mismatches early on. If a new hire significantly falls short of the required soft skill standards, the organization can make informed decisions about their continued employment. This could mean offering additional support and training to help them improve, or in cases where the gap is too wide, considering their release to maintain team performance and morale.

Assessing soft skills post-hire supports a culture of continuous improvement and learning, reinforcing the importance of these skills in the workplace and ensuring that all employees, not just new hires, understand and strive to meet the organization's expectations in this area.

7. Use neuroscience assessments

Neuroscience assessments represent a cutting-edge approach to evaluating candidates' soft skills, leveraging advanced technologies like artificial intelligence, deep machine learning, and facial and voice recognition software. These tools, offered by companies such as HireVue, transcend traditional assessment methods by analyzing not just the content of candidates' responses in taped interviews but also the nuances of how those responses are delivered.

The utilization of neuroscience assessments allows for a comprehensive analysis that includes phrases, facial expressions, voice inflections, and even subtle physical movements that might be imperceptible to human evaluators. This depth of analysis can uncover insights into a candidate's emotional intelligence, sincerity, stress response, and other critical soft skills that are often challenging to gauge through conventional interview techniques alone.

One of the key advantages of this method is its ability to detect inconsistencies or deceptions in a candidate's presentation, offering a more objective and scientifically grounded evaluation of their true capabilities and fit for a role. By analyzing the myriad subtle cues that accompany verbal responses, neuroscience assessments can provide a more accurate picture of a candidate's interpersonal skills, resilience, and adaptability.

This approach underscores a broader trend in recruitment toward leveraging

technology to enhance the accuracy and fairness of candidate evaluations, ensuring that hiring decisions are based on a holistic understanding of an individual's potential to contribute to an organization. Neuroscience assessments offer a glimpse into the future of recruitment, where technology and psychology converge to identify the best fit between candidates and roles based on a wide array of soft and hard skills [21].

Part 2

2.1 Development of soft skills as an important component of professional communication

Importance of Soft Skills Communication

The significance of soft skills communication lies in its role as a foundational element for effective interpersonal interactions and professional success. This set of skills enables individuals to convey ideas clearly, understand others' viewpoints with empathy, and navigate social dynamics smoothly, irrespective of the workplace or industry context. Soft skills like active listening, articulate speaking, and interpreting non-verbal cues are universal competencies that enhance an individual's ability to connect with others, making them indispensable in any professional environment.

In the realm of professional and personal relationships, the ability to communicate effectively is paramount. It serves as the linchpin for establishing trust, mitigating conflicts, and encouraging teamwork. Soft skills communication is multifaceted, involving the ability to tailor one's message to the audience, express thoughts with clarity and brevity, and appreciate diverse perspectives. These skills facilitate not just the exchange of information but also the building of rapport and the development of strong, collaborative relationships.

Active listening exemplifies a critical component of soft skills communication, emphasizing the importance of fully engaging with others during conversations. This entails not only processing the spoken words but also being attuned to the subtleties of tone and body language. Mastery of active listening fosters a deeper understanding of the communicator's intent and emotions, paving the way for responses that are thoughtful and constructive. Ultimately, the cultivation of these communication soft skills ensures interactions that are both effective and enriching, highlighting their

vital role in personal effectiveness and career advancement.

The importance of soft skills communication extends significantly into the realm of effective speaking and non-verbal communication, underscoring the comprehensive nature of interpersonal exchanges. Effective speaking is not merely about the clarity and precision of conveying messages; it embodies the speaker's capacity to captivate and maintain the audience's engagement, making the delivery of information not just heard but felt and understood. The ability to modulate communication styles to fit various contexts and audience needs is essential for ensuring that the intended message is not only delivered but resonates with the listeners, fostering an environment of clear understanding and mutual respect [22].

Non-verbal communication, encompassing elements like facial expressions, body language, and eye contact, plays an equally critical role in the tapestry of soft skills communication. These silent signals can often speak louder than words, offering profound insights into a person's true feelings, attitudes, and intentions.

Mastery of non-verbal cues enhances the depth and authenticity of interactions, enabling individuals to connect on a more significant level. It serves as a powerful tool in building rapport, reinforcing spoken messages, and establishing a foundation of trust and sincerity in relationships.

Together, effective speaking and non-verbal communication highlight the multifaceted nature of soft skills communication. They demonstrate that successful communication is a blend of what we say, how we say it, and the unspoken messages we convey through our actions and reactions. Recognizing and honing these skills can significantly impact one's ability to navigate and thrive in social and professional environments, emphasizing the indispensable role of soft skills communication in achieving personal and collective goals.

Active Listening

Active listening skills are paramount in the workplace, especially for those in supervisory roles or who regularly engage with colleagues. This skill involves more than just hearing words; it is about fully comprehending the message being communicated, demonstrating empathy, and engaging with the speaker in a way that

validates their concerns or ideas. Active listening facilitates a deeper understanding of issues, enabling collaborative problem-solving and decision-making. It also displays patience, signaling respect and value for the input of others, which can significantly enhance team dynamics and productivity [23].

For example, active listening in agronomy, a field where collaboration and precision are key, can have profound benefits. Agronomists frequently work with farmers, researchers, and agricultural technicians, discussing complex subjects like crop rotation, soil health, and pest management. An agronomist who actively listens might catch subtleties in a farmer's description of crop behavior, leading to a more accurate diagnosis of soil deficiencies or pest infestations. By fully engaging with the conversation, asking clarifying questions, and reflecting on the information shared, an agronomist can develop more effective, tailored strategies for improving crop yield and sustainability.

Moreover, active listening can significantly impact workplace safety in agronomy. For instance, during discussions on the safe application of pesticides, actively listening to a technician's experiences and concerns can lead to the identification of potential safety gaps in current practices. This might prompt the implementation of improved safety protocols or training sessions, thereby reducing the risk of accidents or health issues.

In essence, active listening is not just a communication tool but a strategic asset in fields like agronomy, where the integration of technical knowledge, interpersonal skills, and safety considerations are crucial for success.

Here are seven techniques and recommendations to help improve active listening skills:

1. Be Fully Present
2. Pay Attention to Non-Verbal Cues
3. Keep Good Eye Contact
4. Ask Open-Ended Questions
5. Reflect What You Hear
6. Be Patient

7. Withhold Judgment

Non-Verbal Communication

Non-verbal communication skills are critical in conveying messages and emotions without the use of words. Skills such as interpreting and utilizing facial expressions, gestures, posture, and even silence, play a significant role in reinforcing or contradicting spoken messages. Mastery of non-verbal cues enables individuals to complement and emphasize their verbal communication, fostering a deeper connection and understanding between parties [22].

Agronomists often find themselves in diverse settings, from field visits and laboratory meetings to community workshops. For example, a reassuring nod or a confident posture can significantly impact a farmer's trust in an agronomist's recommendations. Similarly, being attentive to a farmer's body language might provide clues about their concerns or hesitations regarding a proposed agricultural practice, even if they do not verbally express it. This insight allows the agronomist to address issues more effectively.

Types of nonverbal communication or body language include:

1. Facial expressions

The human face can express a vast array of emotions, from joy and satisfaction to concern and skepticism. This form of communication is particularly notable for its universality; expressions of fundamental emotions such as happiness, sadness, anger, surprise, fear, and disgust are same across different cultures, making facial expressions a globally understood language [24].

For example, an agronomist's facial expressions can convey their enthusiasm and confidence in a recommended course of action, such as the adoption of a new pest management strategy. A genuine smile and an expression of confidence can help instill trust and reassurance in farmers or agricultural workers, making them more likely to adopt the recommendations.

Moreover, in educational settings or workshops, an agronomist's ability to read the facial expressions of attendees can help identify when participants are engaged or when they might be confused or losing interest. This awareness allows for real-time

adjustments to the presentation style or content, ensuring that the information is effectively communicated and well received.

2. Body movement and posture

The manner in which individuals sit, walk, stand, or position their heads can profoundly influence others' perceptions of them, conveying attitudes, emotions, and intentions. This facet of nonverbal communication encompasses not only the static posture someone maintains but also their dynamic movements and overall demeanor.

For example, an open stance with arms relaxed at one's sides and a straight back can signal confidence and openness to communication, inviting interaction. In contrast, crossed arms, a slouched posture, or avoidance of eye contact might suggest discomfort, disinterest, or even defensiveness. These cues can be especially telling in professional settings, where the ability to read and respond to such nonverbal signals can significantly affect the outcomes of interactions.

3. Gestures

Gestures can emphasize a point, signal a direction, or convey a wide range of emotions, from enthusiasm to disapproval.

However, the significance of gestures extends beyond their ability to enhance communication; they also possess the potential for misinterpretation. What is considered a benign gesture in one culture may carry a completely different, sometimes negative, meaning in another. For instance, the "OK" sign, formed by connecting the thumb and index finger into a circle while extending the other fingers, is recognized as a gesture of agreement in many English-speaking countries. Yet, this same gesture may be perceived as vulgar or offensive in countries like Germany and Brazil.

In professional fields such as international business, education, or diplomacy, understanding the cultural nuances of gestures can be crucial in building relationships, negotiating deals, or simply avoiding misunderstandings. This mindfulness not only prevents potential faux pas but also demonstrates respect for and openness to diverse cultural norms, fostering a more inclusive and effective communication environment.

4. Eye contact

Given that the visual sense is dominant for most individuals, the manner in which one person looks at another can convey a multitude of messages, spanning from interest and affection to hostility and attraction. This silent exchange can set the tone for the interaction, influencing perceptions and responses in profound ways [24].

The role of eye contact extends beyond mere expression; it is instrumental in regulating the flow of conversation. By making or breaking eye contact, individuals signal their engagement in the dialogue, indicating when it is appropriate for others to speak or listen. This unspoken coordination is crucial for the smooth exchange of ideas and information, ensuring that communication is not only effective but also feels natural and respectful.

5. Space

The physical distance we maintain during conversations can convey a wide array of nonverbal messages, influencing the perceived nature of our relationships and interactions. This spatial arrangement can signify intimacy, affection, aggression, dominance, or even submission, depending on how closely we position ourselves to others.

The concept of personal space varies significantly across different cultures and contexts, reflecting a complex interplay of social norms, individual preferences, and situational factors. In some cultures, close physical proximity is seen as a sign of trust and camaraderie, whereas, in others, it might be interpreted as intrusive or disrespectful.

6. Voice

The way one speaks incorporating aspects such as timing, pace, volume, tone, inflection, and various non-lexical utterances like "ahh" and "uh-huh" plays a crucial role in how messages are interpreted by listeners. These vocal characteristics allow speakers to add nuance and subtlety to their communication, enabling them to convey complex emotional states and attitudes that might not be explicitly stated through words alone.

Timing and pace, for instance, can significantly affect the reception of a

message. Rapid speech may be interpreted as enthusiasm or anxiety, whereas a slower pace might suggest deliberation, sadness, or calm. Similarly, volume can communicate confidence, aggression, or excitement when raised and whispering can indicate secrecy, intimacy, or fear.

Tone and inflection further color communication, imbuing it with emotional resonance. A change in pitch or stress on particular words can alter the perceived meaning of a sentence, as when inflection turns a simple statement into a question or indicates irony. These vocal variations can subtly signal the speaker's attitude toward the subject matter or the listener, such as warmth, skepticism, or hostility.

7. Touch

We communicate a great deal through touch. A weak handshake, for instance, may be interpreted as a lack of confidence or enthusiasm, possibly setting a tone of hesitancy or indifference at the onset of a relationship or interaction. Conversely, a firm handshake is commonly associated with confidence and respect, establishing a foundation of equality and assurance between parties from the beginning.

A warm bear hug typically conveys affection, comfort, and solidarity, embodying a sense of closeness and trust. This form of touch is powerful in reinforcing bonds and offering support, signaling a safe space and mutual care within personal relationships.

A patronizing pat on the head, however, can communicate a very different message, often one of condescension or superiority. This gesture may diminish the recipient's sense of autonomy or respect, reflecting an imbalance in the perceived status or age between individuals involved.

Lastly, a controlling grip on the arm might signify an attempt to dominate or assert power over another, evoking feelings of constraint and discomfort. Such a touch can be intrusive and threatening, undermining the sense of safety and respect in an interaction.

Effective Speaking

Successful speakers are able to organize their thoughts coherently, speak with conviction, and tailor their language and delivery style to suit their audience, thereby

maximizing engagement and comprehension.

Effective speaking is not confined to public speaking or formal presentations. It plays a vital role in everyday interactions, such as negotiating with a client, providing feedback to a colleague, or persuading a friend. In each case, the ability to articulate thoughts clearly, demonstrate empathy through tone, and reinforce messages with appropriate body language can significantly impact the outcome of the interaction [22]. Effective speaking skills also facilitate leadership, enabling individuals to inspire confidence, articulate vision, and guide teams towards achieving goals. For example, a leader addressing their organization during times of change must choose their words carefully, project assurance, and convey empathy, thereby fostering trust and alignment among stakeholders.

Effective speaking is a multifaceted skill that enhances personal and professional communication. It involves the integration of verbal and non-verbal cues to deliver messages in a way that is engaging, persuasive, and clear.

Strategies for Developing Soft Skills Communication

1. Developing Emotional Intelligence.

Developing Emotional Intelligence (EI) is a fundamental strategy for enhancing soft skills communication, as it directly influences one's ability to interact harmoniously and effectively with others.

EI comprises several key components: self-awareness, self-regulation, motivation, empathy, and social skills. Each of these components plays a crucial role in understanding and managing personal emotions, as well as in recognizing and responding to the emotions of others.

Self-awareness is the foundation of EI, enabling individuals to understand their own emotions, strengths, weaknesses, and the impact of their actions on others. For example, a self-aware individual might recognize their tendency to become defensive in response to criticism. This awareness allows them to prepare mentally and emotionally before entering potentially challenging discussions, thereby improving their position, response and communication.

Self-regulation involves controlling or redirecting disruptive emotions and

impulses and adapting to changing circumstances. Consider a manager who feels frustrated with a project's progress. Instead of expressing their frustration in a counterproductive manner, they use self-regulation to approach the situation calmly, discussing the issues constructively with their team to find solutions.

Motivation in the context of EI refers to being driven to achieve for the sake of achievement. A highly motivated individual will communicate positively, encouraging and inspiring others even in the face of setbacks. This positive energy can be contagious, uplifting the entire team's morale and fostering a collaborative effort toward common goals.

Empathy is critical for effective interpersonal interactions. It allows individuals to understand and share the feelings of others. An empathetic leader, for example, can discern when a team member is overwhelmed and might need support or a lighter workload, even if the team member has not voiced it explicitly. This understanding can guide the leader's approach to conversations, ensuring they are conducted with sensitivity and supportiveness.

Social skills, the final component of EI, are what enable individuals to navigate social complexities and build strong, positive relationships. This involves effective communication, active listening, and the ability to manage relationships and build networks. An example of strong social skills in action could be a team leader facilitating a meeting where conflict arises. They would mediate the discussion, ensuring all parties are heard and understood, and guide the group toward a consensus.

In practice, developing EI transforms the way individuals communicate and interact within professional settings. It enhances one's ability to convey messages in a manner that is respectful, clear, and empathetic, thereby improving team dynamics, productivity, and overall workplace atmosphere. By focusing on developing emotional intelligence, individuals not only become better communicators but also more effective and respected leaders and team members.

2. Improving Problem-Solving Abilities.

This strategy involves a multifaceted enhancement of critical thinking, analytical

skills, and a proactive stance towards identifying and resolving issues.

The essence of this strategy lies in not just reacting to communication barriers as they arise but in actively seeking and implementing solutions that prevent such issues from recurring.

Critical Thinking. This skill is vital for problem-solving as it involves questioning assumptions, evaluating evidence, and synthesizing information to make reasoned decisions. For instance, when a team faces repeated misunderstandings over email communications, a critical thinker would analyze the root causes such as ambiguous language or lack of context and propose clear guidelines for future communications, thereby mitigating confusion.

Analytical Abilities. These abilities enable individuals to break down complex communication issues into manageable parts and understand the underlying factors contributing to the problem. Consider a scenario where there's a conflict between departments due to misaligned goals. An individual with strong analytical skills might dissect the issue to understand each department's priorities and facilitate a discussion to realign goals and expectations, fostering a more cooperative environment.

Proactive Mindset. Being proactive involves anticipating potential communication pitfalls and addressing them before they escalate. This could mean establishing regular check-ins or feedback sessions to gauge team morale and uncover any unspoken issues, allowing for timely interventions that maintain open and positive channels of communication [22].

3. Building Stronger Relationships with Empathy.

Empathy, at its core, involves a deep understanding and understanding of others' feelings and perspectives. It is about genuinely connecting with others on an emotional level, which can significantly influence the dynamics of communicationand interaction within any context, particularly in professional environments.

Understanding Perspectives. Empathy allows individuals to see situations from others' viewpoints, which is crucial for resolving conflicts, negotiating, and collaborating effectively. For example, in a workplace disagreement, an empathetic

approach would involve each party taking the time to listen and understand the other's concerns and motivations before responding. This understanding can lead to more constructive conversations and solutions that accommodate all parties' needs.

Enhancing Communication. Empathetic communication goes beyond just listening; it involves responding in a way that demonstrates understanding and care for the other person's experience. For instance, when a colleague is feeling overwhelmed with workload, rather than simply acknowledging their stress, an empathetic response would include offering specific support, whether it is helping to prioritize tasks, taking on some of their work, or finding resources to assist them. This kind of response not only alleviates their decrease stress but also strengthens the relationship by showing genuine concern and willingness to help.

Fostering a Collaborative Environment. Empathy contributes to a culture of openness and trust, where team members feel valued and understood. This is particularly evident in leadership, where empathetic leaders can create an environment that encourages sharing ideas and feedback without fear of judgment. An example of this could be a manager who regularly holds one-on-one meetings with team members to discuss not just work-related issues but also any personal challenges that might be affecting their performance. These meetings signal to employees that their well-being is important and that they are part of a supportive team.

2.2 Effective ways of soft skills formation by means of information and communication technologies

As the global workforce becomes increasingly digitized and interconnected, the integration of ICT in soft skills education has become not just beneficial but essential. This section highlights how ICT facilitates the acquisition and refinement of soft skills in several key ways [27; 29; 30].

Accessibility and Flexibility.

ICT opens up unprecedented access to soft skills training, breaking down geographical and temporal barriers. Through online platforms, learners can access a wealth of resources and training programs from anywhere, at any time, allowing for a

more flexible learning schedule that can be tailored to individual needs and lifestyles. This democratization of education ensures that more individuals can develop vital soft skills, regardless of their location or circumstances.

Interactive and Engaging Learning Experiences.

Traditional lecture-based training methods can be less effective in teaching soft skills, which often require interaction and practice. ICT offers interactive e-learning environments, simulation tools, and gamification elements that make learning more engaging and effective. By simulating real-world scenarios, learners can practice and hone their communication, teamwork, and problem-solving skills in a controlled, risk-free setting. Gamification adds a layer of motivation and fun to the learning process, encouraging continued engagement and practice [25].

Real-time Feedback and Personalization.

One of the significant advantages of using ICT in soft skills training is the capability for real-time feedback and personalized learning paths. Advanced analytics and AI-driven tools can assess a learner's performance, provide immediate feedback, and tailor the learning experience to address specific weaknesses or build on strengths. This personalized approach ensures that learners receive targeted support and guidance, accelerating their progress and enhancing the effectiveness of the training [26].

Collaboration and Networking. ICT facilitates virtual collaboration and networking, allowing learners to interact with peers and mentors from diverse backgrounds. Platforms such as educational projects, social media, forums, and collaborative project tools mimic the collaborative environments found in many modern workplaces, providing a practical context for developing communication and teamwork skills. These interactions also offer opportunities for networking, mentorship, and exposure to different perspectives and cultures, further enriching the learning experience [25].

Scalability and Cost-effectiveness. ICT solutions offer scalable and cost-effective options for soft skills training. Unlike traditional in-person workshops or seminars, which can be resource-intensive and limited in reach,

ICT-based training can be easily scaled to accommodate an increasing number of learners without a proportional increase in costs. This scalability ensures that organizations and educational institutions can provide comprehensive soft skills training to a wider audience, maximizing impact and return on investment [25].

The role of Information and Communication Technologies in enhancing soft skills training is transformative and multifaceted. By leveraging ICT, educators and trainers can provide more accessible, engaging, personalized, and effective soft skills development opportunities, preparing individuals for the complexities and demands of the modern workplace.

Effective ICT tools and methods for soft skills training

1. E-Learning platforms.

These platforms offer a versatile and accessible means for individuals to enhance skills such as communication, time management, project management, leadership, teamwork, and emotional intelligence. Why?

Online courses can include interactive videos, quizzes, and simulations that engage learners actively. These elements can mimic real-life scenarios, challenging learners to apply their soft skills in context. For instance, interactive role-play scenarios can simulate workplace conflicts or negotiation settings, allowing learners to practice communication strategies and problem-solving skills.

One example is the Adidas training platform for their employees. Employees study information about the company's products and technologies, and courses are implemented for them to learn and practice communicating with customers, handling their objections, and finding solutions to meet a person's needs.

All this takes place in the format of studying video and textual material, and then practicing by visualizing situations in applications and tests.

Also, many e-learning platforms facilitate peer-to-peer interaction through discussion forums, group projects, and peer review sessions. This not only enhances communication and teamwork skills but also provides valuable feedback from diverse perspectives, mirroring the collaborative nature of modern workplaces [25; 29].

As for accessibility. Access to expert-led webinars, live Q&A sessions, and

mentorship opportunities allows learners to gain insights and advice on applying soft skills in professional settings. These interactions can deepen understanding and inspire confidence in learners as they navigate the complexities of interpersonal dynamics.

A lot of online courses incorporate assessments and feedback mechanisms that help learners gauge their progress and identify areas needing further development. These can range from automated quizzes to detailed feedback from instructors, providing constructive insights that guide learners in refining their softskills [25; 29].

2. Simulation and gamification.

Increasingly adopted for soft skills training, offering dynamic and engaging ways to enhance decision-making, problem-solving, and teamwork skills. These approaches leverage technology to create realistic, immersive environments and scenarios where people can practice and develop their soft skills in a safe, controlled setting.

Virtual simulations on gamification platforms use realistic scenarios that mimic real-world challenges, allowing learners to immerse themselves in environments where they can apply soft skills such as leadership, communication, and emotional intelligence. These simulations are designed to replicate the complexity and unpredictability of workplace situations, requiring learners to navigate through tasks, make decisions under pressure, and interact with virtual team members or clients. For example, a simulation might place a person in the role of a project manager leading a virtual team through a tight deadline, challenging them to use their communication and leadership skills to motivate theteam and delegate tasks effectively.

Benefits of Virtual Simulations and Gamification:

• Learners gain hands-on experience in applying soft skills in contexts closely resembling real-life situations, enhancing their ability to transfer these skills to the workplace.

• Safe Learning Environment. Mistakes are part of the learning process, and simulations provide a risk-free environment where learners can experiment with different approaches and learn from their errors without real-world repercussions.

• Gamification incorporates game-design elements and principles into non-game contexts, making learning more interactive and enjoyable. By integrating elements such as points, badges, leaderboards, and challenges, gamification motivates learners to engage with the training material actively. For example, a gamified course on teamwork might include a series of challenges that require students to collaborate with colleges to solve problems, negotiate outcomes, and manage conflicts, all within a competitive yet cooperative framework.

• The use of game elements increases motivation and engagement, making people more likely to complete the training and retain the information [28; 29; 30].

This method of development soft skills not only make learning more engaging and effective but also prepare individuals for the complexities of modern work environments by developing critical soft skills in decision-making, problem-solving, and teamwork.

3. Social Media

Platforms as LinkedIn, Slack, and Microsoft Teams facilitate a range of interactions of networking and professional development.

LinkedIn. Primarily a professional networking site, LinkedIn enables individuals to connect with peers, mentors, and industry leaders, fostering a culture of continuous learning and professional growth. Through engaging in discussions, sharing articles, and participating in industry groups, users can develop and demonstrate effective communication skills, including articulating ideas clearly, engaging in professional discourse, and networking effectively. LinkedIn Learning further provides access to courses focused on various soft skills, allowing users to enhance their competencies in areas such as leadership, emotional intelligence, and teamwork.

About Slack. Designed as a communication hub for teams, Slack supports real-time messaging, file sharing, and collaboration across projects and departments. Its channel-based structure encourages the creation of dedicated spaces for specific topics or projects, facilitating focused discussions and teamwork.

Microsoft Teams integrates chat, video meetings, file storage, and application integration within a single interface. It supports both synchronous and asynchronous

communication, making it an ideal tool for fostering collaboration and communication within distributed teams. Microsoft Teams allow users to conduct virtual meetings, collaborate on documents in real time, and maintain project continuity through integrated apps and services. This environment encourages the development of soft skills such as active listening, persuasive communication, and effective teamwork, as users navigate through coordinating tasks, sharing responsibilities, and resolving conflicts virtually.

In essence, social media provide environments where communication and other soft skills can be continuously improved. By integrating these tools into soft skills training, companies and educational platforms can leverage the full spectrum of interactive and collaborative features to foster a culture of open communication, mutual respect, and effective teamwork.

2.3   Soft skills as the main criteria for employment

Soft skills are increasingly recognized as the main criteria for employment, marking a pivotal shift in how employers evaluate potential hires. The emphasis on these skills underscores a holistic approach to assessing a candidate's full range of capabilities, beyond just technical proficiency. This is rooted in the understanding that while technical skills may get someone in the door, soft skills are what enable them to navigate the complexities of workplace dynamics, contribute to a positive work environment, and ultimately excel in their career [29; 30].

Technical excellence alone does not guarantee professional success. Soft skills like time management, dependability, and the ability to receive and act on feedback play a crucial role in fulfilling job responsibilities effectively. These skills ensure that an employee not only produces quality work but also meets deadlines, collaborates with the team, and maintains client satisfaction. The absence of such skills can lead to project delays, financial losses, and damaged client relationships, potentially stalling an otherwise promising career.

The significant role of soft skills in job performance and career longevity is

reflected in recruitment trends. The LinkedIn's Global Talent Trends report [30] illuminates a widespread acknowledgment among recruiters that the failure of hires often stems from a deficiency in soft skills rather than technical skills. This realization has prompted employers to prioritize soft skills in their hiring criteria.

The Monster's The Future of Work 2021: Global Hiring Outlook further corroborates this trend, with employers emphasizing the need for skills such as dependability, teamwork, flexibility, and problem-solving. These skills are not only valued for their immediate impact on work efficiency and team dynamics but also for their contribution to adapting to future workplace changes and challenges.

What about career durability?

Alexandra Levit's concept of "career durability" encapsulates the essence of why soft skills are indispensable. Soft skills equip individuals with the adaptability, resilience, and mindset necessary to thrive in an ever-evolving work landscape [31].

They are foundational to lifelong learning, enabling individuals to seamlessly transition through various roles, industries, and learning environments. This adaptability is crucial for long-term engagement and productivity, as the future workforce will require individuals to continuously acquire new skills and adapt to technological advancements and changing job demands.

Employers recognize the value of these skills in fostering efficient, adaptable, and collaborative employees who can contribute to a positive workplace culture and navigate the challenges of the future work environment. As such, the development of soft skills is not just beneficial but essential for individuals seeking to secure their place in the workforce of tomorrow.

Conclusion

In this research, we have delved into the crucial role of soft skills in the agricultural business sector, underscoring their significance for future specialists. The evolution of the global labor market, characterized by rapid changes and increasing complexity, demands a workforce adept in skills beyond technical expertise. Soft skills such as communication, leadership, adaptability, and teamwork are identified as pivotal for navigating the challenges and opportunities in agriculture, enhancing

professional interactions, and driving success in thisdynamic field.

The investigation highlights the challenges in soft skills development, including educational system limitations and the underestimation of these skills' value. The need for a structured, comprehensive approach to soft skills training is evident, suggesting that current educational frameworks may fall short in preparing future specialists for the realities of the agricultural business.

The discourse around soft skills is enriched by contributions from leading scientists and researchers, who advocate for the integration of emotional intelligence, critical thinking, and interpersonal skills into professional development. Their insights underscore the multifaceted nature of soft skills, whichencompass not only the ability to communicate and collaborate effectively but also the resilience and creativity needed to adapt to an ever-changing industry.

About ICT in soft skills development. Through e-learning, virtual simulations, and gamification, ICT provides dynamic environments where future agricultural business specialists can practice and hone their interpersonal skills in realistic scenarios. This digital approach not only makes soft skills training more accessible and engaging but also mirrors the technological advancements shapingthe agricultural sector, preparing specialists for more effective work.

Case studies and practical examples within the research illustrate the tangible benefits of soft skills mastery, showing how individuals and organizations in the agricultural sector have leveraged these competencies for improved performance, competitiveness, and innovation. These success stories highlight the tangible impact of soft skills on professional growth and organizational success.

Prospect of further research.

Mastering soft skills is fundamental to the professional success of future specialists in the agricultural business. As the sector continues to evolve, driven by technological innovation and global market shifts, the demand for well-rounded professionals equipped with both technical knowledge and advanced soft skills will only grow. This research underscores the need for a holistic approach to education and training, one that fully integrates soft skills development to prepare future

specialists for the challenges and opportunities ahead.

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LANGUAGE PROFESSIONAL TRAINING OF STUDENTS: THEORETICAL APPROACHES, PRACTICAL DIMENSIONS AND INNOVATIVE PROCESSES

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Abstract. *The article examines theoretical approaches to the language professional training of students, as well as analyzes practical dimensions and innovative approaches based on the study of the business Ukrainian language. The modern requirements for the language competence of students in a professional environment are investigated and the possibilities of introducing innovative methods to improve the efficiency of language training are considered. Language training of students is a key element of the modern educational system. In the context of globalization and the development of information technology, it is important to improve teaching methods, adapting them to the needs of the modern labor market. In this article, we will consider theoretical approaches to language training, measurement of practical aspects of this process and innovative approaches to ensuring effective educational activities of students. Language training of students is a key aspect of modern higher education that determines their readiness for the challenges of the global labor market. This article explores theoretical approaches to language training, taking into account also practical dimensions and innovative strategies.*

Key words: language training, innovative technologies, competencies, business Ukrainian language.

Introduction. Over the past decades, the role of language training has grown due to the growth of international communication and the globalization of markets. Especially important was the language training of students, as it contributes to their successful inclusion in the modern professional environment. In this context, the study of the business Ukrainian language turns out to be a key element. Language training of students is an important aspect of modern education, as it determines the success in their future career and interaction in society. In our work, we decided to consider theoretical approaches, practical measurements and innovative approaches to the language professional training of students, in particular in the conditions of the modern information society. Language vocational training of students is a key element of modern education aimed at the formation of highly qualified personnel for the labor market. Modern higher agricultural educational institutions are faced with the task of effectively introducing innovative technologies into the educational process to ensure high-quality language training of students. The use of language assistants, artificial intelligence and virtual reality provides unique opportunities for

creating interactive and effective training of business Ukrainian language applicants for higher education.

A research problem. The study of the practical aspects of language training of students, in particular their skills in using language in a professional environment. This includes developing skills in writing, oral communication, reading and other aspects of language competence, developing and evaluating innovative methods and means of language training. This also includes the use of modern technologies, the study of the experience of using language-oriented games or simulations in the educational process. A separate area of research is the study of the peculiarities of the business Ukrainian language and the development of methods of its teaching to achieve the optimal level of language competence of students in a professional environment. The solution to these problems can determine the optimal approaches to the language vocational training of students and contribute to improving the quality of training in this direction.

Relevance of research. The relevance of the study is due to a number of key factors affecting the modern educational and professional sphere: The growing competition in the labor market requires students not only high professional knowledge, but also effective language communication in the business environment. The research is aimed at understanding and improving teaching methods aimed at developing the language competence of students. In the context of globalization, it is important to have effective language skills for successful cooperation and communication with representatives of different cultures and language groups. Noteworthy is the study and improvement of aspects of language training that will help overcome language barriers in professional interaction. The application of innovation in teaching is a key element in preparing students for modern professional life. The study is aimed at identifying and introducing innovative approaches to language training that meet the requirements of the modern market. The study aims to identify optimal theoretical foundations that best meet the requirements of the modern educational environment. Special attention should be paid to the study of the business Ukrainian language as a key tool for effective professional communication

in the national business and cultural environment. The study of the language professional training of students on the material of the business Ukrainian language is an actual and important direction of scientific activity aimed at the formation of highly qualified and adaptive specialists for the modern labor market.

Analysis of publications. L.Matsko, L.Palamar, M.Pentilyuk, L.Skuravsky, G.Shelekhova and other scientists conducted research on the problem of language personality formation. Much attention was paid to aspects of the essence and level model of the linguistic personality, in particular the development of national-linguistic consciousness, linguistic abilities, language-value orientation and other aspects. The process of forming a linguistic personality is complex and multifaceted, including human participation in communication - the main channel and communication with other persons. The main way to meet personal communication needs is speech, so it is identified as speech communication [1, p. 81].

General problems of professional training of specialistsThe agrarian profile is meaningfully presented in the works of S. Bilan, S. Zaskaleta, V. Karichkovsky, D. Melnichuk, V. Svistun and others. The problem of training future specialists in various fields of Ukrainian pro-professional vocabulary is the subject of scientific interest of numerous scientific studies devoted to teaching the Ukrainian language in the professional direction of stu-dents of a number of non-philological specialties - in the field of economics (V. Borysenko, N. Kostritsa, K. Likhacheva); jurisprudence (M. Kryskiv); market-gu (Yu. Mendrukh); Technical Sciences (T. Butenko, I. Drozdova, N. Totska) etc. Despite the significant unity of scientists in the theory and practice of teaching the Ukrainian language in a professional direction and a wide range of problem-maths covered, there is a lack of intelligence in modern domestic linguodidactics, where issues of the formation and improvement of linguistic and linguistic communication are being explored competence of students of higher educational institutions of agricultural profile. Exceptions include the few studios of A. Lazarev, R. Petrukh, G. Beregova, V. Karichkovskaya, O. Kraevskaya.

The aim of the article: is a deep analysis and systematic consideration of the issues of language training of students, covering theoretical foundations, practical

aspects and innovative approaches. The aim is to identify the key theoretical models that determine professional language training, analysis of practical aspects of its implementation and evaluation of innovative techniques in the context of the educational process. The article is aimed at highlighting current trends in language education in order to promote the development of effective teaching strategies and increase the linguistic professional competence of students.

Object of study: is the process of language professional training of students. The study analyzes theoretical approaches that form the basis for understanding and determining the content and directions of language training. The object is also the practical aspects of this process, in particular, its interaction with the real requirements of the labor market. Innovative approaches to language training aimed at improving the methods and technologies used in the educational process are also considered.

Research material. The rapid increase in information flows as a consequence of the ongoing globalization of the information age has made it necessary to computerize all aspects of society, including higher education. The development of a system of professional training plays a great role in the improvement of modern high-tech processes, for example, in the agricultural sphere. Development of new highly effective methods and models of training of specialists of various directions in the system of higher education, including in the agrarian sphere, contributes to meeting the needs of customer enterprises in highly effective specialists with intellectual andspeech development, language culture, knowledge in the field of speech business communication, able to build communicative professional space, able to quickly navigate in the information flow of different formats, analytically process information that can effectively integrate into the system of social interaction. In modern information and communication conditions, high-quality language proficiency is recognized as a vital necessity, a competitive advantage and one of the tools of self-realization of a professional. The means that allows students to participate more successfully in the ongoing social processes, there is Ukrainian language, language communication in the professional sphere in

Ukrainian. Modern agricultural production puts forward high requirements for agricultural specialists who must have professional communication at the proper language level. To this end, the academic discipline "Ukrainian language (for professional purposes)" is aimed at increasing the level of general language training, language literacy and communicative competence of students. Also, the discipline is aimed at practical mastery of the basics of official, business, scientific and conversational styles of the Ukrainian language. We share the opinion of I. Strazhnikova that it is necessary to prepare graduates for new conditions of life and professional activity, taking into account the strategy of development of Ukrainian society in the conditions of socio-economic reforms [2, p. 5]. In the context of forming the culture of student speech, A. Biletsky emphasizes the importance of linguistic knowledge for an educated person [3]. Language courses in higher education institutions of agrarian orientation focus on knowledge of the Ukrainian language as a dynamic system. Mastering terms by students is considered as a key aspect of the formation of not only terminological competence, but also the deepening of professional knowledge. We consider it expedient to note that the organization of any type of educational activity should begin with the choice of a specific set of principles. The principles of studying at the university are the main provisions [2, p. 68] and are aimed at fulfilling the main goal - the training of highly qualified specialists. This approach involves the use of general didactic and, in fact, methodological principles of training and education of the student. K.Ya. Klimova developed a system of general-didactic and actually methodical principles of teaching the Ukrainian language, which served as the basis for "pedagogical design of technologies for the formation of components of the linguistic and communicative professional competence of future teachers-nephrologists" [4, p. 191]. Additionally, it is important to note that the definition of the theoretical and methodological foundations of the problem of the formation of professional linguistic competence requires a discussion of works on general linguistics (V. von Humboldt, A. Potebnya, I. Ogienko). Ukrainian linguist, writer and ethnographer O. Potebnya emphasized that

the people are the creator of the language, and its national specificity arises from the national spirit.

This gives grounds to assert that the Ukrainian language reflects the powerful creative potential of the people with a high level of spiritual culture. Linguistic studies, in particular, distinguish the multifunctionality of language [3, p. 13]. We believe that the educational result of training a specialist in the agricultural sector in an institution of higher education should be marked by specific features determined by the specifics of agricultural production. This covers the diversity of products in livestock and crop production, as well as the need for a scientific and accessible explanation of the characteristics of the actions of agricultural workers. The growth of agricultural terminology, in particular in the context of the need for interaction with representatives of industrial production, also determines the need to determine the content of professional language and language-communicative competence of a specialist in the agricultural sector as a result of his higher education [5] Main directions of work with students of higher education institutions agrarian profile are implemented in the process of teaching disciplines "Business Ukrainian language (for professional purposes)". This training the subject is aimed at the development of such aspects of language training as grammatical-stylistic, communicative, terminological, lexicographic, cultural, professional and applied. In addition, the deepening of the lingknowledge of students to master professional terminology, formation high level of culture of oral and written communication in Ukrainian, for development of professional abilities in general. Therefore, in the process of teaching students of non-philological specialties in general, as well as agrarians in particular, it is important to pay attention to the characteristics of the main functions of speech (and, accordingly, speech, since specific speech acts are a way of implementing speech) – communicative, thought-forming, cognitive, emotionally expressive, conative, informational, aesthetic.

The worldview and values of future generations are largely shaped by the liberal arts education provided in higher education institutions. In the context of the European integration of Ukrainian society, the role of humanitarian education in both

humanitarian and natural and technical higher educational institutions becomes especially important. High-quality humanitarian education is an indispensable component of an effective educational process, which aims to establish a value system that unites national and universal principles. The study of humanitarian disciplines contributes to the development of the personality of the future specialist and prepares him for professional activity in society. In the field of agrarian education, special attention should be paid to strengthening the role of humanitarian disciplines and the humanitarization of other academic subjects. This involves the orientation of curricula to the needs of society, as well as global problems of mankind and the search for solutions in the future professional activities of students. Universal and national values should determine the moral compass in the professional behavior of graduates.

During the training, students need to comprehend the importance of a harmonious combination of knowledge and faith in their limitless possibilities for saving life on Earth. It is these highest values that should determine the mentality of the individual in society and serve as the basis for purposeful activity in the professional sphere. Therefore, the training of specialists should be a single process of their personal and professional development, providing conditions for self-realization of both personal and professional qualities, contributing to success in creative professional activity.

It is undeniable that modern specialists from agrarian educational institutions should have not only professional knowledge and competencies, but also personal and professional qualities, understand the importance of agrarian activity for society and have a high level of general culture.

Over the past decade, much attention has been given to education and effective training for national economies. In the era of informatization and internationalization of education against the background of global competition, the first question comes not so much the question of "What to teach?" how much "How to Teach?" to increase the efficiency of training and prepare graduates for professional activities. In these conditions, the social, economic and political role of universities is growing,

which in the modern world is unthinkable without reliance on scientific research and the introduction of innovative scientific developments into the educational process. In recent years, both in education and in the business environment, there have been qualitatively new changes in attitudes towards the goals and content of education: the main emphasis is not just on the acquisition of a set of knowledge and skills by students, but the ability to use them to solve life and professional problems, that is, the formation of a system set of competencies. The basic organizational and pedagogical conditions of formation of key competencies in the process of preparation of students are a set of innovative educational environment, structure and content of educational and methodological support for the formation of key competencies. The innovation of the educational environment is achieved by the introduction of specific innovative technologies into the educational process. At the same time, the teacher should not act as an "informant", in a systematized form representing the student material of the discipline, but a "manager", who designs, organizes, corrects, coordinates the educational and cognitive activity of students, creates for each of them an information environment and offers for the use of scientifically-based didactic tools, adequate to his style and degree of training.

Research work of students is a necessary condition for formation of professional appearance of a specialist of a new generation. Nowadays, a specialist in any field of activity is only competent when, in the context of rapidly changing social practices, he is able to critically assess the experience, develop their abilities, the ability to acquire new knowledge, using modern information technology. Students who actively participate in scientific research are distinguished by their professional and personal qualities. The majority of students have general and incomplete ideas about research activities, and the necessary skills are practically lacking. Scientific clubs created at the chairs should not only receive results on participation in conferences, but also become centers of scientific development. It is necessary to raise the quality of student conferences, to strive for high standards. Conferences should be held on a competitive basis: based on the work of student sections, scientific leaders, leading professors of the university should identify and award participants who provided the

best scientific presentations. This approach will allow to combine both the conference and the competition of student scientific works. This will significantly stimulate all participants of the conference. As a result, the problem of quality of the materials provided at the conference will be solved. Students usually take the competition of scientific works more seriously and responsibly, understand that the key criterion of selection is science.

In today's world, education plays an important role in the life of every person, because it not only helps in life, but also gives a great opportunity to develop as a person and to make a successful career. As you know, the most basic in a professional person is practical skills. However, if the expert has no theoretical understanding of the issue, then no practice will help avoid mistakes. Therefore, the importance of education should not be minimized. Many people agree that it is enough to get an education at a young age. But as time shows, you can and you need to learn all your life. Time does not stand still, and naturally does not stand in place the development of science and technology in general and in particular in the field of education. What we once studied may become almost useless, as some teaching technologies and techniques have changed so much that they may differ from those previously used. This raises the question of what the modern lesson should be for many teachers from different educational institutions to learn as much as possible from the material taught to them. Modern conditions of society require the training of a specialist of a new quality, because. need not only a competent worker, but a specialist who will always and everywhere be able to self-education, self-development, oriented to creative approach to their business, having a certain level of cultural thinking and being a multilaterally developed person. A student who graduates an educational institution must have the ability to learn throughout his life, and most importantly, that he has the desire and desire to do so. On the basis of the above, the modern teacher needs to constantly update the methods of teaching his subjects, to be able to cooperate with students, to encourage in them a creative attitude to the subject, Accordingly, using various non-traditional forms and teaching methods as well as innovative teaching technologies. Innovation (English:

Innovation) - Introduction of new forms, methods and skills in education, education and science. Innovative pedagogical activity is currently one of the essential components of the educational activity of any educational institution and, as a rule, creates the basis for creating the competitiveness of any educational institution in the market of educational services, determines the directions of professional growth of the teacher, his creative search, promotes the personal growth of students. The goal of innovative technologies in education is to prepare the graduate to live in a constantly changing world. The challenge of innovation in vocational education is to change the personality of the student compared to the existing education system. This is possible only through the introduction of new educational and training programmes. Such programs are designed to help to develop students' motivation to their actions, to independently process and use the information received, to form multifaceted creative thinking, to develop students using modern achievements of science and practice. Innovative learning technologies include interactive learning technologies, computer technology and project learning technology. Interactive learning technologies are ways of acquiring knowledge, forming skills in the process of relationships and interactions between a teacher and students in the educational process. Today there are the following forms of interactive learning technologies: problem lecture, didactic game, seminar-discussion, educational discussion, "brainstorming". As is already known, modern vocational training is difficult to imagine without the use and application of computer technologies, which allow to expand the areas of application of computer technology in the educational process, as well as the active application of multimedia technologies. If you conduct classes in the form of discussions and seminars, the technology of collective training is applied, as a result of which the solution of the problem situation posed to students is achieved. The use of innovative technologies changes the technology of testing students' theoretical and practical knowledge. As practice shows, computer testing is one of the modern methods of assessing the level of preparation of students. The advantage of computer test knowledge control is the ability to cover a large amount of material in the process of testing and thus to get a real idea of the knowledge of the student being tested. One of

the objects of innovative technologies in teaching is educational and research activities. Educational and research activities are understood as the process of joint work of students and teachers, which consists of such stages, characteristic for research, as the formulation of the problem, selection of methods of research and practical mastery of students of studying the theory of this problem, collection of material, its analysis and synthesis, conclusions. The use of computer presentations in training is also a form of innovative technology. Such classes activate the perception, memory, attention and thinking of students. Thus, it can be said that the use of information technology makes the learning process more effective and fruitful. And if information technology is used skilfully in combination with selected learning technologies, the necessary level of quality learning is created. The development of the modern system of higher education takes place in the context of the informatization of society and is characterized by dynamism, the use of diverse educational technologies, innovative methods and organizational forms of training. Significant changes in the national education policy are taking place in our country. One of the tasks of the modern university is to unlock the potential of all participants in the pedagogical process, providing them with opportunities to manifest creative abilities. The solution of these problems is impossible without implementation of the variability of educational processes, in connection with which various innovative types and types of educational institutions that require deep scientific and practical understanding are emerging. Innovations, or innovations, are characteristic of any professional activity of a person and therefore naturally become the subject of study, analysis and implementation. Innovations do not themselves arise, they are the result of scientific research, advanced pedagogical experience of individual teachers and entire teams. This process cannot be spontaneous, it needs to be managed. In the words of B. Methler-Maeb, innovation is the ability of a person to behave correctly in new situations [6, p. 49]. This means that one must be able to behave in new situations and find the right solutions to maintain independent and objective thinking. In contrast to the traditional presented educational material, modern forms of presentation of educational information allow to significantly increase the volume of

material, extending both the subject and the spectrum of its representation, facilitating the search, interpretation, selection of the desired aspect. At the same time, the design of pedagogical technologies taking into account the implementation of the teaching possibilities of information and computer technologies has to focus on such learning results as: the formation of skills to acquire knowledge independently, to carry out various types of independent activities to collect, process, transmit, produce educational information. Modern approaches to the use of web-technologies, constantly improving adequately intensive development of scientific and technical progress, presuppose the implementation of information interaction of participants of the educational process in various regimes. In doing so, the trainees may be oriented towards the use of the science information environment: Information and knowledge that are the contents of databases; electronic libraries, presentations [2]. The use of such means in education significantly increases the motivation of training, provides independence in solving educational problems, develops skills in using the means of information and communication technologies, and skills of network interaction. In the context of the informatization of education, the development of both traditional theories of learning and distance learning takes place. Information technology is a leading tool in distance learning, which plays an increasingly important role in modernizing education. Internet learning has a number of significant advantages: Flexibility – students can receive education at a suitable time and at a convenient place; Distance learning – students are not limited by distance and can study independently of their place of residence; cost – effectiveness - significantly reduced costs for long-distance training trips.

Innovation in education is a natural phenomenon, dynamic in nature and developing by results, their introduction allows to solve contradictions between the traditional system and the needs for a qualitatively new education. The essential feature of innovation is its ability to influence the overall level professional activity of the teacher, expand the innovative field of educational environment in the educational institution, region. As a systemic education innovation characterized by

integral qualities: innovative process, innovative activity, innovative potential, innovative environment. [7].

So, innovation in education is a process of creation, introduction and dissemination in the educational practice of new ideas, tools, pedagogical and managerial technologies resulting in higher achievement rates (levels) structural components of education, there is a transition of the system to a qualitatively different state. The word "innovation" has a multidimensional meaning, since it consists of two forms: the actual idea and the process of its practical implementation [8, p. 338 –340].

The innovative focus of the work of teachers is determined by the criteria pedagogical innovations, which include: a) novelty, allowing to determine level of novelty of the experience. Distinguish between absolute, locally absolute, conditional, subjective levels of novelty; b) optimality, which contributes to the achievement of high results at the lowest cost of time physical, mental strength; c) effectiveness and efficiency, which means a certain stability of positive results in the activities of the teacher; d) possibility of creative application in mass experience, implying the suitability of the tested experience for mass introduction in vocational education institutions. Consequently, humanistically oriented and innovatively directed educational professional training process in vocational institutions education lays the foundation for their professional improvement throughout vital activity.

Language education in Ukraine involves improving the technology of the educational process and approaching the requirements of modern society. Modern society requires highly educated and intellectually developed citizens who are able to communicate freely at a professional level and recognize the status of the Ukrainian language as a native and state language [9, p. 3].

The course "Ukrainian language (professional orientation)" in universities implements competent, functional-activity and personality-oriented approaches to teaching the Ukrainian language, which meets the modern requirements of society.

Modern requirements for speech and language training of specialists are high. Future specialists should have a complex of professionally oriented knowledge, skills

and abilities necessary for the successful performance of professional duties and personal development. Ensuring the assimilation of general knowledge and the possession of the main tools for solving professional problems in the future is possible thanks to a competent approach to language learning. This approach aims to develop basic subject competencies of the linguistic personality, including language competence, which implies knowledge of orthoepic, spelling, lexical, word-forming, grammatical and stylistic norms. Speech competence is realized through listening, speaking, reading and writing. Sociocultural competence includes knowledge about national culture, history and so on. However, the most important is the functional and communicative competence, which implies the ability to effectively use language tools to create texts of various styles.[10, p. 13]. Language competence, which includes a system of knowledge of grammar, phonetics, vocabulary and stylistics of the Ukrainian language, is the theoretical basis for the analysis and synthesis of professional texts. One of the main tasks in classes on the Ukrainian language in the professional direction is the formation of a personality that reveals a high level of speech competence and can represent itself both in society and directly in the professional environment, using the means of speech. The communicative direction of the educational process aimed at the active speech activity of students is mandatory, which stimulates their desire to learn, improve language knowledge, express their thoughts and communicate effectively with others depending on the specific situation.

Formation of linguistic and communicative competence is a necessary component of high-quality training of a modern competitive specialist. This competence determines the successful job search and, in the future, career growth and the achievement of professional success of a graduate of an agrarian institution of higher education in his country.

Now scientists distinguish the following components of linguistic communicative competence: linguistic (knowledge of the norms and rules of the literary language and their skillful use in statements); sociolinguistic (ability to understand and create speech in a specific sociolinguistic context); illocutive

(formation and implementation of communicative intentions in messages); strategic (effective participation in communication); sociocultural, intercultural (understanding and using different aspects of national culture in different situations, taking into account the specifics of national cultures in intercultural communication); cognitive-epistemological (knowledge of the linguistic picture of the world); paraverbal (possession of non-verbal means accompanying speech and participating in the transmission of information) and others. [11, p. 53].

For students studying in non-philological specialties, of great importance in the formation of linguistic and communicative competence is the discipline "Business Ukrainian language (in a professional direction)". The main purpose of this discipline is to create a national-language personality, familiarize students with the norms of the modern Ukrainian language in professional communication, reveal the basic requirements for the creation and production of professional documents, teach professional speech, expand the dictionary with terminological and professional vocabulary, increase the general language level of future specialists and form practical skills of business oral and written communication in the team, as well as the development of communicative abilities.

During the assimilation of students accentuation norms special attention draw on the correct emphasis of the following words: аджé, багаторазóвий, безготівкóвий, бюлетéнь, видáння, вимóга, вúокремлення, вúпадок, вúтрата, добовúй, добýток, довíдник, дóгмат, завдáння, зібрáння, зрýчний, індýстрія, каталóг, квартáл, корúсний, листопáд, магістéрський, мáркетинг, мерéжа, надлúшок, нáскрізний, новúй, обрáння, одинáдцять, одноразóвий, ознáка, пізнáння, пóзначка, пóмилка, порядкóвий, промíжок, рáзом, рúнковий, роздрібнúй, серéдина, симетрíя, сільськогосподáрський, стовідсóтковий, текстовúй, уподóбання, фаховúй, фенóмен, черговúй, щодобовúй.

Working through spelling standards, the first thing to focus onwords whose spelling has changed: вебмайстер, вебсервер, вебсторінка, віцепрезидент, віцепрем'єр, ексдиректор, екстраклас, максімода, мідіодяг,

мінідиск, мінікомп'ютер, попмузика, пресклуб, пресконференція, пресреліз, проєкт, пів години, пів Європи.

When studying morphological norms, we perform exercises for the correct formation of noun forms. Useful are tasks that offer to write masculine nouns of the second cancellation in the generic case: аграрій, акт, редактор, місяць, листопад, матеріал, документ, ветеринар, банк,фінансист, об'єкт,кошторис, сайт, текст, варіант, долар, показник, алгоритм, синтез, квартал, університет, комбайн, сервіс, прогрес, звіт, Київ, Лондон, жаль, зміст, професор, квиток, пуск, список, стан, депутат, кіловат, процес, банк, файл, алгоритм, архів.

We pay considerable attention to the correct formation of male and female middle names, their introduction into various forms of appeals. We also devote time to the formation of forms of degrees of comparison of adjectives, compliance with the norms of conjugation of numerals and their coordination with nouns, the correct creation of verb forms and the normative use of prepositional constructions.

While mastering lexical norms, we pay a lot of attention correct use of paronyms and words of foreign origin, in particular distinguishing language units абонент – абонемент, адрес – адреса, адресат – адресант, будинок – будівля, громадський – громадянський, досвідчений – освічений, економічний – економний, ефектний – ефективний, завдання – задача, кампанія – компанія, комунікативний – комунікаційний, об'єм – обсяг, особовий – особистий, поверховий – поверхневий, професійний – професіональний, свідоцтво – свідчення, статут – статус, тактовний – тактичний, ділянка – дільниця, виборний – виборчий, військовий – воєнний. The main problem in our region is the presence of bilingualism, which affects communication through such linguistic phenomena as vernacular and surzhik. These language deviations are widespread in the language practice of numerous students. An example would be the use of words "приймати участь" (брати участь), "бувший студент" (колишній), "по власному бажанню" (за власним бажанням), "із-за хвороби" (через хворобу) etc.

To correct our students of this type of error, except for the usual forms of work, we also use, for example, linguistic games such as "Antisurzhik", where students have the opportunity to independently identify and correct in text surzhik elements. Of course, such work on improvement speech is not limited to classes only, but continues extracurricularly. This is a personal example of the language culture of the teacher, which should be a model for imitation, and attracting students to participate in educational activities, creative competitions, for example, through circle work.

Language professional training of students is determined by the versatility of theoretical approaches that help in the formation of their speech competence. One of the key areas in this context is the cognitive approach, which focuses on the psychological and cognitive aspects of the process of language acquisition. The cognitive approach highlights the importance of understanding psychological processes in language learning. This aspect focuses on analyzing the ways in which students perceive, assimilate and process language information. The cognitive approach considers the development of cognitive functions such as memory, attention, and thinking. The study of language in this context becomes not only the assimilation of rules, but also the development of intellectual abilities. The application of interactive methods, such as discussions, role-playing games and projects, allows students to actively interact with language material. This contributes to a deeper understanding and memory. The introduction of multimedia tools in learning helps to create a stimulating environment, activates the visual and auditory memory of students, facilitating the process of mastering speech. The cognitive approach to language training of students turns out to be key in understanding the processes of language acquisition and use. The introduction of this approach allows you to effectively develop the language and cognitive skills of students, preparing them for successful professional activities in the language environment.

Language training of students is determined by a variety of theoretical approaches, among which an important place is occupied by a functional approach. This approach emphasizes the functional use of language in specific situations and the specifics of its application in a professional environment. The functional approach

emphasizes the need to teach students to use language in specific situations of their professional activities. An important part of the functional approach is the development of communication skills aimed at effective communication in various professional contexts. The use of tasks that simulate real situations of professional communication allows students to master the language in the context of their future professional activities. Simulation exercises, where students reproduce professional situations, contribute to deepening their understanding of the functional use of language. The functional approach involves assessing students ability to use language effectively in real-world situations, which takes into account their communication skills. A functional approach to the language professional training of students is a necessary component of modern education. It allows you to form not only grammatical skills, but also to develop communicative and professional abilities necessary for successful entry into the world of professional activity.

The modern world is steadily moving towards the use of technology in all spheres of life, including education. Business Ukrainian language as a component of language training is no exception. The use of electronic learning platforms allows students to learn business Ukrainian in any place and time, promotes the availability of materials and interaction. The use of virtual classes and webinars creates an opportunity for interactive study, discussion and practical application of educational material. The development and use of mobile applications contributes to the individualization of the learning process and stimulates students to continuous improvement. Technology allows students to learn the language at a time and place convenient for them. The use of virtual environments promotes greater participation and interaction. Using AI to individualize learning and adapt to the needs of each student.

Among the current directions of information technology development in higher school foreign researchers point to the use of artificial intelligence, use of various devices and gadgets in the educational process, etc. AI as a general term to describe a number of technologies and methods, such as machine learning, natural language processing, data mining, neural networks or algorithms are becoming more common

in higher education. Researchers emphasize the effectiveness of machine learning during the study foreign language, in agricultural, clinical, educational research [12, p. 51]. The prospects of AI can be evidenced by the names of companies that study this topic. By the number of patents issued AI technologies, first place takes Microsoft, then IBM, Samsung, Qualcomm, Google [13, p. 62]. For today using AI in education, a number of tasks related to processing and analyzing data such as making predictions (e.g., forecasting success), formation of individual educational trajectories, compilation schedules and curricula, modeling of academic processes and risks (e.g. student expulsion risk), adapting the learning environment under the requests of applicants, support for educational courses, etc. The use of AI in education opens up many new opportunities and transforms learning processes. Here are some ways that artificial intelligence can be applied in education. First of all, it concerns the provision of several pedagogical technologies, in particular adaptive learning, personalized learning, interval training, automatic assessment of educational achievements with the possibility of analysis of responses and provision of personalized assistance, evaluation teachers/teachers, etc. Quite promising and an effective technology in remote education is adaptive learning, which involves adjusting the content of education within individual educational components based on the analysis of educational achievements of applicants for education [14, p. 16]. Artificial intelligence can promote personalized learning, creating individualized curricula that address needs and the abilities of each applicant for education. It analyzes information about the training student progress and learning style, predicting next steps, challenges and providing recommendations to optimize the learning process. The use of AI makes it possible to automate the evaluation processstudents. This allows you to analyze the answers to tasks, check correct answers and give feedback. Thanks to this easier work of the teacher and more objective and faster assessment of applicants for education. Artificial intelligence can be used to create virtual assistants and chatbots that can answer students' questions, provide support and assistance in the learning process. They can work round the clock and provide an individual approach to each student. Smart technologies can help analyze large

volumes information about students, their educational progress, academic performance and others factors to make predictions about the most effective teaching methods, identify weaknesses and create recommendations for improvement curriculum. Using AI technologies, you can automatically generate a training material such as test tasks, exercises, and explanations. Maybe even a schedule for studying the discipline with methodological recommendations and calculation of time costs. This saves the teacher time and ensures constant updating and personalizing the training material. The use of AI has gained particular popularity in applications for learning languages. For example, the British Memrise application uses AI to adapt to the needs of a particular user during his training. Chinese ELSA app uses speech recognition to help get rid of the accent. In addition, AI can help teachers and teachers in their activities.

This is taken care of, for example, by the British startup CENTURY. The platform detects strengths and weaknesses of students and helps teachers to adapt to them. These are just a few ways to use AI in education, which opens up a lot of opportunities. The development and research of AI in education leads to the emergence of innovation and improvements in this system, contributing to a more efficient and more affordable training [15]. Artificial intelligence can be widely used in education for the purpose of improvement of the educational process and provision of individualized training. However, together with the potential benefits of AI, you need to be aware of its risks and challenges. that can lead to negative consequences Intelligent systems can have their limitations and make mistakes.

They may provide inaccurate or incorrect answers, especially in complex situations without taking into account the individual characteristics and needs of each applicant for education, since AI relies on general statistics and algorithms. The modern generation of students, born with gadgets in their hands, has experience distance learning, resorting to AI, may lose interaction with teachers, as well as social communication skills with peers. The development of intellectual technologies contributes to the loss of critical thinking and analytical skills, increasing the risks of students' dependence on automated solutions. ChatGPT and similar services put

students before the great temptation to cheat and use the chat to perform home task in a few mouse clicks. Texts created by GPT chat successfully are tested for plagiarism, and it happens very difficult. Even presentations will no longer be an objective criterion for verification knowledge, because AI can find information, structure it and place it on prose instead of a student [16]. The use of AI in education has its own risks and challenges that require attention and security measures. AI should be implemented with ethical attentiveness, ensuring transparency, protection of privacy and rational application of technology. In addition, it is necessary to emphasize the development of critical thinking, academic integrity and promote a balance between technology and the human factor in education. Path to successful application AI in education is about understanding its risks and working on their management to achieve the most positive impact on learning and development of applicants for education.

Due to current trends in education, distance learning is becoming more and more relevant. Specialized training, in particular in business Ukrainian, for agrarian students in these conditions requires the improvement of methods and approaches. Distance education in the field of agrarian science causes the need to adapt pedagogical strategies and educational materials to the specific requirements of students. In particular, the study of business Ukrainian language requires interactive methods that provide interaction and involvement of students. One of the advantages of distance education is access to a wide range of online resources. Students can use video tutorials, interactive assignments, and webinars to learn and improve business speech skills. An important element of training farmers is taking into account the peculiarities of their professional industry. Language material and tasks should be aimed at practical use in the agricultural environment, which makes training more effective. Conducting assessments and reporting in an online format requires the development of new strategies and techniques. Effective use of online assessment tools allows teachers to get an objective view of student performance. Business Ukrainian language is an important component of the training of agrarian students, and distance learning can be a successful tool for its study. Adaptation of pedagogical

methods and the use of modern technologies will provide high-quality language professional training of students in remote conditions.

Conclusions. Theoretical approaches to language professional training of students are an important component of the formation of specialists who can communicate effectively in a professional environment. The study of the business Ukrainian language and the application of various techniques, such as error detection and correction, contribute to the development of students' language skills, preparing them for the challenges of the modern professional world. The cognitive approach to language training of students turns out to be key in understanding the processes of language acquisition and use. The introduction of this approach allows you to effectively develop the language and cognitive skills of students, preparing them for successful professional activities in the language environment. A functional approach to the language professional training of students is a necessary component of modern education. It allows you to form not only grammatical skills, but also to develop communicative and professional abilities necessary for successful entry into the world of professional activity. The use of technology in the study of business Ukrainian language opens up new opportunities for students, providing them with flexibility, accessibility and interactivity. However, it is necessary to take into account technical limitations and shortcomings, to promote innovation and improvement of the language learning process in accordance with the requirements of the modern world.

Prospects for further research. The research can improve the existing methods and technologies used in teaching business Ukrainian. Consideration of innovative approaches, such as the use of Internet resources, multimedia tools and other modern means, can contribute to improving learning efficiency. Also studying the interaction of the business Ukrainian language with the professional environment: Analysis of the influence of the professional environment on the use and development of the business Ukrainian language can help to understand the real requirements of the working market and contribute to the improvement of training programs. Study of language competence in the context of intersectoral interaction:

Consideration of the role of business Ukrainian in intersectoral interaction can reveal the features and requirements of various professional industries and indicate the needs for their further improvement. These areas can contribute to the expansion of knowledge in the field of language training of students, as well as the introduction of effective pedagogical solutions in higher education.

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THE CAREER HISTORIES OF THE WOMEN IN ADMINISTRATORS SPHERE

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Abstract. The article deals with the purpose of exploring the career histories of the women in the administration sphere was to identify and document socialization and recruits patterns as well as barriers which these women had confronted and overcome. The author describes the career paths were for women different from those of men and women limited to top positions in certain ministries and excluded from others. The article highlights that the successful women tend to move laterally more than successful men and women move around from one agency to another or from one job to another more often than did men as they advanced. The influence of a "glass ceiling" seem to be in evidence for women administrators. The article issued the problem of the respondents "pioneer" women in the agency or had the agency or ministry a history of women in top administrative positions. The class and educational backgrounds of the top administrative women or if it is would be different in different countries.

Key words: public administration, women, gender, education, equity, identity, stereotype, norms.

HYPOTHESIZED EDUCATIONAL PROBLEMS TO WOMEN INTERESTED IN PUBLIC ADMINISTRATION CAREERS

Introduction. The existing literature about the status of women in practically every society suggests that in all the nations of the world, women interested in public administration as a career will have to cope with common barriers. These include socialization practices that teach women that they should not aspire to such positions in society and continue to reiterate this message in countless aspects of everyday life; the sex segregation of occupations in the society and sex role stereotyping on the job; the lack of access to education or training in general or in particular fields; and entry level barriers. Once on the job, promotion practices often present barriers, and finally the double burden of family and career affects even those women who are not

mothers because of sex role stereotyping. The assumption was that these barriers are present to some degree in all societies although their prevalence varies [1,9].

Sex Role Socialization. Early childhood socialization trains girls and boys for future roles in society. Except in relatively rare cases, children are trained to assume the roles with which their parents are comfortable, rather than roles based on changing needs and conditions. While boys are expected to emphasize public roles, girls are trained in household duties and discouraged from public activities. The stereotype of the passive, feminine, family oriented wife-mother is relearned by each generation and reinforced daily through schooling, customs, institutions, laws, and the media. Even though there are many women who choose other behaviour patterns, these non-traditional women experience role-incongruence, role stress, and role conflict.

The researchers were concerned with the extent to which this sex role socialization occurred for top female bureaucrats.

SEX ROLE STEREOTYPING ON THE JOB

The research methodology is practically all societies have some kind of sex-based division of labour, although the extent of the separation and isolation of women varies considerably from one country to another. Stereotypes concerning appropriate behaviour for women will vary accordingly. Where women are pioneering by assuming managerial and top administrative positions, they are challenging by their very existence long held expectations and stereotypes. Many women, as well as men, prefer not to be the "first" pioneer in developing new careers, new fields, or new roles. **The purpose of the research** is to find out the psychological, social, and even economic challenges are many for those women and men who seek innovative roles. A woman who chooses to fill a position previously filled only by men must invent, test, and refine behaviour patterns in entirely new situations, knowing that her colleagues are watching to see whether she will try to be "one of the boys" or will attempt to alter their expectations about behaviour associated with that position. **A**

research problem. Role models become extremely important here. An individual looks for one or more persons who have similar personal characteristics and who are already in positions similar to those to which the individual aspires. Upwardly mobile men have plenty of examples of men at higher levels and can easily identify with at least a few of them. Pioneering women, however, can find few if any women who are already highly placed in most organizations. At best, an entry level woman finds one or two women at higher levels. She may or may not identify with their role behaviours [1,9].

Relevance of the research. Only when a number of women hold high positions in many organizations will entry level women have enough potential role models to find models whose abilities and styles they admire. The lack of female role models in top organizational positions broadcasts a "no entrance" signal to the most qualified and interested women. While some women do respond adventurously, men do not have this additional barrier to confront. Once roles have been de-stereotyped sexually, both men and women will pursue careers based on their abilities and inclinations, rather than following the paths taken most often by members of their sex. The extent to which top female bureaucrats actually were pioneers and the ways in which they experienced the pioneering role were questions of concern to the researchers. Being the only or one of very few highly placed women in an organization brings with it a number of problems which male leaders in those organizations do not have to face. Isolation is one of these. Most leadership positions are filled by men who are used to relating to women as mother, sister, daughter, or secretary-assistant. Many professional males have never worked with a female colleague. The "token" woman in a top management position consequently must work not only to develop her own style, but must also work to make her male colleagues comfortable with her. She must spend extra effort to communicate with her male colleagues and to be included in their informal activities and discussions. As one or one of a few highly placed women, she is not only isolated but she is also very visible and constantly being watched. Whereas most men entering a job can make a

few mistakes that are overlooked, a woman in the same position is under great pressure to perform well every minute. If she makes a mistake, her male colleagues may infer that "women" are inappropriate for the job. If she does well, they are just as likely to conclude that she is exceptional and that most women could not do as well. In the first case, she reflects poorly on the entire group of potential female employees; if she does well, she is separated from "expectations" about women and becomes isolated from her female cohort. The interview schedule attempted to probe how "pioneering" respondents perceived themselves and their job situation in light of these hypotheses. Still another barrier to advancement for women comes from the disjunction between the passive socialization training for women in most societies and the requirements for advancement that most organizations present. While qualified women do not automatically get the top jobs, they are more likely to be promoted if they express ambition, seek difficult assignments, and speak out on issues. Supervisors who do not consider themselves to be biased against women may still treat women differently from men because of their own expectations concerning women's ambitions and desires for advancement. Supervisors may (sometimes unintentionally) exclude women employees from developmental opportunities such as travel and attendance at conferences, exclude them from professional networks, pass over women employees when doling out important and difficult assignments, and confine women to secondary or assistant helpmate roles. Worse, women may be treated in a domineering or condescending manner, overprotected or constantly criticized, or subjected to harassment. An ambitious woman must not only do her job well, she must confront any internal reluctance she may have to be aggressive in seeking choice assignments and responsibilities, and must consume additional energy developing strategies to deal with any prejudices her male supervisors and colleagues may have. All of these ideas were hypotheses that the research team sought to test in their interviewing.

ACCESS TO EDUCATION

The aim of the article. While most developed countries offer universal access to primary education (although the quality varies from place to place), in many developing countries, one must pay for access to a limited number of spaces, even at the lowest levels. Parental attitudes influence whether girls have the same educational opportunities as boys. Enrolment in formal education for women of all age groups lags behind that of men, but is increasing at a faster rate than for men. Lack of parental resources and traditional attitudes limit the educational opportunities for many women. For less wealthy families, the cost of sending children to school may require parents to choose among their children. In developing countries, parents send boys instead of girls because girls are expected to be mothers, not providers, and because girls can get pregnant and be forced to leave school. In industrialized countries, the same considerations operate at a higher level of education. Boys are the first to be sent to college in a family that has to choose. Only within the last twenty years in industrialized nations have women obtained access to training in any great numbers in traditionally "male" fields such as engineering, science, medicine, business, law, economics, and politics. In many of these fields in many countries, education and training is still primarily for males. The research project probed respondents concerning their education and the support they received in obtaining that education [1,9].

Objectives of the study. Occupational sex segregation represents a significant barrier to women's advancement in practically every country. The expectation of those engaged in this study was that traditionally "male" ministries such as those dealing with finance and foreign affairs would have fewer women in high positions than ministries concerned with typically "female" functions, such as health, social welfare, and education. In countries where trained labour is plentiful, educated women may experience more discrimination than in countries where educated labour is scarce and the possession by systematically underutilizing women graduates.

PROMOTION

Higher level performance (and usually higher salaries) is related to the following job characteristics: (a) supervising more people; (b) responsibility for a larger budget or more expensive equipment; (c) handling tasks in which errors have more serious consequences for the organization; (d) responsibility for making decisions for which there are fewer precedents and for which outcomes are harder to predict; (e) handling tasks that require coordination of more independent agencies or more different types of employees or clients. An upwardly mobile employee looks for opportunities either (1) to step into a position with the above characteristics or (2) to alter the current job to include more of the above characteristics [2; 98].

A major barrier to promotion for women comes from the specificity of job titles and the lock-step sequencing of positions into career ladders and regulations limiting movement among agencies. If women are blocked from entering the lowest levels of such career ladders they are automatically excluded from promotion into higher positions on those ladders.

Career ladders dominated by women are short and have low starting salaries in comparison with those career ladders dominated by men that are taller and have higher salaries. If job titles were broad-banded and more job titles were interchangeable, women could more easily change from a short to a taller career ladder. Some government agencies have developed "bridge jobs" that span two career ladders and increase lateral mobility across career ladders. In each country, researchers were looking for evidence of career ladders and how they affected women as well as for the existence of policies or practices that attempted to include more women in such career ladders.

Employee evaluation practices present another structural barrier to women's promotability. Evaluation systems often weight subjective factors such as personality and appearance criteria where such weighting is inappropriate. Because women are rarely found in managerial positions, evaluators are not sure whether behaviour and accomplishments that they observe are due to the woman's true abilities or to the fact that she is a woman. For example, if a man is often seen talking with other

employees, this may be interpreted as an expression of his interpersonal skills. If a woman talks to other employees in the same way, she may be viewed as gossiping and wasting time. Although the behaviour is the same, the interpretation is different for women and men. If a supervisor of a woman employee has strong "traditional" attitudes about women's place and about women's behaviour, the supervisor may see negative behaviour even when the woman is doing very well [1; 2; 39].

Many behaviours towards women in an organization are hostile whether intentional or subconsciously motivated. Women managers may be singled out, either by being ignored or by being made to feel special or different. Alone woman in a meeting is often asked for the women's point of view . This may appear conciliatory or sensitive but may be a device to set her apart from the group. Managers not knowing how to relate to a female manager may set her apart by avoiding eye contact, by maintaining more physical distance, and by making references to her femininity.

A number of male behavioural patterns are condescending. These not only distance women from the management team but also place women at the lowest levels of the status hierarchy. These behaviours include: non-parallel terminology (e.g., men and "girls"); obvious surprise when a woman does well; a "knowing" smile when a woman does not do well; non-parallel titles (e.g., Mr. Khan and Leila)\ the inability to remember names and professional attributes and accomplishments of women (while remembering very well their physical appearance); and a lack of interest in women managers as potentially powerful and long term components of the organization.

Some behaviours are not only condescending but also domineering: making inappropriate personal remarks; belittling or ignoring suggestions made by women; attributing comments made by women to men instead; supervising women professionals more closely than men; using sexist humour to enliven speeches or conversations; and seeking analysis (higher level information) from men while seeking facts (lower level information) from women. In conferences and meetings,

men, rather than women, tend to talk more, talk longer, take more turns speaking, exert more control over the topic of conversation, and interrupt women more often than men. These micro-inequalities taken singly are merely irritating, but when a woman is subjected repeatedly to these condescending and domineering behaviours, any doubts she has about her abilities and performance are reinforced. Such negative behaviours can discourage a woman from taking the initiative, suggesting ideas, and developing professional relationships. Her aspirations are dampened and her confidence undermined. The questionnaire asked respondents for their views on promotion practices in light of the above hypotheses [1,9].

The initial aim of this research effort was to assess the status of women in top administrative positions and to document and compare the prevalence of various barriers to women's advancement in public administration in several countries. The expectation was that women in public administration would have similar experiences cross-nationally. The question was, how similar would these barriers be and where would the differences lie? Studies of the status of women in a variety of countries throughout the world during the Women's Decade make it clear that the differences between women of different cultures, histories, and economic circumstances are substantial despite the similarities of childbearing, child rearing, and general economic, social, and political subordination to men that characterize women in all cultures [1,9]. Of the variables involving difference, religion and economic organization may have the largest impact on the socialization of women and on women's access to education. The organization of the state also is significant as states assume different functions in socialist, developing, and advanced capitalist economies as well as in democracies of various types, military dictatorships, and communist regimes. Federal versus central bureaucratic organization may also be important.

PROBLEMS OF COMPARISON

As noted in the Introduction, the data collected for this study indicate that the ways different societies treat women and women in top administrative positions are

similar in some aspects and, at the same time, also quite unique to each individual society. What seem to be quite similar outcomes may be defined by very, different conditions. The intellectual dilemma is not unlike the struggle many Western feminists have been having with the concept of the patriarchy. The patriarchy is useful as a concept because it unites women in showing that women's oppression is universal and global. At the same time, the concept in itself may be oppressive to women in that it obscures very real and important differences among women. Perhaps the most that can be done in a comparison of this nature is to note the similarities at the same time as one notes the differences. This symposium conclusion, first, will compare the data for the various countries according to the questions posed by the common research interview and questionnaire instruments. A summary of the distinguishing characteristics of the findings for each country will follow. Finally, to give context to the comparative enterprise, a discussion of some of the major differences between the countries and the position of women within them will set the stage for the argument that the similarities that describe women in top administrative positions and the barriers they continue to experience in all the countries of this symposium are not easily correlated with other variables measured in this study. The evidence does support the importance of the structure of the economy, the role of the state in the economy and in the society, and the structure of the labour force in establishing the possibilities for women in higher administrative positions. Access to appropriate higher education for women is another critical variable supported by the findings of this study. Yet these factors alone do little to explain some of the important similarities or differences in socialization and experience that the respondents reported.

NUMBERS OF WOMEN IN TOP POSITIONS

A comparison of the interview and questionnaire data gathered in each country generates a number of observations. First, women are in top positions in the public bureaucracies of all of these countries. However, their numbers are limited. Comparison is difficult because it is not clear where the line between "top" and

"upper level" or "middle level" should be drawn in any country. The research group decided to define the top 10 percent of the salary structure as "top level" for purposes of comparative sampling. In practice, the small number of women in "top" administrative jobs in several countries meant that researchers had to expand the definition of "top level" to include women in "upper level" and even "middle level" in some cases. The Bulgarian data are particularly difficult as the government makes no distinction between public and private enterprises. Ananieva and Razvigorova report that women constituted 30 percent of all managerial positions in Bulgaria in 1984; however, their data do not identify how many of these women are in the top ranks of the managerial cadre. In spite o f these difficulties, some comparisons are possible. In the Netherlands, women compose 2 and 5 percent of the top two salary levels. In the United States, women constituted 7 percent of the top administrative levels (GS 16-18 and the Senior Executive Service, SES) as a whole in 1983. In the Agriculture, Defense, and Treasury Departments women were in fewer than 6 percent of the top jobs and in Departments like Health and Human Services and Education they held as many as 16 percent of the top positions. Langkau-H manner and Sessar-Karpp report that in Gerany, less than 1 percent of the top grade of the civil service are women, and only 6 percent of the upper grade civil service are women. Only 17 percent of the full-time civil service employees were women. The report from Finland indicates that while women have made significant inroads in obtaining top positions in parliament and in party politics, only one or two women hold positions in the top levels o f the bureaucracy. In the middle levels of the bureaucracy, women constitute 13 percent of the assistant department heads (4th highest level in the hierarchy) and 9 percent of all bureau heads. In India, the elite Indian Administrative Services has no more than 11 percent women [1,9].

EDUCATION AND SOCIAL BACKGROUND

All the women in the top levels of the administration in each country exhibited high levels of education. In most countries, a university degree or performance on a competitive examination is a minimum qualification for entry into the civil service

ranks. The United States sample included a number of women who had entered the civil service at a lower level without a degree. In most cases, these women acquired a degree at a later date.

The social background of top women administrators varies considerably according to country. In India, the top female administrators in the sample all came from fairly well-educated families. Forty-five percent of the sample were upper caste Hindu women. Thirty-one percent of the sample had fathers who were in the public service. Over 40 percent of the sample came from an upper income level group. While the United States sample had representatives of all social class backgrounds, Bulgaria exhibited perhaps the greatest social mobility. Only one woman in the sample of 20 top female administrators had a parent with more than a secondary level education.

FAMILY, MARRIAGE, AND CHILDREN

In all of the countries considered here, the percentage of the top women sampled in each country who were married varied rather drastically. In Bulgaria, 85 percent were married; in India, 74 percent; in the United States, 60 percent (90 percent of the men in top positions were married); in Finland, 56 percent; in Germany, 42 percent (78 percent of the men in the top grade were married); in the Netherlands, only 16 percent of the women in the sample were married although 50 percent of the sample was either married or cohabiting. The number of children also varied. In Finland and in the United States, top male managers tended to have more children than top female managers. In both the Finnish and the United States samples, 45 percent of the women administrators had no children. In the United States, only 4 percent of the sample of males did not have any children. In Germany, 25 percent of the sample of women had children. In the Netherlands, only 16 percent of the sample had children, although other women in the sample were young enough to contemplate the prospect. In Bulgaria, all the married women had children. In India, the women in the sample had much smaller families than is the average for India. The average number of

children for the women in the I.A .S. sample was one, while the average number of children per woman for all of India in 1981 was over five.

AGE

Indian women were not allowed to enter the prestigious Indian Administrative Services until 1951, which helps to explain why 90 percent of the Indian sample were under 45 years old. In the Netherlands, 75 percent of the interviewed women were between 32 and 40 years of age. In Finland, with its longer tradition of having women involved in the labour force, 72 percent of the sample of top administrators were 40 years of age and older. The same age structure characterizes the women in the German and Bulgarian samples where 87 percent and 85 percent respectively were over 40 years old. In the United States, the highest proportion (48 percent) of the women in the sample of top administrators were between 40-49 years of age. For the male sample, 74 percent were between 40-49. Forty one percent of the female sample were between 30-39 in age while only 7 percent of the males in comparable positions were in this younger age bracket. Perhaps in response to affirmative action policies and in the absence of older women in career ladder chains, women have recently been able to move into top positions at younger ages than men in the United States.

BARRIERS TO ADVANCEMENT

When asked to identify the factors that were barriers to women's advancement, women in every country tended to list some factors characteristic of the society as a whole; some factors characteristic of public administration structures and practices; and some factors peculiar to women themselves. Among the social contextual factors were the general perception of the society as a whole that women are inferior, the lack of child care programs, the lack of education and training for women, and the lack of family support. Factors that relate to the public bureaucracies themselves include: unwillingness to be flexible enough to accommodate women trying to raise children; recruitment and promotion practices that discriminate against women; masculine traditions and networks; lack of positive female role models; and

unwillingness of men to give women "good" positions or assignments that could help the women advance. Factors that are peculiar to women them selves include such items as lack of self-confidence, lack of ambition, commitment to family responsibilities over job responsibilities; lack of experience, education, ability, and/or hard work; failure by women to plan and monitor their careers; and unwillingness to take risks. Factors that women administrators agree have facilitated the advancement of women include: the growing proportion of women in the public sector; leadership from the top; legal changes; the growing competence, training, education, and experience of women; the development of women's networks; the growing global women's movement; the increased participation of women in political activities of all sorts; and the scarcity of well-qualified persons for management jobs [1,9].

MANAGEMENT STYLE

Many of the female respondents in all countries reported their managerial style to be more "open", more "democratic," more "consensual," or more "participatory" than the management styles of men. The West German study found women to engage in more democratic, consultative styles of management. In the United States study the data supported the hypothesis that women have democratic, consultative management styles, however the data show that at least some men also use democratic, consultative styles. The style of management in an organization may depend more on the "culture" of the organization than on the gender of the administrators. The United States data do suggest that the percentage of women in the top levels of an organization affects the behaviour of women in that organization. As organizations begin to approach having women in 20 percent of their top leadership positions, the environment for women changes. When top women are few in number, they must adopt male behaviour patterns in many instances to survive. In contrast, when women constitute over 20 percent of an organization, they can begin to identify and act as women with less chance of retribution. They can even begin to network and do some organizing. In the top levels of every country's bureaucracy, the percentage of women in the top echelons is considerably less than 20 percent, although in the

United States women occupy between 13 and 16 percent of the top positions in some departments like Education and Health and Human Services. The interview data in the United States showed very different attitudes about dress, about speech, and about political activity for women among those respondents in the agency with the larger proportion of women in top positions [8;38].

SOME UNIQUE CHARACTERISTICS OF EACH COUNTRY AS A WHOLE

The status of women in public administration in each of the six studies reflects conditions and priorities peculiar to the history and culture of each country. India is special in that it is a large nation hovering between modernity and tradition. Both the Hindu and Muslim religions play a large role in the society. Women constitute only 25 percent of the waged labour force in India, and almost 50 percent of the female labour force works as agricultural labourers. Eighty percent of the population is rural. Because of these characteristics, the barriers for women administrators in India are similar to those in many of the traditional agricultural societies of Asia, Africa, and Latin America. In 1981, only 25 percent of the Indian female population were literate compared to 47 percent of the male population.

Traditional social norms which define marriage as the main vocation for women continue to be widespread and powerful. At the same time, more women are becoming educated. Women's employment in the service sector and especially in the public service has been increasing. In 1977, women constituted 52 percent of all employees in the public sector. The inheritance of the British Civil Service during the colonial period is very apparent in the recruitment procedures and requirements of the civil service where a graduate degree is a minimum qualification for entry. Swarup and Sinha in their interviews discovered that most of the women in the top administrative positions of the civil service were well-educated themselves and from well-educated families with relatively high incomes. Many of the women (31 percent) had fathers who were or had been in the civil service. In a variety of other ways, such as late marriage, love marriage, urban background, and small family size, the women in the Indian sample exhibit the characteristics of a modernized elite

group operating in a society that maintains largely traditional cultural traditions and norms. The top women administrators must cope with this disjunction in the conflicting everyday social pressures that develop between their roles at home and their roles in the office. While this phenomenon exists for women in all countries, the gap between the modern world of public administration inspired by the British and the traditional world of most Indian women is much greater than it is in any European country or in the United States.

Bulgaria represents the category of countries having a state directed economy where the Communist ideology, a government committed to modernization, and a shortage of labour, especially educated labour, have encouraged the state to declare women the equal of men, to educate women, and to integrate women into practically all occupations in the economy[5;78].

Bulgaria is unique in that its women have had a history of political involvement while resisting Ottoman and Nazi oppression. In a country that emerged from World War II as a traditional agricultural society where most of the population, particularly women, did not have higher education, Bulgarian women have made enormous strides in the last few decades. The socialist revolution of 1944 with its emphasis on social and economic development has meant that women have been recruited into education and into production in traditionally male fields such as law, engineering, and economics in a way that has not occurred to the same degree in non-socialist countries. While traditional patterns of sex segregation persist in that women continue to be primarily responsible for home-making and child care, state policies encourage women to participate in the labour force by providing child care and other social services. Although the state is pushing both men and women to accept new **egalitarian roles for women,** Ananieva and Razvigorova report that almost half of the women in their sample were reluctant to accept high administrative posts and were somewhat dissatisfied with their jobs. Only about a third of the sample expressed an enthusiasm for administrative work. Many of the women in the Bulgarian sample were more interested in working in their specialities rather than as

"functionaries" or managers. The rewards of more responsibility and somewhat higher pay in a society where consumer goods are scarce are not particularly attractive to many women in Bulgaria. This lack of desire among women for higher positions reported by Ananieva and Razvigorova could be due to a number of other factors as well, such as the lack of prestige given top administrative positions open to women; state or party influence in directing career choices for the administrators; and the socialization of women, a frustrating bureaucracy, or the increased difficulty of combining family responsibilities with a time consuming responsible position in a society where daily living is difficult. The status of women in the industrialized nations of the United States and Western Europe is differentiated from the status of women in state driven industrializing countries and in more traditional or colonial agricultural societies in that the pressure for women to break traditional barriers comes not so much from the top down but rather more from grass root pressures spurred by the economy and trends in the labour market as well as by women's political activities[7; 30].

In the Netherlands, historical conditions have operated to keep women out of the work force in a way that is unique in comparison with other European countries. While women constitute around 50 percent of the work force in other European countries (with the exception of Germany and Ireland) in the 1980s, in the Netherlands only 35 percent of the employed were women. Whereas 39 percent of all women were in the paid labour force, only 18 percent of married women were in the paid labour force. Socialization patterns which Leyenaar describes as "the culture of motherhood" are reflected in the fact that in 1981 only 16 percent of those women under 35 with small children were employed as compared with 75 percent of those in the same age group without children. This pattern of career interruption is extremely important in explaining why more women are not in the top echelons of the bureaucracy in the Netherlands. The widespread "culture of motherhood" has serious implications for the recruitment into the bureaucracy of talented young women. Many believe they must choose between career and family.

The situation in Germany as reported by Langkau-Herrmann and Sessar-Karpp is similar to that of the Netherlands in that West German women in the 1980s constituted only about a third of all employed persons. Part-time employment is particularly prevalent in West Germany for women. Of all working women, approximately a third work only part-time and two thirds report interrupting their employment for family reasons. Since high level administrative jobs are usually not part-time positions, part-time women employees are almost by definition excluded not only from the high level positions but from the career ladders that lead to these positions. In direct government service, women are not well represented especially at the upper levels. Only 24 percent of all government workers are women. Of these, 36 percent are part-time employees. Only 17 percent of full-time government workers are women. Of all part-time workers, 95 percent are women. While part-time employment and the ability to interrupt employment to bear and care for children is a demand which many in the women's movement have worked to have met, part-time employment and career interruption are not compatible with success in competitive career ladders. The large number of top women administrators in the sample who were unmarried (42 percent) and the larger number who had never had children (70 percent) suggests that Leyenaar's "culture of motherhood'' that encourages women to choose between career and family operates in West Germany as it does in the Netherlands .[2; 3; 38].

Finland is unique in the extent to which the government provides employment for women and in the degree of sex segregation that pervades its various levels of government. That 45 percent of the women but only 25 percent of the men work in the public sector suggests that the state, perhaps in response to the tight labour supply, has been successful in attracting women to public employment. Sinkkonen, Hänninen-Salmel in, and Karento describe the ways that women in Finnish public administration are concentrated at the local and municipal levels rather than at the state level. The functions of government, such as health, education, and social services, traditionally female functions, are also concentrated primarily at the local

and municipal levels, while state functions involving transportation, finance, law enforcement, and diplomacy are delegated to the state where women are not as well represented either in the bureaucracy or in the legislative bodies. The size of the federal bureaucracy in the United States and the relatively large numbers of women in top positions (although the percentages may be small) enabled the research in the United States to follow more closely the original research design for the project. The original plan was to interview 12 women in top positions in a traditionally male dominated department such as finance and 12 top women in a department dealing with traditionally female roles in the society such as health, education, or social services. Unlike some other countries, in the United States both the Treasury Department and the Health and Human Services Department had enough women in top positions to accomplish this goal. The United States, the West Germ an, and the Finnish studies unlike the others all included a comparable sample of males that provides a way of checking whether characteristics of the female sample are gender related or due to other factors. The role of women in United States federal government agencies is a particularly skewed one in that women in public service constitute between 57 percent (Agriculture) and 92 percent (Education) of the lowest grade levels GS 1-8 for all thirteen departments, and they compose only between 3 percent (Defense) and 16 percent (Education) of the highest grade levels (GS 16-18 and SES). Roughly speaking, a positive correlation seems to exist between the number of women in the lower levels and number of women in the upper grade levels for any one agency despite the enormous difference in numbers o f women in the lower and upper grades. The findings o f the United States study show that the recruitment of women into top positions in the bureaucracy varies significantly according to the function of the agency. Agencies that perform social functions that have traditionally been female roles such as Health and Human Services or Education, tend to recruit larger numbers of women into top positions. Agencies such as Defense, A griculture, Treasury, and Transportation do not. In addition to presenting comparative information concerning high ranking women in the Treasury and Health and Human Services Departments, the United States data show both male

and female top administrators exhibiting open democratic management styles that have traditionally been associated with female administrators[4; 36].

SUMMARIZING THE SIMILARITIES THAT DESCRIBE WOMEN IN TOP ADMINISTRATIVE POSITIONS

The six countries in this study exhibit some striking similarities with regard to the small numbers of women in top administrative positions, the highly educated backgrounds of these women, the experience of discrimination and the existence of gender related barriers to advancement that these women report in their career histories, and the enormous burden of family, marriage, and child care on women that continues to affect all the women in all the countries. The data generally support, but do not confirm, the notion that women administrators as a whole tend to exhibit a more open, consultative management style in comparison with the typically more authoritarian style of male administrators [4; 40]. The data also support the hypothesis that women as token minorities in most bureaucracies attempt to conform at least to some extent to the existing norms of the organization rather than attempt to make dramatic or heroic efforts to initiate change. Women administrators have confidence in their own abilities, and those who are satisfied with their jobs generally believe that merit (even female merit) is rewarded at least some of the time.

A DISCUSSION OF SOME THE MAJOR DIFFERENCES IN THE COUNTRIES

To assess whether any further useful observations can be drawn from the comparison of women in top administrative positions in the six countries of this symposium, a discussion of some of their major characteristics is useful. A discussion of differences in the labour force comes first followed by some information drawn from this study and other aggregate data sources. Aggregate data for comparative purposes is notoriously inaccurate. Nevertheless, available aggregate data remain the "best guess" approximation for purposes such as this one [2; 30].

WOMEN IN THE LABOR FORCE

Finland, Bulgaria, and the United States all have had significant numbers of women working in the paid labour force for many years. In Finland, 55 percent of all working age women were in the paid labour force as early as 1900. In Bulgaria, 45 percent of the economically active population were women in 1946. In the United States, the labour force participation rate for women was about 19 percent in 1900. This percentage increased to over 25 percent in 1940 and to over 52 percent by 1985. In Germany, approximately a third of the labour force has been female since World War II. The Netherlands is the only European country that does not have a history of women being very active in the paid labour force. From 1900 to 1960, only about 20 percent of the paid labour force was female. However, after 1960, this percentage began to rise to about 35 percent where it is for today. In contrast, in India the participation of women in the paid labour force has declined during the century from 34 percent of the labour force in 1911 to 26 percent by the 1980s. Comparative figures for the early 1980s .

ROLE CONFLICT

The percentage of married women in the paid work force compared with all women in the paid work force also varies considerably suggesting that role conflict for working married women is greater in some industrial cultures than in others. In the United States, most women in the labour force are married; 56 percent of all women are in paid work, and 52 percent of all women are married and in paid work. In West Germany, the comparable percentages indicate that 50 percent of all women work[4;3].

THE PUBLIC SECTOR

For all the countries in this symposium, the public sector has been extremely important in providing employment for women, especially in recent years. In India in the late 1970s, 53 percent of employed women worked in the public sector -

especially in state and local governments. In Finland, 42 percent of the female labour force and only 25 percent o f the male labour force were in the public sector in 1983. In both Finland and India, women's public employment has been primarily at the municipal level. In the Netherlands, 49 percent of all employed women were in the public sector in 1981. In the United States, 38 to 42 percent of the jobs on the federal, state, and local levels w ere held by women in 1980. This distinction between the public and private sectors, of course, is not meaningful in Bulgaria where all employment is public [5,6].

OCCUPATIONAL SEX SEGREGATION

Occupational sex segregation characterizes the labour force of all the countries in this study in varying degrees. In India, 83 percent of the female labour force is in agriculture. Of those in the professions, most women are teachers or nurses. In the public sector, most Indian women are clericals, although the number of female administrators, directors, managers, and executives has been increasing somewhat since 1961. The Indian National Employment Service actually classifies jobs into male/ female categories. In Finland, the sex segregation of jobs is defined to a substantial degree according to public and private economy cleavages as well as according to the divisions between state and municipal levels of government. Males tend to dominate the private sectors of the economy as well as the state level of the public sector dealing with transportation, roads, rails, highways, police, and the army, while women dominate in the municipalities where the public health, education, and social services functions are administered. The Netherlands, West Germany, and the United States also exhibit continuing job sex segregation. In the Netherlands, one-third of all employed women work in four occupations, while one-third of all employed males work in 14 occupations. Germany is similar to Finland and the Netherlands in that the public sector is a major employer of women. In the United States in the 1980s, 54 percent of all employed women were either in clerical or service jobs. Forty percent of all female workers were employed in only 10 occupations in 1981, including clerical, nursing, retail sales, cashier, waitress, and

elementary school teacher occupations. In the public sector of the United States, women dominated the lower but not the middle and upper levels of public administration at both the state and national levels, and were more prevalent in the middle and upper levels in state and local governments than in middle and upper level positions at the national level. Women are more likely to be in leadership positions in occupations that have traditionally been female sex segregated, whether in the public or private sectors.

Bulgaria constitutes a somewhat different case. As Ananieva and Razvigorova note, the socialist revolution has had an enormous impact on Bulgarian women. In 1946, women constituted less than 10 percent of the paid labour force and in 1984, they constituted almost 50 percent of all employed workers. The postwar communist Bulgarian government made a massive attempt to modernize the country and included women as a part of the modernization process. Unlike the women in the other countries in this symposium, Ananieva and Razvigorova report that Bulgarian women are represented in all aspects of the economy- industry, engineering, agriculture, in addition to participating heavily in the service spheres of the economy. Certain professions in Bulgaria continue to exhibit the characteristics of sex segregated occupations. For example, over 70 percent of all teaching and research staffs at all levels are women [1; 9].

OTHER MAJOR DIFFERENCES

The nations represented in this symposium vary not only in the size of their populations, but also in the organization and ideology of their governments, in the role of the state in the economy of each country, in the history of oppression or colonization, in the rural/urban division of the society, and in religion, to mention a few of the major differences. As a communist country tied in the 1980s to the Soviet bloc, Bulgaria is unique among the other countries in this study. Both Bulgaria and India have recent histories of being conquered and occupied by foreign invaders: by the Turks and the Germans in the case of Bulgaria, and by the British in the case of India. The governments of both countries have, since 1947-1948, made heroic efforts

to modernize primarily agrarian societies. Even today, 83 percent of all working women work in agriculture in India [7; 8; 9; 14], and in Bulgaria, 58 percent of the agricultural labour force are women [10;41].

The question of religious affiliation in each country and its impact on the situation for women in top administrative positions was factored into the design of this study only as a variable affecting the general socialization of women in that society. Neither the content of the religions nor the content of the dominant government ideologies were within the methodological framework of this study. The six countries in this symposium, however, do exhibit differences in religious affiliation. Furthermore, the interview and questionnaire data indicate that the way dominant religious philosophies treat women has an impact on more than the socialization of women administrators. It also has an impact on how top women in these societies conduct their administrative duties and the extent of role conflict that they not only experience in their own minds but that their clientèle also feel and communicate. These questions deserve further probing in future studies.

The six countries also differ in the extent to which they have admitted women to higher education. Table 2 shows that the United States, Bulgaria, and Finland have managed to recruit equal numbers of males and females into higher education at the undergraduate level. At the graduate level, men still dominate. In the United States and in Finland in the early 1980s, women received 32 percent and 24 percent of all PhD degrees respectively [8; 215; 696].

The participation of women in government is another area in which the six countries differ. Five of the countries are democracies while Bulgaria is a socialist state. In addition to that, all have granted women the vote although at different times, and all have allowed women into top governmental positions but have kept the numbers of women at the top very small. India is the only country that has had a female head of government.

WOMEN IN LEGISLATURES AND CABINET LEVEL POSTS IN THE 1980s

One might expect the number of women in higher public administration positions to be related to the number of women in legislatures and in cabinet level posts. Finland has a long history of women's suffrage dating from 1906. Finland was the first country to elect women to parliament in 1907, although even in the 1980s women constituted only 20 percent of the legislative body [8;30]. The country was also one of the first to appoint a woman to a cabinet level post as early as 1926. In the early 1980s, Finland had three women in cabinet level positions. Germany also was relatively early (1919) in granting women the vote, but did not have a female cabinet level member until 1961. In the 1980s, West Germany continued to have only one woman at cabinet level [7;30]. In the German Bundesrat, women held 22 percent of the seats; in the Bundestag, they constituted 10 percent of the body [7]. Although parts of India granted women the vote as early as 1921, universal suffrage for all adults over 21 was not achieved until the Constitution of 1950. India had Indira Gandhi as prime minister from 1966-1977. She was re-elected in 1980. In the legislature in the early 1980s, women constituted 9 percent of the upper house and 4 percent of the lower house. Two women were ministers of state and two were deputy ministers [7]. In the United States, women obtained the vote in 1919. In the 1980s, women constituted 2 percent of the Senate, 5 percent of the House of Representatives, 13 percent of all state legislators, and 9 percent of the judiciary.

Three women held cabinet level posts at the national level [8]. Bulgaria, with its socialist constitution that provided women the vote in 1947, had women in less than 5 percent of its top level executive and legislative posts in the early 1980s [9, 10]. Generally, in all six countries, women are poorly represented in legislatures and in cabinet level posts.

CURRENT PUBLIC POLICIES

Germany, the Netherlands, Bulgaria, the United States, and Finland all have policies that declare women should not be discriminated against, although none of these policies are aggressively enforced. India has a similar provision in its constitution. Finland and Bulgaria have a system of public child care that facilitates women's careers. None of the other countries, however, have any overall public program for child care. West Germany in 1985 instituted a legal leave entitlement for mothers for up to 6 months after childbirth and for either parent for up to five days per year to care for a sick child. In 1986, the German government expanded on this theme and established a "child raising leave" for either parent to care for a child during the year after birth with a job guarantee and monetary allowance. The constitutionality of maternity leave policies in the United States has been challenged in the courts on the grounds of reverse discrimination and left by the Supreme Court to be settled by the states. Some policies continue to mitigate against women's career advancement. In Germany, the practice of having schoolchildren attend school only until noon specifically encourages women to work part-time or drop out of the paid workforce altogether. The West German policy of routinising part-time work on a regular basis for women makes it possible for many women to engage in paid work; however, it also prevents those women from competing with full-time men for top positions. Although access to education has improved for women in all six countries, basic socialization practices and attitudes combined with childbearing and childcare responsibilities continue to curb women's career aspirations in all the countries considered here. Indian women are particularly burdened by traditional patterns of behaviour and by the inability of the few national public policies favouring greater equality for women to penetrate into rural areas. Affirmative action or positive action programs exist in the United States and in the Netherlands. In the Netherlands, positive discrimination or emancipation policy has attracted considerable attention since 1976 but has brought about few changes. Female respondents in the United States credited affirmative action policies with being important to the advancement of women in public administration [8,10] .

CONCLUSIONS

The histories, economies, labour markets, governmental institutions, cultures, religions, and political ideologies of the six countries considered here are quite different from one another, yet many of the outcomes for women in public service are similar. Change has occurred in that every country formally declares women to be equal to men. In each country, the public sector has been an important employer of women, and each country has a few women in top administrative positions. Most of these top women have a " token" status as they represent no more than 11 percent of the top administrative ranks in any country. Women are the exceptions while males are the norm. A high level of educational attainment characteristics all the top women administrators. In all the countries, except perhaps Bulgaria where it may be greater, the pool of women engaged in graduate education is less than a third of the total.

The conflict between career and family is apparent in all countries. Women in top administrative positions are less likely to be married, less likely to have children, and if they do have children, they have fewer than their male colleagues or than other females in the society. Countries that provide for childcare, such as Bulgaria and Finland, are small countries with tight labour supplies [9,10].

To compare the status of women in high public administrative posts in six countries is one way of comparing how the patriarchy operates with regard to one variable in six countries. The findings of this study suggest that no simple correlations will explain the rich diversity of factors that seem to impinge on this issue. One hypothesis is that the nature of the economy, whether it is primarily agricultural, industrializing, industrial, or service oriented, will set the parameters for women in both the paid and unpaid labour force in different ways. Primarily agricultural societies with strong religious cultures and hierarchical social stratification (like India) may have relatively high levels of female elite representation drawn from the upper classes who bring with them a traditional authority and political acceptability. As the Indian data document, Indian women in top positions experience considerable role conflict because these same traditional

values make women's involvement in any public arena, including employment, quite difficult. An industrializing state, such as Bulgaria has been since 1947, may mobilize women, educate them, and place them in high administrative posts because the state needs their skills. Industrial and service oriented economies as they come to need higher levels of education and training to keep pace with technological production and economic crisis also draw women out of the home and into higher education and the job market. In these countries, the pressure for promoting women to high positions seems to come from grass-roots movements among women themselves. Yet, exceptions can be found for every generalization. Each exception tends to raise new questions. Many traditional religious agricultural societies in the Middle East, Africa, or Latin America do not have upper class women in leadership positions, although Latin American countries have had a few. Perhaps this is a feature peculiar to some Asian societies? Might the content of religious beliefs in a country have some bearing on the matter? The Bulgarian example suggests that a strong, centrally directed state can effect a dramatic change in women's educational and employment opportunities especially if labor markets are tight, although it is not clear to what extent Bulgarian women have achieved significant representation in the highest levels of public administration as a consequence of these changes. Does state ideology make a difference? To what extent are East European nations or even the nations of the entire Soviet bloc similar to one another with regard to women in the professional labour force and women in higher education? Are similar pressures extant in the capitalist newly industrializing countries like Japan, Taiwan, or South Korea? And what of the industrial nations? Are not the differences among them with regard to size, laws, and the position of women in top levels of public administration greater than the similarity of economic and political organization? The interview and questionnaire data for this study support the hypothesis that religious practices and educational opportunities for women are other major variables that help shape the socialization of women in a society. Most major religions advocate a domestic, if not a sequestered, role for women. In states with strong religious traditions and institutions, a female administrator who may escape being deterred by religious

values in her own socialization and advancement still lives and works in a society where these values persist. If the dominant religious values place women squarely in the home and not elsewhere, the female administrator must deal with the resulting role conflict on an everyday basis. Higher education for women is perhaps the only prerequisite for a top position in public administration in all countries, yet even here the data support no indication of a constant correlation or relationship with the percentages of women in higher public administrative positions. The data suggest precisely the opposite. India has half the percentage of women obtaining higher degrees in comparison with the United States or Finland, and yet India seems to have a larger percentage of women in the Indian Administrative Service, the elite Indian civil service.

Conclusions. The above comparisons show that no simple correlations emerge from the data to explain in a general way either why women have been able to obtain positions in higher administration in some countries or why they have not. Each country demands its own story. The complexity of the issue and the small number of countries in this study may well be reasons for this. Only if very strong correlations were extant would they emerge in a study of only six countries. Weak linkage between a host of variables seems to define the situation in most cases. Another explanation may be the one mentioned in the introduction. The similarities that appear to exist may well be generated by a multitude o f quite different conditions.

POLICIES AND STRATEGIES

Prospects for further research. If the above analysis is correct and the advance of women in public administration is weakly dependent on a host of variables, then what prospects are there for positive change and what strategies should those pursue who would like to improve the global position of women in public administration? Since the problem seems to be multi-causal and integrally related to the specific society, the strategies have to be designed accordingly to keep the pressure on in a host of different ways with particular attention to the peculiarities of each country and culture. Strategies aimed at consciousness raising, ideological, institutional, and

symbolic change are essential. Working to change women's position in the labour force, working to improve education and higher education for women, working to change laws that oppress and limit women, working to reduce role conflict for top administrative women, working in the international women's movement to influence bureaucracies, and working within bureaucracies themselves also are important strategies. Getting more women into top administrative offices will accomplish other important objectives. Once women obtain a critical mass of at least 20 percent of top administrative jobs and are not required to behave as "tokens," the overall mix of management styles should change. The recruitment and promotion of women should become easier. Bureaucracies may not be on the cutting edge of social change; however, once change does occur within them, they can institutionalize the change and help make it a permanent part of the social fabric.

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THE EDUCATIONAL TRAINING AS AN EFFECTIVE TOOL FOR PHD STUDENTS SELF-EFFICIENCY DEVELOPMENT

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Abstract. To educate competitive domestic scientist we need to use innovative technologies, which include educational trainings, contributing to training of highly effective scientists who know how to perform professional tasks effectively in the world of science.

In the study, the author attempts to reveal the essence of such basic research concepts as "self-efficacy" and "educational trainings". The analysis of scientific literature made it possible to establish that the concept of self-efficacy is interpreted as the ability of a person to change himself, his behavior and achieve the desired result, effect (in work, study, etc.) with the least expenditure of personal and other resources; educational training should be understood as an activity aimed at acquiring knowledge, skills and abilities which are necessary for successful personal and professional activities.

The paper analyzes the role of educational trainings in the development of PhD students self-efficacy. The main attention is paid to the 3 groups of the most effective trainings for the development of PhD students self-efficacy, which include: trainings to identify one's own positive sides and increase self-confidence, trainings aimed at restoring emotional resources, training aimed at self-regulation.

It has been proven that educational trainings help PhD students to orient themselves in their own mental states, to achieve adequate self-esteem and give future scientists the opportunity to achieve success in their personal and professional activities thanks to the increasing level of their self-efficacy.

The conducted monitoring made it possible to establish that the avegage number of PhD students wih sufficient and high level of self-efficacy is not enough for effective scientific activities according to the modern requirements.

Key words: self-efficacy, PhD students, educational training, positive sides, self-confidence, self-regulation.

Introduction. The successful path of professional development of future scientists depends not only on the quality of the acquired knowledge of the basic training courses, but also on how effectively they will be able to implement it in the complex conditions of uncertainty, multidimensionality of professional tasks, technology development and information saturation. In today's changing world, it is important to have skills for self-education and self-development, to be able to analyze

and think critically, draw conclusions and listen to others, work in a team and establish business contacts with clients and partners.

The training of a competitive domestic scientist requires the use of not only traditional, but also innovative forms, methods, and technologies of education, which include educational trainings, contributing not only to the effective preparation of applicants with a high level of general and professional competences, but also highly effective scientists who can correctly assess their own abilities, opportunities and results of their research activities, and know how to be productive in the performance of professional tasks in the world of science.

That is why the problem of finding effective educational trainings for the development of PhD students self-efficacy is **quite relevant**.

The aim of the research. To reveal the essence of the concepts "self-efficacy" "educational trainings", to analyze the role of educational trainings for the development of PhD self-efficacy, to conduct monitoring to identify the level of PhD students self-efficacy.

Research methodology. The general scientific methods (analysis, synthesis, comparative, systematization) have been used while writing the paper. The material has been presented according to the thematic principle. Comparative, typological and functional methods have been used for a comprehensive research of the topic. The method of analysis has been used for a detailed study of the concepts "self-efficacy" and "educational trainings", which made it possible, in particular, to study scientific viewpoints on the need for implementation.

The method of synthesis made it possible to distinguish the role of educational trainings for the development of PhD students' self-efficacy.

Analysis of publications. According to our previous research, the first thorough studies of the term "self-efficacy" appeared in the works of A. Bandura, a Canadian-American psychologist with Ukrainian roots, in the 1970s [3].

Later, this phenomenon was reflected in the researches of I. Brunova-Kalisetska, T. Bryan, N. Vodopyanova, M. Gaidar, T. Gordeeva, A. Derkach, P. Druker, V. Zazikin, D. Ziegler Freund, R. Schwarzer, M. Scheer and others.

The use of training technologies in the educational process investigated many domestic and foreign scientists, in particular, V. Andreev, I. Alekseeva, V. Bykov, L. Bondarev, I. Vachkov, S. Donchenko, M. Kipnis, J. Clifford, S. Thorp , S. Lytvynenko, M. Prozorova, E. Sydorenko, L. Sukhova, etc.

However, the role of educational trainings in PhD students self-efficacy remains unsolved, so the **novelty of the reseach** is to find and analyze the most effective educational trainings for PhD students self-efficacy development.

1. THE ESSENCE OF THE CONCEPTS "SELF-EFFICACY" AND "EDUCATIONAL TRAINING"

Today's personality is the creator of his own life. Everyone wants to be happy, successful and achieve their own goals, but not everyone succeeds. Unfortunately, there is only a small percentage of people who are able to realize their own abilities and use them optimally.

The success of each individual person is an important factor in the development of society as a whole, that is why the problem of using human potential is considered in a new way. The demand for highly effective scientists who can correctly assess their own abilities, opportunities and results of their reseach activities, and know how to perform professional tasks effectively is growing in the educational field.

The term "self-efficacy" was first proposed by the Canadian-American psychologist with Ukrainian roots, Albert Bandura, in the 1970s as part of his social-cognitive theory [3].

The term "self-efficacy" consists of two concepts: "self" and "efficiency". "Self" is an action carried out by one's own efforts, without outside help, aimed at oneself, and efficiency is the ability to perform work and achieve the desired result, set goals with the least expenditure of time and effort (resources). Therefore, the concept of "self-efficacy" can be interpreted as the ability of a person to change himself, his behavior and achieve the desired result, effect (in work, education, etc.) with the least expenditure of personal and other resources [10].

According to A. Bandura, self-efficacy together with the environment, previous behavior and other characteristics determines the future behavior of an individual. People with a high level of self-efficacy are able to create their own future, and not just predict it [2].

Researcher T. Kremeshna, analyzing the works of foreign scientists regarding the interpretation of the concept of self-efficacy, says that D. Myers paid considerable attention to the self-efficacy of an individual, considering it in the context of research on social psychology. The scientist noted that the idea of self-efficacy inspires a person not to put up with unfavorable circumstances, not to retreat after the first failures, but to make efforts, fighting doubts. Considering the phenomenon of self-efficacy, D. Myers proves the difference between self-efficacy and self-suggestion (belief in a positive outcome). According to the researcher, the main source of the growth of self-efficacy is the experienced experience of success, the competence of a person, which gives him faith in his abilities to achieve a positive result. Thus, D. Myers believes that self-efficacy is a combination of competence and its positive self-evaluation [14].

In the studies of H. Lefrancois, self-efficacy is interpreted as a person's judgment about how effectively he or she acts in certain situations. The researcher notes that judgments about self-efficacy affect the choice of activities, interests and efforts, emphasizing A. Bandura's opinion that to perform effective activities, it is necessary to possess competence in this activity and a positive assessment of the specified competence.

R. White is in the same positions. In his opinion, self-efficacy is manifested in the desire for competence, the innate need to master skills and a sense of one's own importance. According to the scientist, the desire for competence is a fundamentally important human motive, especially significant for the adaptation of those who are born with certain deficiencies.

The effort aimed at revealing one's own potential, the desire for competence can be considered as one of the aspects of a person's self-realization. The researcher believes that the idea of a person's desire for competence is of great importance for

understanding the essence of his self-efficacy, explains the individual's desire for knowledge, obtaining information about the environment [14].

N. Branden's views are based on the consideration of self-efficacy as an important aspect of self-evaluation of an individual. In this context, the researcher gives a thorough definition of self-efficacy, under which he understands a person's confidence in himself, in the ability to think, in the processes by which personal judgments, choices and decisions are made; confidence in the ability to understand the facts of reality, which are included in the sphere of needs and interests of the individual; cognitive confidence.

N. Branden believes that self-efficacy arises from the volitional function of consciousness, which sets a person an important task – to make oneself competent in overcoming life's difficulties. N. Branden understands self-efficacy as the refusal of human consciousness to accept helplessness as an unchanging and permanent condition, and which is manifested in perseverance in the face of difficulties.

After studying the literary sources of domestic and foreign authors and summarizing the existing definitions, we believe that the PhD students self-efficacy should be understood as *a complex, dynamic personality formation based on developed self-awareness, on the belief that he or she is able to organize effectively personal and professional life using necessary knowledge, skills, experience, technologies, verbal persuasion, physiological and emotional state.*

In addition, the presence of a high level self-efficacy can affect the functioning of an individual, namely:

• the perception of one's own efficiency affects the choice of activity. A person will do the activity, that, in his or her opinion, he or she can handle, and avoids the activity that, from his or her point of view, he or she cannot cope with. For example, between men and women with the same intellectual level, women are less confident in their own efficacy in terms of completing educational programs that require mathematical and technical abilities. As a result, they are less likely to choose natural sciences both as major subjects and as a field of professional activity.

• if the performance of the action has already begun, the perception of self-efficacy affects diligence and persistence, regardless of the difficulty of the task: self-efficacious individuals are able to resist obstacles to achieving the goal and tend to explain their own actions with internal reasons, rather than external circumstances. Therefore, a person's behavior largely depends on how he understands the reason for his failure in the activity.

• assessment of one's own effectiveness also affects emotional reactions. Uncertainty in one's own ability to solve the most important life tasks can even be accompanied by depression. The center of positive psychology and the object of the most numerous studies are the positive emotions of the state of happiness, contentment, the flow of optimism, hope, etc. Moreover, the role of these emotions is by no means reduced only to a good mood. Belief in one's own abilities, obtained after achieving success in one area of life (or in a separate job), is able to mobilize resources to be successful in another area [5].

The basis of human freedom, according to A. Bandura, is self-influence, which is possible due to the dual nature of the self – simultaneously as a subject and an object – and causally affects behavior in the same way as its external causes.

Next stage of our investigation moves us to the nesassity of studying the very important for our research concept of educational trainings.

Scientific research and the experience of leading international universities show that interactive education provides effective development of skills in the practical application of theoretical knowledge. *Training technologies* are a component of their implementation.

We consider it expedient, first of all, to clarify the essence of the concept of training. In the dictionary of pedagogy, the concept "training" is considered as a method of influencing the personality in order to increase the effectiveness of human interaction with society [7].

According to K. Miliutina, training is a multifunctional method of purposeful changes in the psychological phenotypes of a person, group or organization with the aim of harmonizing professional and personal life [18, p. 264].

The training ensures not only the transfer of knowledge, but also a certain state of emotional elevation of the participants, as cognitive interests and aspirations for self-development are actualized. A special feature of the training is that after completing it, each participant has a clear idea of how the acquired skills can be used in the near future.

Training in higher education or educational training is a system of exercises aimed at developing the abilities of students and their acquisition of professional skills and abilities [4].

However, it should be noted that the trainings are not suitable for learning a large amount of theoretical material, and there are also restrictions on the number of people in the group – 12 – 14 participants.

Conducting such classes requires additional professional, personal and communicative competences from the teacher to create the necessary atmosphere, group dynamics and ensure the activity of each participant [17].

In contrast to traditional educational methods, training classes fully cover a person's potential: the level and scope of his competence, independence, decision-making ability and interaction, contribute to self-development and self-improvement.

During the educational training, informal, relaxed communication is created, which opens up to the participants various options for development and solving tasks from a specific educational discipline, regardless of the specialization of future specialists [21].

Training is an organizational form of training based on active and interactive technologies, intensive interpersonal and group communications, focused on the acquisition of social and professional experience, the development of professionally significant and personal qualities and abilities of students, the formation of general (universal, key) and professional competencies. Traditional training is aimed at the formation of professional knowledge, abilities and skills, and the modern realities of the labor market increasingly require specialists who, in addition to a high professional level, must be capable of self-development throughout life.

Training can be divided into three stages:

1) *the first stage* of training provides definition, actualization and stimulation of specific skills. For this purpose, special exercises are conducted aimed at getting to know each other, activating the participants to develop communication skills in the group;

2) *the second stage* is aimed at practicing various skills. For this, the participants of the training sessions are observed, various practical tasks are introduced and feedback is received for the trainer, and the training results are evaluated with a mandatory discussion of the expectations of the participants, which they expressed before the start of the training;

3) *the third stage* is defined as the stage of promotion and support of acquired skills. In the course of its implementation, conditions and opportunities are created for individual practice, self-development, self-improvement, and the formation of the necessary positive skills [20].

In general, the main advantages of training should include:

- expansion of participants' perception of themselves and others;
- encouraging cooperation, not competition;
- creation of opportunities for group members to determine and evaluate the skills of individual participants and raise their self-esteem;
- creation of opportunities for participants to get to know each other better and build mutual relations;
- development of listening and communication skills;
- optimization of the conditions for discussion of sensitive issues;
- promotion of tolerance and mutual understanding;
- stimulation of innovative approaches and creativity of each of the training participants [1] [6] [8] [9].

A favorable environment is specially created where everyone can see and realize his or her positives and negatives, achievements and defeats with ease and satisfaction. The environment helps to understand quickly what personal qualities are needed and what professional skills need to be developed. Due to the fact that the

training situation is educational, none of the participants risks existing relationships and views, but acquires and uses new experience. During training, any skill or quality is modeled in specific steps and instantly analyzed and tested in training conditions as close as possible to reality.

Training is the process by which a new skill or aspect of knowledge is learned. As a result, the individual acquires the tools to perform a certain job, as a result of which he moves from conscious ignorance to conscious competence. Real learning does not occur until the knowledge is transferred from the training setting to the "real world".

Based on the analysis of scientific works, the following characteristic features of the training were distinguished, namely:

1) *short-term* (from 1 hour to 1 working day: this is the optimal period during which a person can successfully withstand the "information attack" and high workloads).

2) *interactivity* (in the trainings, the emphasis is on the interactive mode, communication, constant involvement of the group in the dialogue; games and cases (situational exercises) are used as the main teaching tool; the training is as close as possible to reality: here "everything is real", even the moment of competition, competitiveness, which is inherent in the professional environment).

3) *involvement* (if at lectures and seminars everything completely depends on the student's determination and perseverance, his willingness to learn new material, then the format of the training is different; due to the fact that the classes are held in the most active mode, the student of higher education simply has no choice: do you want to or not want – you have to absorb the necessary information. This is facilitated by the atmosphere in which he is immersed [1].

On the basis of the above definitions, it is possible to formulate the concept of "educational training", which should be understood *as an activity aimed at acquiring knowledge, skills and abilities, correcting and forming abilities necessary for successful performance of personal and professional activities.*

2.1. THE ROLE OF EDUCATIONAL TRAININGS IN THE DEVELOPMENT OF PHD STUDENTS SELF-EFFICACY

Modern trends of economic and social relations in Ukraine have a significant impact on higher education, causing a change in the orientation of youth training from the traditional acquisition of knowledge to self-development and self-improvement. Adequate self-esteem and a high level of relevant personal qualities of the future scientists determine the actualization of motivation for their personal and professional self-growth. There is a need to select and apply such forms of work that will allow solving this problem.

Today, the implementation of training programs is an effective practice for solving various tasks. The trainings for the development of PhD students self-efficacy are based on the conceptual ideas of humanistic psychology and pedagogy regarding the unity of the actual and the potential in the individual.

The main goal and tool for implementing the development orientation of self-efficacy training is to promote the formation of a sense of "social conjuncture" – the ability of an individual to orientate and function effectively in the dynamic context of the modern social environment.

Based on the understanding of a person as a source of inexhaustible possibilities, the training is aimed at activating the internal resources of a person's self-development in the conditions of a specially organized social and psychological space.

The main tasks of trainings on the development of self-efficacy for PhD students include:

- self-examination and self-reflection of personal problem areas;
- activation of internal potential and motivation for self-development of the individual;
- direction of self-efforts of the individual to develop self-efficacy;
- practicing the skills of constructive interpersonal interaction;

• formation of a positive self-image based on self-acceptance.

The developmental effect of the training is achieved by the use of projective techniques, role-playing games and dramatizations, confrontational exercises, psychodiagnostic testing, and self-examination of the level of personal assimilation of knowledge.

The following tools are also used in the training program:

- analysis of situations,
- "behavior rehearsal" technique (modeling effective behavior), projective drawing,
- elements of psychogymnastics,
- psychodrama,
- physical therapy,
- tasks for self-discovery and self-reflection, etc.

The exercises used in the training program for the development of PhD students self-efficacy are conventionally divided into:

- emotionally tense (with elements of confrontation);
- facilitation (game situations aimed at practicing self-regulation skills);
- emotionally neutral (analysis of the content of parables, aphorisms, quotes).

The *structure of each training session* on the development of PhD student self-efficacy consists of semantic blocks traditional for group work:

1. *Greetings*, the purpose of which is to create an atmosphere of trust in the group and setup for joint work.

2. *Announcement of the subject* of the lesson, an important emphasis of which is the motivation for "active presence" through the formulation of joint topical tasks and the determination of ways to achieve them.

3. *Work on the topic* of the lesson, the main content of which is a set of exercises selected according to the topic of the lesson and its tasks.

4. *Summarizing the results* of the lesson, which involves determining the achieved "joint" and "individual" results.

The *objectification* of the underlying structure of the psychotechnology training allows us to expect the following results:

- development of the "culture" of personal expressiveness;
- mastering the skills of managing emotional states;
- increasing the level of social intelligence and intuition;
- expansion of the space of self-efficacy of the individual on the basis of assimilation of new knowledge.

As *indicators of self-efficacy* ("effective personal functioning"), it is possible to consider the presence of the following developed competencies and skills in training participants:

- the ability to make independent choices and make decisions;
- readiness to take responsibility for one's choice and decision;
- ability to critical self-analysis and self-reflection;
- the ability to realize the value and uniqueness of each person's individuality;
- ability to build constructive relationships with others;
- assertiveness – the ability to confidently defend one's position in problematic situations, without resorting to either manipulation or aggressive actions;
- the ability to understand another person in the context of the requirements of a specific situation;
- the ability to receive and provide positive feedback in situations of interpersonal interaction;
- the ability to master negative experiences and stress, to manage one's own emotional state;
- the ability to analyze the causes and consequences of one's own reactions and actions, as well as the reactions and actions of others;

- the ability to use the experience of interpersonal communication as a resource for self-improvement.

Studying a significant amount of literature allowed us to identify 3 main groups of the most effective training exercises for the development of PhD students self-efficacy, namely :

1. Trainings to identify one's own positive sides and increase self-confidence.

2. Trainings aimed at restoring emotional resources.

3. Training aimed at self-regulation [1; 2; 6; 8; 9; 11; 12; 13; 17; 18; 20:21].

2.2. A GROUP OF TRAININGS TO IDENTIFY ONE'S OWN POSITIVE SIDES AND INCREASE SELF-CONFIDENCE

Training "Get to know yourself"

Instruction. Give a true answer "yes" or "no" to the following 11 questions:

1. Have you ever bought something just because you find it hard to say no to the seller?

2. If someone talks loudly in public transport, in the theater, are you ashamed to ask to be quieter?

3. Is it difficult for you to ask a stranger about something?

4. Do you feel tense when you have to maintain a conversation in the company of people you don't know?

5. Are you embarrassed to criticize your friends if they are obviously wrong?

6. Do you feel embarrassed, not knowing what to say when you receive a compliment?

7. Do you often feel that people use you in their interests?

8. Is it difficult for you to refuse a good friend when you understand that this request is unreasonable?

9. Do your acquaintances consider you too soft-spoken?

10. Do you experience stiffness or difficulty expressing yourself in intimate relationships?

11. Do you suppress your feelings because you cannot openly and sincerely express them?

Comments: If the applicants answered "yes" to more than three questions, they lack self-confidence.

Training "Who am I"

Instruction. Complete the sentences honestly and openly:

1. I am proud of myself when I…

2. I am an attractive person because…

3. I can become a good scientist because...

4. I have such excellent qualities that will help in carrying out scientific activities...

5. One of the best things I've done in my life...

Comments. Was it difficult to answer the questions? Why? Have you experienced complications when you thought "good" about yourself?

Training "Carriage"

Instruction. Build a carriage by choosing any role written on the plates: roof, doors, seats, saddles, horses, coachman. Foreign objects cannot be used.

Comment: During the performance of the task, the teacher observes the behavior of the students: who organizes the work, who others listen to, who chooses which "roles" in the carriage. Each "role" speaks of certain qualities of a person: the roof is people who are ready to support at any moment in a difficult situation; doors – they usually become people who have good communication skills (who know how to negotiate, interact with others); sitting – these people are not very active, calm; sidoks – those who know how to travel at someone else's expense, are not very hardworking and responsible; horses are hard workers, ready to "carry" any work; a coachman is usually a leader who knows how to lead.

Training "I am at home, I am at work / studying"

Instruction. Divide the sheet in half, and then make 2 lists of definitions (as many as possible) "I am at home", "I am at work / studying.

Analyze:

• similar features;

• opposite features;

• the same qualities that are manifested in different modalities;

• lack of common features;

• which list was easier to make; which came out more voluminous?

• what is the attitude towards the fact that there are noticeable differences in the characteristics, etc.

Comments: These exercises allow the participants to look at their relationship with the profession as if from the outside, to first determine their attitude to the situation, to note possible problems, "distortions" in the distribution of mental energy.

Training "Imagine yourself as a child"

Instruction. There is still a child in each of us. We live with the burden of those judgments we heard in childhood. The basis of our life script is how we were programmed in childhood.

Take a piece of paper and on the left side of it make a list of the negative things that your parents, teachers, relatives said about you. Then write the positive things that your parents and teachers told you from the right.

Comments: Which of these lists is longer? Which of them determines to a greater extent your attitude towards yourself?

Training "Stairs"

*Material*s: paper, pen, pencil

Instructions: Draw a ladder with 10 rungs, then draw yourself on the rung you think you are on now.

Comments. 1-4 step – low self-esteem, 5-7 step – adequate self-esteem, 8-10 step – overestimated self-esteem

Questions for discussion: 1. Does this result correspond to your ideas about self-esteem? Why do you think so?

Training "Grand Master"

Material: paper, pen, pencil

Instruction. I suggest you think about the "Great Master" that you are and tell everyone about it. 2 minutes to think. Each participant in a circle begins his statement with the words "I am a great master..." for example, hiking, making coffee, while you need to convince other participants of this.

Comments. Was it difficult or easy for you to remember and say what you are among all the masters? What feelings arose during the task?

Training "Counterarguments"

Instruction. Make a list of your weaknesses. Place it on the left half of the sheet. On the right side, opposite each point, indicate the positive thing that can be opposed to it. Justify these counterarguments and support them with examples.

For example: *I can't swim, but I can learn to do it soon because I've started going to the pool.*

Training "Advantages"

Instruction. Tell your loved ones about your strengths – about what you love, appreciate, accept in yourself, about what gives you a sense of inner confidence and trust in yourself in various situations, including educational and scientific activities. It is not necessary to talk only about positive character traits, it is important to note what can be a point of support in these situations. It is important to express yourself directly, without any "but", "if", etc.

After that, try to "inventory" your strengths and write them down in a notebook.

*Comments.*This exercise is aimed at the ability to think about oneself as a person, a future scientist in a positive way, therefore, when performing it, it is necessary to avoid statements about one's shortcomings, mistakes, weaknesses.

Training "Perception of life"

Instruction. Divide the sheet into two columns. In the first, write down negative moments that occurred during the implementation of scientific activity, in the second – positive aspects of the same events.

Rules:

● Do not discuss or brainstorm ideas.

● Write down all the ideas that come to mind.

● Do not judge ideas as bad or good.

Try to interpret all situations positively, find the good and draw conclusions from the negative moments.

Training "Modern Scientist"

Materials: pictures, sheets of paper, pencils.

Instruction. At the beginning of the class, you received cases with emblems, with the help of which you unite into teams. In front of you are pictures and a piece of paper. Your task is to use the cards to come up with a collage on the theme "Modern Scientist". For the presentation of their work, each group must choose a speaker, the presentation time is 3-5 minutes.

Discussion: What did you like about the task? What difficulties arose?

Comments. The exercise helps the participants to understand what occupations, abilities and skills a scientist should possess in the modern world.

2.3. A GROUP OF TRAININGS AIMED AT RESTORING EMOTIONAL RESOURCES

Training "Sound"

Instruction. Close your eyes, focus and pick out 3-5 different sounds in the room (the movement of the hands of the clock, the sound of the TV in the next room, etc.).

Now try to isolate a few sounds outside the room (a car horn from the street, the conversation of passers-by).

During the exercise, you should focus on the sensations of the body. What are they? Is it hot? Cold? Are your hands shaking? Or, on the contrary, somewhere in the body is pleasant: you feel warmth, muscles relax, a smile appears?

At the same time, it is necessary to focus attention on the second type of sensations, positive ones, tracking, describing and naming them. For example, you sit, start listening and then think: "What is happening to my body? Do I feel warm, cold, light-headed, tight or, on the contrary, relaxed?" And then you analyze whether these feelings are positive, negative or neutral for you. Because, for example, even heat can be both positive and negative: maybe you are hot right now and you want coolness. Or the feel can be neutral, that's fine too.

However, when you fix a negative feeling, you need to "switch" it. To do this, you should track whether there is any part of the body that is currently in an okay state. It can be a nose, an ear, eyelids, hands, feet – anything. Then you should focus on the point where you are okay and "stay" there. That is, to shift the focus of attention from the hands, which are trembling, to, for example, the cheek, which is in the wall okey".

Comments: The use of the senses, in this case hearing, brings the organism back to bodily contact with the environment, which is primary for it. This is how attention is refocused on the "here and now" moment, and our body understands that it is safe, that is, from a state of stress, the body returns to a state of okey."

Training "Snowballs"

Materials: sheets of paper.

Instruction. Work in pairs. One of the participants takes a sheet of A4 paper and holds it with both hands, the other imagines a situation that causes him negative

emotions and hits a mediocre sheet. Then we make balls from torn paper. Participants are divided into two teams and face each other. At the host's command, they start throwing balls. The task of each team is to throw the balls to the side of the opponents, but you cannot kick the balls. The team with the fewest balls wins.

Comments. This exercise helps to relieve emotional tension.

Training "Emotional walking"

Materials: cards with the inscriptions of tasks.

Instruction. Participants are asked to choose an emotion or psychological state that they would like to demonstrate and walk in front of the group in such a way that it is possible to guess as they go what exactly it is expressing. Everyone is given 3-4 attempts, in which you need to express a new state each time.

Participants take turns. Those of them who at the moment are not depicting the move are in the role of spectators. Their task is to guess what the demonstrated gait expresses.

As an example and "warm-up", you can ask everyone to collectively demonstrate the following gait options:

- I am sure

- Shy

- Aggressive

- Glad

- Hurt

Discussion:

What did you like about the task?

What difficulties arose?

What should you pay attention to in order to understand what it expresses?

How did the psychological state of the participants change when they demonstrated different gait options?

Where and how can you use this method of self-regulation – to outwardly demonstrate the states that we want to cause in ourselves?

Comments. This exercise is aimed at teaching the method of self-regulation of emotional states through the control of their external manifestations. The development of observation, as well as the ability to outwardly express emotional states and understand their expression in others.

Training "Energy of sound"

Instructions: Stand up and take a deep breath, exhale. Then fill your lungs with air and exhale with a sound, sing a long "aaaah" while exhaling. Imagine that at the same time feelings of fatigue and tension come out of you. And as you inhale, imagine that you are inhaling peace along with the air. With each exhalation, repeat the sound "aaaah" louder and louder until all your tiredness and unpleasant sensations leave you completely. And now try to shout this sound, pronouncing it lower and higher. Duration of performance is 1 minute.

Comments. This exercise helps to relieve emotional tension.

Training "Tropical Island"

Instruction. Please close your eyes. Take a deep breath and exhale. relax Imagine that you are on a wonderful magical island. It can be a place you have once visited, seen in a picture, or any other drawn by your imagination. On this island, everything happens the way you want. The animals you love live here, the flowers you like grow here. Here you can do whatever you want. You can just lie on the beach listening to the sound of the surf. You can walk around the island, exploring its beauty. Give free rein to your imagination... Keep in your memory the pleasant impressions you managed to get from this trip... Take a deep breath, exhale. Open your eyes. Stretch yourself.

Comments. Relaxation exercises create a positive mood, bring calm energy.приміщенні (рух стрілки годинника, звук телевізора в сусідній кімнаті тощо).

Training "Relax"

Materials: sheets of paper, paints, drawing materials.

Instruction. You see that there is a sheet of paper in front of you. Your goal is to paint a place where you can relax from the hustle and bustle of everyday life. After completing the task, your work will be presented.

Discussion: What did you like about the task?

2.4. A GROUP OF TRAININGS AIMED AT SELF-REGULATION

Training "Erase of information"

Instruction. Relax and close your eyes. Imagine that there is a blank sheet of paper, pencils, and an eraser in front of you. Mentally draw on a piece of paper a negative situation that you would like to forget. It can be a real picture, a figurative situation. Mentally take an eraser and successively "wipe" this negative information from the sheet until this picture disappears. Close your eyes again and imagine the same piece of paper. If the picture has not disappeared, take the eraser again and "wipe" it until it disappears completely.

Comments. Such methods are also used to reduce the concentration of attention on the stressor.

Training "Crow on the closet"

Instruction. If a certain person causes you negative emotions, and you have to interact with him, you can reduce your tension by mentally drawing a real picture of the situation. For example, imagine this person very small, in a funny outfit or place him or her at a considerable distance from you, in a strange place, change the timbre of his or her voice in your imagination, etc. That is, find such additions to the traumatic situation that will make it funny or insignificant for you.

Training "Mood"

Instruction. A few minutes ago, you heard bad news or ended an unpleasant conversation... How to remove unpleasant sediment? Take felt-tip pens. Relaxed, draw an abstract picture with your left hand: colored threads, plot lines, shapes. It is important to completely immerse yourself in your experiences, choose a color and draw the lines as you would like them to completely coincide with your mood.

Try to imagine that you are putting your sad mood on paper. Have you finished the drawing? Now turn over the sheet and on the back write 5-7 words that reflect your mood, your feelings. Do not think for a long time and do not try to be polite: it is necessary that the words arise spontaneously, without special control.

After that, look at your picture again, as if reliving your mood, reread the words, and with pleasure, emotionally, tear the sheet, throw it in the basket.

Training "Marionette"

Instruction. It is advisable to repeat this exercise in various life situations, especially when you are in a situation that causes you negative emotions. Try to imagine that your own "I", controlling thoughts, movements and emotions, is... outside the body. At the same time, the body lives and moves purely mechanically, in the mode of an automaton, controlled from the outside. You can imagine that your "*I*" is watching your own body as if from the side (usually from above). Invisible threads coming from this center control your movements, invisible "buttons" – emotions. At the same time, both physical and mental movements become alienated from your "*I*", are experienced as something artificial, as if it is not happening to you, but to someone else. Remember this state, in which you can feel the physical manifestations of emotions, without being burdened by their psychological component, separating from experiences in order to use it in the future. Live in this state for a few minutes, then "return" to your own body to feel the fullness of experiences again. Later, you can use the acquired skills in order to quickly calm down in a situation of "heated" emotions with the help of dissociation of awareness of your body and awareness of your own "I".

So, the given groups of trainings, help PhD students to manage emotional states and overcome negative emotions, to navigate in their own mental states, to discover their own positive sides and to increase self-confidence.

Performing psychotechnical game exercises helps PhD students to orient themselves in their own mental states, helps to achieve adequate self-esteem. This gives future scientists the opportunity to manage themselves effectively in order to achieve success in their personal and professional activities, helps to increase their level of self-efficacy.

In addition, the above-mentioned educational trainings contribute to arming PhD students with special methods of self-improvement:

● *self-suggestion* – used in cases where it is necessary to overcome fear of difficulties, lack of confidence in one's own abilities, indecision. Self-suggestion involves the student repeating certain judgments mentally or out loud. So, to overcome insecurity before a difficult activity, it is effective to use the following formulas: I am calm, composed, self-confident, I can manage it, etc.;

● *self-training* – emotional and volitional training, the essence of which is the development of abilities to influence psychoregulatory processes. Special self-suggestion exercises in the form of verbal formulas are used for purposeful self-influence. In the process of such training, the student creates a model of ideas, feelings, emotions and states for himself and introduces this model into his psyche;

● *self-encouragement* is effective when a person gets lost in difficult situations, loses confidence in his own strength. For this, some recall cases when they managed to overcome indecision and achieve success, others imagine what pleasure they will have if they dare to do what they set out to do. You can also remember a favorite hero of a novel, a movie, who was not afraid of difficulties, and try to be like him, etc.;

● *self-force* helps in the fight against internal disorganization, laziness, unwillingness to work on self-improvement;

● *self-analysis* plays a decisive role in self-improvement of self-efficacy, because it involves the ability of future scientists to analyze their achievements in a certain direction, to give them an assessment;

● *"a step forward*" – involves weekly planning of self-improvement activities. It is supplemented by writing weekly self-reports – analysis of the results achieved by the student, positive and negative aspects in the process of carrying out the above activity [1].

3.1. MONITORING OF THE PHD STUDENTS SELF-EFFICACY

To determine the level of PhD students self-efficacy, we conducted a monitoring study, which has recently gained popularity in education, because it is a fairly effective tool for determining the quality of a certain phenomenon.

After analyzing special literature, we have identified the following components of PhD students self-efficacy: *motivational* which identifies the level of students motivation to be succeed in scientific and professional and *personal* which identifies the level of self-development and self-reflection and the level of self-efficacy. Each component was evaluated on three levels: ***low, sufficient and high***.

The monitoring process was conducted in three stages. At the *organizational stage*, we determined the purpose of monitoring, found respondents, developed author's questionnaires and methodological tools. The purpose of monitoring is to identify the level of PhD students self-efficacy.

Well-grounded, tested in practice methods were used for monitoring, which significantly increased the reliability of the results. These are the following methodological tools: "Diagnostics of the individual's motivative level for the success by T. Ehlers", questionnaire "Identification of abilities for self-development and self-reflection", "The self-efficacy scale of R. Schwarzer and M. Jerusalem".

The monitoring was conducted in Dnipro State University of Agriculture and Economics. The main methods of collecting information were testing, questionnaires, interviews.

The total number of respondents who took part in the formative stage of monitoring was **140** the first- and the second-year PhD students.

To monitor the level of formation of the *motivational* component, PhD students were offered questionnaire created by T. Ehlers. The questionnaire contained **41** questions, each question had to be answered "yes" or "no".

Methods of diagnosing of individual's motivative level to the success
(by T. Ehlers)

Answer "Yes" or "No" to each of the following questions.

1. When there is a choice between two options, it is better to do it faster than to postpone it for a while.

2. I get easily annoyed when I notice that I can't complete the task on 100%.

3. When I work, it looks like I'm putting everything on the line.

4. When a problem situation arises, I often make one of the last decisions.

5. When I have nothing to do for two days, I lose my composure.

6. In some days my progress is average.

7. In relation to myself I am stricter than in relation to others.

8. I am more friendly than others.

9. When I give up a difficult task, I strongly condemn myself, because I know that I would succeed in it.

10. In the process, I need short breaks to rest.

11. Diligence is not my main trait.

12. My achievements in work are not always the same.

13. I am more attracted to other work than the one I do.

14. Condemnation stimulates me more than praise.

15. I know that my colleagues consider me a business person.

16. Obstacles make my decisions harder.

17. It is easy for me to arouse ambition.

18. When I work without inspiration, it's usually noticeable.

19. When doing work, I do not count on the help of others.

20. Sometimes I put off what I should have done now.

21. You need to rely only on yourself.

22. There are few things in life that are more important than money.

23. Whenever I need to do an important task, I don't think about anything else.

24. I am less ambitious than many others.

25. At the end of the holidays, I am usually happy to go to work soon.

26. When I am ready for work, I do it better and more qualified than others.

27. It is easier for me to communicate with people who can work hard.

28. When I have no business, I feel uneasy.

29. I have to do responsible work more often than others.

30. When I have to make a decision, I try to do it as best as I can.

31. My friends sometimes think I'm lazy.

32. My success sometimes depends on my colleagues.

33. It is pointless to oppose the will of the leader.

34. Sometimes you do not know what work you have to do.

35. When something goes wrong, I'm impatient.

36. I usually pay little attention to my achievements.

37. When I work with others, my work gives greater results than the work of others.

38. I do not complete many things I do .

39. I envy people who are not busy.

40. I do not envy those who seek power and position.

41. When I am sure that I am right, I take extreme measures to prove it.

Key. You got 1 point for answering "Yes" to the following questions: 2, 3, 4, 5, 7, 8, 9,10, 14,15, 16,17, 21, 22, 25, 26, 27, 28, 29, 30, 32, 37, 41. You also got 1 point for answering "No" to questions 6, 13, 18, 20, 24, 31, 36, 38, 39.

Answers to questions 1, 11, 12, 19, 23, 33, 34, 35, 40 are not taken into account. Calculate the amount of points scored.

Result:

- **From 1 to 18 points**: low level of motivation to succeed;

- **From 19 to 30 points**: sufficient level of motivation;

- **Over 31 points**: high level of motivation to succeed.

Table 1.1

The results of a survey to determine the PhD students motivative level to the success *(by number of respondents)*

	First – year PhD students	Second – year PhD students	Total number of respondents
LOW	17	14	**31**
SUFFICIENT	30	26	**56**
HIGH	33	20	**53**
Total	**80**	**60**	**140**
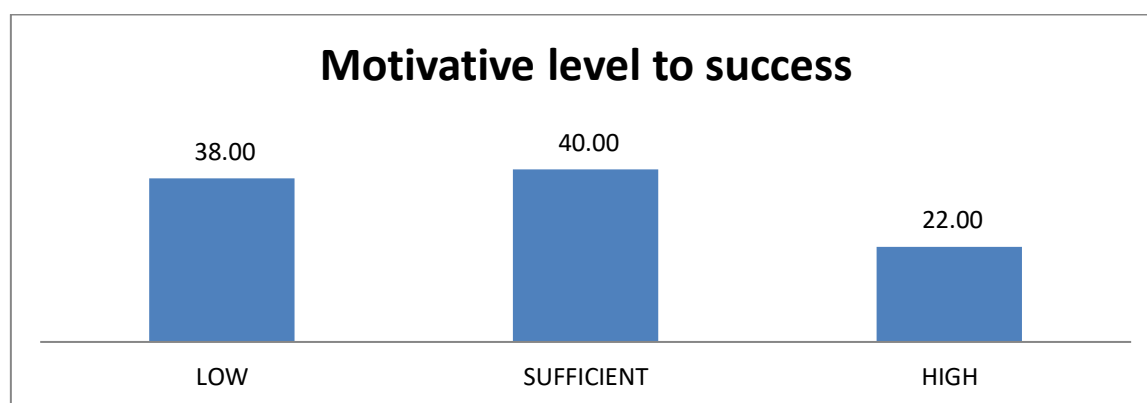
Fig. 1.1 The PhD students motivative level to success (%)

The results of monitoring (table 1.1) (fig. 1.1) showed that 38 % of PhD students have a low level of motivation to success, 40 % – sufficient and 22 % have high level of motivation to succeed in scientific and professional activities.

To monitor the level of ability to self-development and self-reflection, PhD students were offered a questionnaire "Identification of abilities for self-development and self-reflection".

A questionnaire "Identification of abilities for self-development and self-reflection.

1. I always try to study myself.

2. I leave time for development, no matter how busy I am at work (study) and housework.

3. Obstacles stimulate my activity.

4. I am looking for feedback as it helps me to know and evaluate myself.

5. I reflect on my activities, devoting special time to it.

6. I analyze my feelings and experiences.

7. I read a lot.

8. I discuss widely the issues I need.

9. I believe in my abilities.

10. I strive to be more open.

11. I am aware of the influence that people around have on me.

12. I manage my professional development and get positive results.

13. I enjoy learning something new.

14. Growing responsibility does not frighten me.

15. I would be positive about my promotion.

Respondents had to determine if each statement is true or not true according to the following scheme: the statement is completely true – **5 points**; more true than not true- **4 points**; fifty-fifty – **3 points**; rather not true – **2 points**; not true – **1 point**.

The total number of points determined the level of ability to self-development and self-reflection, namely: **1-32 points** – low level, **33-59 points** – sufficient level and **60-75 points** – high level.

Table 1.2

The results of a survey to identify PhD students abilities for self-development and self-reflection *(by number of respondents)*

	First – year PhD students	Second – year PhD students	Total number of respondents
LOW	30	19	**49**
SUFFICIENT	30	22	**52**
HIGH	20	19	**39**
	80	**60**	**140**

The results of monitoring (table 1.2) (fig.1.2) showed that 28 % of PhD students have a low level of self-development and self-reflection, 37% – sufficient and 35 % – have high level of formation of the personal and reflexive component.
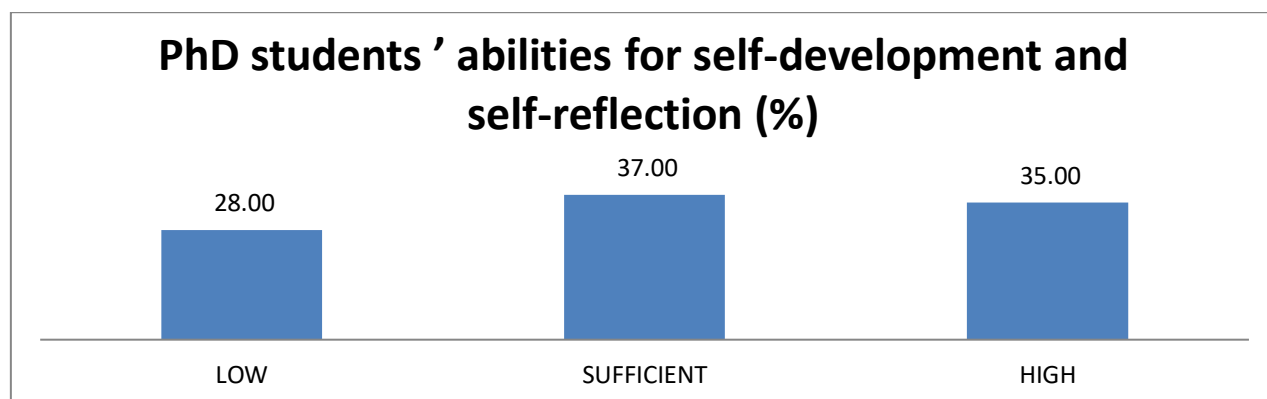

Fig. 1.2 The results of a survey to identify PhD students abilities for self-development and self-reflection (%)

To monitor the level of self-efficacy PhD students were offered a questionnaire "The self-efficacy scale of R. Schwarzer and M. Jerusalem", which aim is to identify the person's level of self-efficacy as a potential ability to organize and carry out own activities which are necessary for achievement of certain purpose.

In the course of the research, the respondents had to answer 10 statements with 4 answer options: "absolutely incorrect"; "rather incorrect"; "rather true" and "absolutely true". Obtaining the final result was carried out by adding up points for all 10 statements according to the key.

Instruction: Please read each statement and indicate in the registration form the one most correct answer regarding the effectiveness of your activities (marking the relevant cell with a "+" sign).

№	Statement	Absolutely incorrect	Rather incorrect	Rather true	Absolutely true
1	*If I try hard, I will always find a solution even of difficult problems*				
2	*If something prevents me, I still find ways to achieve my goal*				
3	*It is easy enough for me to achieve my goals*				
4	*In unexpected situations, I always know how to behave*				
5	*I believe that I can cope with unforeseen difficulties*				
6	*If I put in enough effort, I can handle most problems*				
7	*I am ready for any difficulties, because I rely on my own abilities*				
8	*If I have a problem, I usually find several options for solving it*				
9	*I can invent something even in a seemingly hopeless situation*				
10	*I am usually able to keep the situation under control*				

Results processing

Marking the cell "absolutely wrong" by the respondent gives 1 point; "rather wrong" gives 2 points; "rather true" – 3 points; "absolutely true" – 4 points. Obtaining the final result is carried out by adding up the points for all 10 statements.

The obtained results are interpreted as follows:

33-40 points – **high** level of self-efficacy;

20-32 points – **sufficient** level of self-efficacy;

0-19 points – **low** level of self-efficacy.

The results of a survey to identify PhD students level of self-efficacy *(by number of respondents)*

	First – year PhD students	Second – year PhD students	Total number of respondents
LOW	13	30	**43**
SUFFICIENT	36	20	**56**
HIGH	31	10	**41**
	80	**60**	**140**
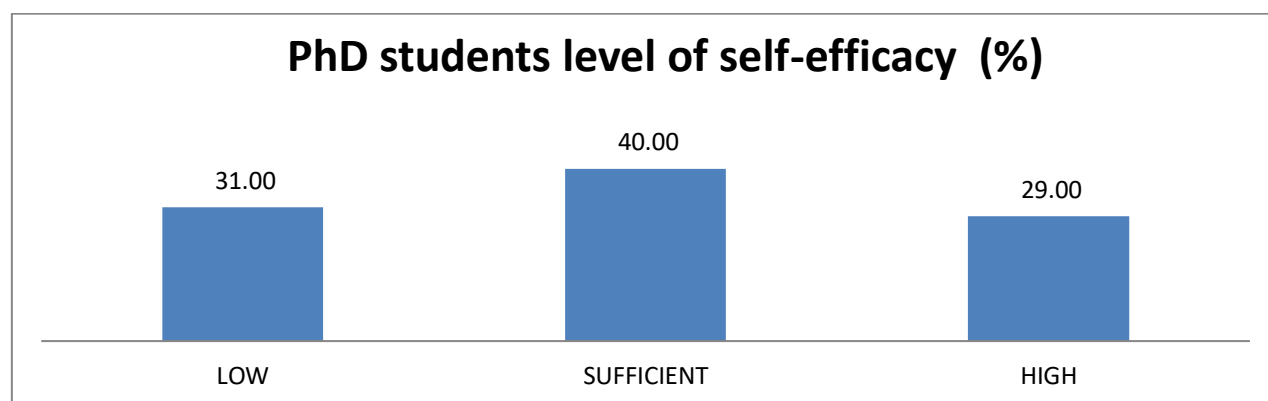
Fig. 1.3 The results of a survey to identify PhD students level of self-efficacy (*%***)**

The results of monitoring (table 1.3) (fig.1.3) showed that 31 % of PhD students have a low level of self-efficacy, 40% – sufficient, 29 % – have high level of self-efficacy.

The results of a survey to identify PhD students level of self-efficacy by 3 components *(%)*

	Component 1 (Motivation to success)	Component 2 (Self- development and self-reflection)	Component 3 (Self-efficacy)
LOW	38	28	31
SUFFICIENT	40	37	40
HIGH	22	35	29

Average level of PhD students self-efficacy by three components (%)

LOW	SUFFICIENT	HIGH
32.00	39.00	29.00
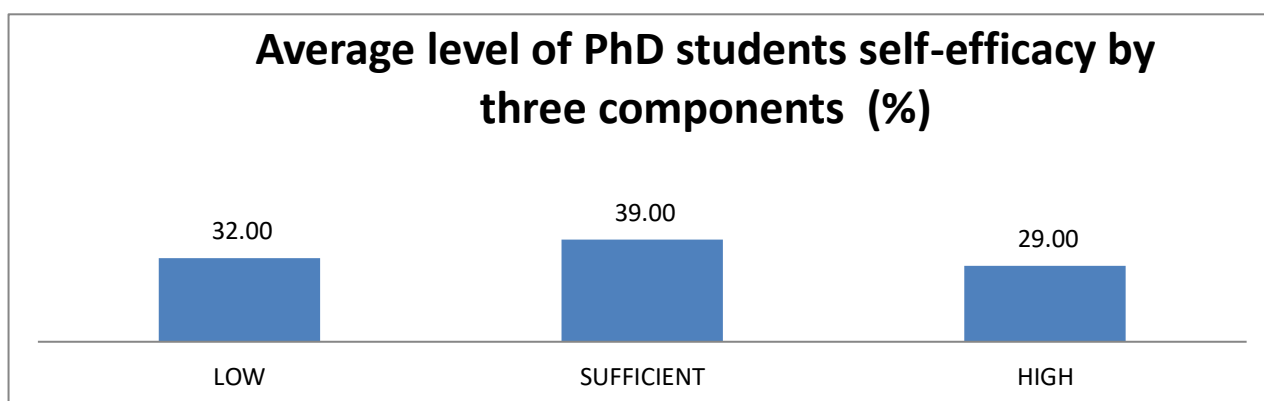
Fig. 1.4 The results of a survey to identify avegage level of PhD self-efficacy (%)

So, the conducted research showed that more than a third of PhD students have low level of self-efficacy according to 3 components, almost half of them – sufficient and less than a third – high level of self-efficacy. So, the avegage number of PhD students wih sufficient and high level of self-efficacy is not enough for doing effective scientific activities according to the modern requirements.

3.2. SPECIAL COURSE FOR PHD STUDENTS AIMED ON THE DEVELOPMENT OF THEIR SELF-EFFICACY

In order to increase the level of PhD students self-efficacy, the special course "Self-efficacy: the path to a successful life and career" was offered, the *purpose of* which is:

- to increase the reserve capabilities of a person aimed at his or her self-development throughout his life;

- to stimulate the needs for self-improvement;

- to aspire for success in various spheres of life;

- to develop the skills of self-regulation of emotional states;

- to develop self-control, reflective and predictive abilities.

In the process of studying the academic discipline, the following *topics* are considered:

Topic 1. The essence of the concept of "self-efficacy".

Topic 2. Main factors and mechanisms of self-efficacy formation.

Topic 3. Development of personal reflection skills as an important component of self-efficacy.

Topic 4. Memory and operationalization of memory in the context of understanding the self-efficacy of the individual.

Topic 5. Emotional self-regulation as an important component of self-efficacy.

Topic 6. Academic self-efficacy as the ability to be self-sufficient in acquiring knowledge, skills and abilities.

Topic 7. Productive thinking as a necessary component of the development of academic self-efficacy.

After the course, applicants must acquire the following *competences*:

- the ability to learn effectively and master modern knowledge;

- the ability to make decisions independently;

- the ability to respond flexibly to changes in life circumstances;

- ability for positive thinking and moral growth;

- ability for self-control, self-efficacy and self-development;

- the ability to use of the obtained knowledge and skills for the further development of science.

Program results include:

- to learn effectively throughout life and improve one's professional competences;

- understanding of tasks and methods of personal development and ways of self-improvement in the professional sphere.

- to have confidence in one's abilities to achieve significant goals.

Conclusions. Thus, the PhD students self-efficacy is a complex, dynamic personal formation based on developed self-awareness, on the belief that he or she is able to organize effectively personal and professional life using necessary knowledge, skills, experience, technologies, verbal persuasion, physiological and emotional state.

Thus, the educational potential of training on the development of PhD students self-efficacy is realized through the activation of the motivation for self-development, the actualization of the internal resources of the individual, the improvement of social competence, the development of confidence in self-efficacy, the formation of positive self-esteem, the acquisition of experience in constructive problem solving and the mastering of the skills of effective interpersonal interaction.

So, the conducted research does not exhaust all questions regarding the process of PhD students' self-efficacy development. It opens up a **perspective for a deeper study** of the conditions, factors, regularities, and technologies of the formation of the studied phenomenon.

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SPECIALISTS' IDENTITY IN COMMUNICATION AND PROFESSIONAL ACTIVITIES

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Abstract: The section of the monograph highlights the problem of the specialists' identity in communication and organization of professional activity. The purpose of the work is to investigate the qualities of a professional's personality and its formation in the conditions of professional activity. According to this purpose, the following tasks were singled out: 1) to form an idea about the moral consciousness of the individual; 2) to substantiate the value consciousness of the individual; 3) to describe the professional self-awareness of an individual; 4) to describe professional communication.

Personal qualities such as moral consciousness, feelings of shame, conscience, responsibility, duty and moral obligation are analyzed in terms of professional activity. In particular, their types, functions and general characteristics are described. Considerable attention is paid to the formation of the value consciousness of the personality, that is, the problem of spiritual and material values, the choice of value orientation and its forming, the relationship between good and bad in a person's identity. The importance of professional self-awareness was also substantiated.

Within the framework of this study, we developed the fundamentals of importance of a professional's awareness of norms, rules and models in his behavior, work duties, own self-esteem, self-improvement, goal setting, and motivation in the professional sphere. Professional communication and professional etiquette were mentioned among the most important subtopics, which are the basis of the development of professional relations between individuals at work.

Key words: specialists' identity, moral consciousness, value consciousness, professional self-awareness, professional communication.

Introduction. Modern society is determined by the complexity of communication between people in different spheres of life where communication plays an important role. It is not only a means of information exchange, but also an important element of the formation of social, moral, interpersonal and professional environment. The motivation for conducting this study is the need for thorough analysis of socio-moral, interpersonal and professional communication specialists.

Increasing competition and changes in the structure of modern organizations require specialists not only to be highly qualified, but also to be efficient interact both in the team and with clients or partners.

A research problem. The problem of studying the personality of a professional is one of the most important, complex and at the same time interesting problems in psychology. Many social, historical, cultural, personal, and professional factors influence the formation of a professional in his field. One of the key concepts that shape a professional's personality can be considered precisely his human "consciousness", that is, the ability to adequately and objectively perceive, interpret and influence the surrounding reality. The awareness of a professional personality in terms of morals, values and profession is the basis for the formation of a conscious specialist.

Relevance of research. The formation of the specialists' identity occurs as a result of family upbringing, professional training, work in a specialty, solving any professional problems, during which true professionalism is honed. In this regard, the issue of studying the identity of a specialist, his professional development, formation, influencing factors in professional pedagogy, work psychology, and activity psychology is relevant.

Analysis of publications. A.O. Derkach, E.F. Zeer, E.O. Klimov, T.V. Kudryavtsev, N.V. Kuzmina, A.K. Markova, L.M. Mitin and others work on the psychology of specialists' identity. O.O. Bodalov, E.O. Klimov, A.O. Rean, V.D. Sharykov substantiate the concepts of professionalism.

In addition, significant attention was paid to moral consciousness by O. Kvashuk (moral consciousness as an active and purposeful attitude to the surrounding activity), R. Pavelkiv (development of moral consciousness and self-awareness), M. Savchyn (moral consciousness and self-awareness of the individual) and others.

Feelings of shame were studied by H.M. Lind, partly by K. Izard, A. Modigliana, and S. Tomkins. Conscience was considered by A. Bandura, R. Cattell and G. Eysenck, E. Fromm, W. Frankl, and M. Hauser.

The sense of responsibility was described by O.H. Drobnytskyi, S.F. Anisimov.

The issue of personal values was not left without attention in the works of domestic scientists, including L. Bozhovich, L. Vygotskyi, M. Holovaty, G. Dubchak, V. Kozakov, M. Piren, S. Rubinstein, M. Savchyn, V. Tugarinov, V. Khmelko, V. Yadov and others.

The role and influence of values and value orientations on the formation of personality is revealed in the works of E. Barbina, V. Verbets, V. Hrynyova, V. Leontiev, S. Rubinshtein, I. Zyazyun, L. Khomych, E. Shiyanov, K. Obukhivskyi. T. Markova, O. Titarenko investigated the professional self-awareness of an individual, and O. Artsyshevska – the self-determination of a person.

The process of self-knowledge as a dynamic system of a person's ideas about himself, his capabilities, qualities and place among other people was defined by I.S. Kon, G.V. Lozova, O.O. Rean, and I.I. Chesnokova.

The purpose of the work is to investigate the qualities of a professional's personality and its formation in the conditions of professional activity.

The tasks were singled out according to purpose: 1) to form an idea about the moral consciousness of the individual; 2) to substantiate the value consciousness of the individual; 3) to describe the professional self-awareness of an individual; 4) to describe professional communication.

Scientific novelty. For the first time, the consciousness of the individual (moral, value and professional) was considered as the basis of the formation of the future specialist-professional. In particular, the feeling of shame, conscience, duty and responsibility, which affects the formation of the specialist's personality, was characterized; correlations between a person's values, his self-esteem and professional activity have been established.

1. Formation of moral consciousness and application of the moral law

1.1. Feeling of shame (internal and external shame)

Shyness is a multifaceted concept. The closer we look, the more varieties we see. The Oxford English Dictionary reports that the first written use of the word "shy" was in an Anglo-Saxon poem dating back to 1000 A.D. and was interpreted as

"slight fright". Webster's dictionary defines shyness as a state of "embarrassment in the presence of other people" [1, p. 63].

The formation of shame is a reflection of the initial stage of the formation of moral self-esteem and self-control of an individual. A person's self-esteem arose under the influence of external criticism of his behavior from other people. It was a long and slow process of transition from group to individual self-control at a time when instincts and emotions played a big role, but man was moving to new forms of regulation of relationships with other people. A shy person is not fond of contacts with any person who, in his opinion, violates his inner order and rules of behavior. She avoids actions and actions that violate her internal guidelines, go beyond the concept of "correct" or "worthy" in her worldview. She tries to defend her integrity, her vision, sometimes even through detachment, isolation, isolation. Being shy also means protecting yourself from anything that, for one reason or another, negatively affects a person's emotions.

Shyness is a preliminary feeling of a mistake, a poor attitude, a bad intention or deed, aversion to lies, untruths, manipulations, warnings, warnings of problems, a guardian of spiritual and moral life.

Shame is a painful feeling of the soul, suffering, anxiety, disaster, remorse after a bad word, deed, or deed. Or it is a regulator of the situation, which often prevents it from developing incorrectly.

Shame manifests itself in a feeling of embarrassment, anxiety, worry, guilt and ends in self-reproach, an inner confession to the conscience.

True shame leads a person to honesty and courage, reveals the best to him, awakens true perfection, helps in protecting the fundamental nature of the individual.

Scientists distinguish between functional (correct) and dysfunctional (wrong) shame. The positive aspect of the feeling of shame is highlighted by H. M. Lind, partly by K. Izard, while the negative aspects are noted by A. Modigliana, S. Tomkins and others.

Thus, H. Lind points out that the feeling of shame affects our self-esteem, restraining it from excessive growth, thereby forcing us to respect the feelings of

others. In addition, the experience of shame increases a person's sensitivity to the feelings and evaluations of others and, thus, promotes greater social cohesion. That is, for a person with a high level of feeling of shame, experiences related to the attitude towards oneself from the side of others may also be characteristic.

This is perhaps the most important factor in the occurrence and level of intensity of the feeling of shame – the attitude of others to the situation, their involvement in the situation and attitude to the subject of the situation, which, in turn, affects the self-attitude of the individual.

Shame causes heightened attention of the individual to himself or to some aspects of "I". Shame is always causally determined and it is not an expression of an isolated "I", but a consequence of the effect of moral relations in society on a person, his moral self-esteem. It expresses not only the interests of society, but also the individual, as it protects him from moral decline. This is characteristic of all concepts of morality: duty, honor, conscience, etc. Ethical feelings do not arise when performing a neutral act that does not affect the interests of an individual or society. The feeling of shame arises when there is a violation of the measure in the relationship between an individual and society. For their realization, ethical feelings require either a morally positive or a morally negative assessment. Shame, first of all, is a consequence of the effect on a person of the objective world in which he lives. Therefore, the feeling of shame has a significant impact on the development of a professional's personality.

1.2. Sense of conscience (functions of conscience; state of conscience; formation of conscience)

Conscience is the "heart" of a person's moral life. Acts of conscience activate and accumulate a person's internal energies, which help a person to be in a full relationship with the world and conduct a thorough assessment of both his own actions and the actions of others. Therefore, the phenomenon of conscience is inextricably linked with human freedom and its efforts at self-realization, with its aspirations to find its own inner voice. Despite its intimacy, conscience is never closed within the boundaries of individual existence, but has unconditional openness

to the world, is a keen awareness of responsibility for our actions. Conscience is evidence that, at a deep level, we are rooted in and inextricably linked to a single reality. As a result of critical analysis, it is claimed that conscience appears as an internal potential of a person, a continuous process of his self-determination and formation. Conscience sets the "coordinate system" within which a person's life moves, draws the line between Good and Evil, Ideal and Real, Real and Desired. Accordingly, conscience is ideal in its essence and is an irreplaceable structure of human consciousness associated with the ultimate requests of a person regarding his own nature [2, p. 165].

Conscience is distorted by such psychological deviations as self-justification, self-pity, selfishness, excessive concern for oneself, shifting the blame onto others, changing concepts, forgetting the truth, using plausible false pretexts, voluntary unconsciousness, cunning and lies, interpreting good things as false and vice versa. In the case of contempt of conscience, its obscuration, lack of sensitivity to its voice, false thoughts, feelings, aspirations, and actions freely arise. Activities can go in the wrong direction. The false internal structure of a person is turned into a system of instructions, skills, aspirations.

Conscience records the basic values and norms that determine a person's life and his own behavior. Conscience is not an innate property, but appears as an internal potential of a person, which a person seems to "unpack", develop and realize throughout life. Therefore, the phenomenon of conscience is inextricably linked with human freedom, with his ability to evaluate himself and others, his self-awareness and self-determination. Conscience is dialectical in nature, therefore rational and irrational elements, internal and external, subjective and objective, individual and social are tightly intertwined in it. It can cause not only negative feelings, but also completely positive ones. That is why the researcher A. Shinkel notes that "we enter the conscience as a whole person". Conscience appears as a powerful inner core of a person, which determines his place in the family, society and the universe. It concerns not only the "Me – Other" relationship, but also what a person sees himself as an inhabitant of the universe. Therefore, a person can feel remorse not only for the

fact that he harmed another, but also for the fact that he violated the laws of nature or acted unworthily to another living being. Conscience records a certain interweaving of a person in the structures of existence. It is impossible to come to an agreement with conscience, it is a powerful internal judge of a person, before which it is unable to justify itself. Moreover, the person himself appears as this ruthless judge. In acts of conscience, a person finds himself alone with himself [2, p. 171].

In complex socio-cultural systems, as well as in complex systems of interpersonal relations, a person quite often finds himself in situations where he has to make a choice. Existentialists describe the situation of choice using the image of so-called "borderline situations", for example – death. In the face of death, a person is ultimately forced to choose whether he is real or not. It is necessary to create a situation where I am truly "me". This is conscience. It is an opportunity to discover that in any situation where I decide something, from the smallest to the biggest, it is me who decides, and I take responsibility for what I have decided, for my world in which I exist, in which I have decided something, and which will become one or another depending on what I have decided. Moreover, I decide not as an organism, not under the pressure of my motives, and not as a sociocultural being, das Man, under the pressure of power lines of socially determined suggestions – but as myself, as such. So, conscience is the acceptance of responsibility for a decision. This is a rejection of "because" explanations – that is, of course, there are a lot of "because", but if conscience exists and is actualized, then all "because" come down to the fact that through the sequence of various links of this chain, I come to the last "because what" – because I decided so and in this decision I am (I exist, this is my true essence that I accept).

Therefore, the will to have a conscience is simply an agreement or disagreement to take responsibility for one's choice, which is extremely important during the formation of a professional's personality [3, p. 113-114].

1.3. A sense of moral obligation and duty (their types and functions)

According to the philosophical encyclopedic dictionary, duty is one of the main categories of ethics and moral consciousness, a moral obligation of an individual, a

group of persons, a class, a nation, etc., which appears to them as a concrete practical task. Duty is an internal instruction of a person to act in accordance with certain moral norms and values that exist in society, a kind of positive value orientation, which cannot be carried out without an element of self-compulsion, volitional effort. Therefore, the fulfillment of the duty presupposes the presence of free will [4, p. 71].

Classification of duties: personal (civil); political; economic; social; cultural; ecological. Personal duties can be divided into physical (for example, supporting minor children) and spiritual (for example, honoring a person's honor, dignity, national feelings).

Moral obligation is the transformation of the requirements of social morality into a personal imperative of a specific person and its voluntary fulfillment. Duty is defined as a person's accepted need to obey the public will. Duty becomes a proper moral phenomenon only when compliance with its requirements is voluntary.

Depending on the degree of awareness of the necessity, justice, importance of the duty and, accordingly, the attitude towards it, the requirements of the duty can be carried out at different levels of voluntariness: from compliance under compulsion or due to fear of public opinion to following the duty due to an internal need. Of course, much depends on the situation, but truly moral duty is the free pursuit of socially necessary requirements or personal obligations, regardless of any external or internal compulsions. Fulfillment of duty is intrinsic. This means that a moral action may not have a practical effect, but this does not make the behavior of the moral subject any less significant. Moral duty prompts a person to take an active position, develops in him a sense of personal complicity with everything that is happening in the world and is expressed in the desire to make a significant contribution to a common cause. Failure to fulfill a duty leads to a feeling of guilt and is experienced through remorse and pangs of conscience.

Duty is rather a global concept, it is actually mandatory to perform and feel. For example, every self-respecting citizen, and not only men, must fulfill the "duty to the Motherland". Duty to parents is the basis of an ethical norm, the very spiritual side of every educated person, his inner feelings, which can be expressed in completely

different forms, but they must be fulfilled. Therefore, duty is a feeling of moral necessity to fulfill one's duties in relation to other people, to society. Obligations focus on the moral requirements that society puts forward to an individual. Only two sides can be distinguished in the concept of duty: formal performance of duty and conscious attitude to one's official duties [5, p. 13].

1.4. Sense of duty (harmony of personal and public duties)

The sense of duty is an internal feeling, a synesthesia between the accepted moral obligation to oneself, as well as to other people and the psychophysiological reactions of the body. This concept is connected with feelings of justice, selflessness, with such important mechanisms of personality adaptation as self-esteem and self-respect. A person's behavior is always reflected in his personal and professional goals [5.1].

The main duties of a person and a citizen are requirements that are imposed on every person and citizen to act in a certain, clearly defined way (or refrain from taking appropriate actions) to ensure the interests of society, the state, other people and citizens; failure to comply with these requirements entails legal liability. Duty is characterized by the following features: 1) duty is a category of necessary human behavior, its implementation should not be conditioned by a person's desire; 2) duty is always a certain limitation of human rights; 3) the fulfillment of the duty is ensured by a special mechanism that the state has. The state establishes legal liability for non-fulfilment of the duty. Basic duties are an integral part of the legal status of a person and ensure the normal functioning of the state and the vital activities of society. The Constitution assigns to the main duties: the duty of everyone not to harm nature and cultural heritage, to compensate for the damage caused by him (A.66), to pay taxes and fees (A.67), to strictly adhere to the Constitution and laws, not to encroach on the rights and freedom, honor and dignity of other people (A.68). In addition, the Constitution provides for certain duties, the subjects of which are only citizens – to protect the Motherland, independence and territorial integrity, respect its state symbols (A.65), etc. [5. p. 148–149].

As T.E. Vasilevska points out, there is always a gap between the requirements of duty and human actions. This shows the abstractness, detachment of duty from life,

its dogmatism. It is obvious that reducing personal freedom to the fulfillment of duty and considering duty as the basis of human actions limits the subject's creative potential, orients him to executive conscientiousness, and ignores individuality. From the point of view of the legal interpretation of the duty, everyone falls under its regulatory force. In fact, the duty eliminates the originality, uniqueness of the person. It dictates a set of laws that must be fulfilled, regardless of personal attitude towards it; forces the individual to renounce his real self for the sake of an abstract, general establishment. Behavior is oriented towards compliance with norms, prohibitions, and restrictions. At the same time, laws are considered as somewhat unconditional, absolutely reliable [5; 3].

1.5. Sense of responsibility (responsibility to the family, society and the state)

Among the wide range of moral characteristics of an individual, an important place is occupied by a sense of responsibility as an experience of a duty imposed on him by someone or by him, the need to report on his actions and to take the blame for possible consequences. Responsibility determines the scale, volume of personal tasks, duties, their limits [6, p. 129]. In the philosophical definition, responsibility is one of the most direct manifestations of a person's social essence and the most important socially significant quality associated with the freedom of choice of actions performed by a person. A number of researchers (O. G. Drobnytskyi, S. F. Anisimov, L. I. Gryadunova) distinguish the following sides of responsibility: 1) the objective side, which consists of a set of demands made by society; 2) the subjective side as a state of consciousness in the form of awareness and a sense of responsibility, duty, conscience.

Responsibility can be "internal" and "external", have a positive or negative orientation. Internal responsibility is a duty to oneself, to one's own conscience for finding and realizing the meaning of one's life. The category of "freedom" is closely related to the category of internal responsibility, the essence of which is to provide the subject with resources to overcome external and internal obstacles on the way to the realization of a person's desires and aspirations. The subject of responsibility is recognized as having a creative attitude towards one's activities, the ability to foresee the results of one's actions and to be responsible for their consequences, the perceived

need to agree and creatively direct one's behavior in the interests of society. Awareness of one's life as an act is the beginning of the formation of a free and responsible personality, focused on social, collective and personal interests. The formation of an individual, as an independent subject of a life path, requires education in him of a high sense of duty to himself and others (family, society, state), to the present and the future [7, p. 281–286].

In the context of responsibility, a family member can be responsible for other individual family members (wife or husband, or children) and for the family as a whole. The role of the leader, the head of the family implies responsibility for the family as a whole: its present, past, future; activity and behavior of family members, in front of themselves and the family, in front of the closest environment and that part of the world, people, society to which the family belongs. It is always a responsibility for others, and not just for individual close people, but for the social group as a whole.

Thus, in various scientific fields, responsibility is understood by different thinkers as freedom of choice, will and means of existence or as compliance with a categorical imperative, as a way of realizing a life position, or as a way of self-realization by an individual of his essence. Responsibility is definitely an integral feature of a professional's personality.

1.6. Achieving agreement, unity, understanding, simplifying misunderstandings

In today's society, the ability to achieve agreement, unity, understanding and simplifying misunderstandings in communication are important skills that contribute to building positive relationships and resolving conflict situations. These aspects of communication are reflected in the specialist's ability to create constructive interactions and achieve mutual understanding with other communication participants.

Achieving agreement in communication involves the ability to find a compromise and take into account the interests of both parties. The specialist must be ready for dialogue and discussion of different points of view in order to reach a common agreement and resolve conflict situations.

Unity in communication means focus on common goals and ideals. The specialist must create a favorable atmosphere for uniting the team around common tasks and tasks, which contributes to increasing productivity and achieving success.

Understanding in communication requires taking into account the views, needs and emotions of other communication participants. A specialist must show empathy and attention to the thoughts and feelings of others, which contributes to building trusting relationships and mutual understanding.

Simplifying misunderstandings in communication requires clarity, openness and responsibility for one's words and actions. The specialist must avoid misunderstandings through clear and understandable communication, taking into account the peculiarities of information perception by other communication participants.

Therefore, achieving agreement, unity, understanding and simplifying misunderstandings in communication are important aspects of building positive relationships and resolving conflict situations in both the professional and personal spheres of a specialist's life.

1.7. Means of establishing and preserving love, harmony and trust in society and the collective

Establishing and maintaining love, harmony and trust in society and the collective are important aspects of social communication that contribute to building positive relationships and creating a favorable environment for development and success.

One of the ways to establish and preserve love, harmony and trust in society and the collective is the manifestation of mutual understanding and empathy. Understanding and empathizing with other people's needs, feelings, and experiences creates the foundation for strong relationships based on mutual respect and support.

Another means is showing respect and gratitude. Thanks for the contribution, support in difficult situations and showing gratitude for help create an atmosphere of mutual encouragement and support.

In addition, creating a favorable climate for interaction and cooperation is a key factor in maintaining harmony and trust in the team. Understanding the importance of each participant, taking into account individual characteristics and openness to the

idea of joint work help to strengthen ties and stimulate the achievement of common goals.

Also important means of establishing and maintaining love, harmony and trust are an open and honest communication process, the ability to resolve conflicts and the constructive perception of criticism. Through open and transparent communication, it is possible to resolve misunderstandings and settle conflict situations, which allows you to strengthen mutual trust and maintain harmony in relationships.

Therefore, establishing and maintaining love, harmony and trust in society and the collective is a complex process that requires understanding, tolerance and readiness for interaction from a specialist. Means of such installation include showing mutual understanding and empathy, showing respect and gratitude, creating a favorable climate for cooperation, open and honest communication, the ability to resolve conflicts and constructively accept criticism.

In addition, an important element is the ability to perceive diversity and openness to new ideas and perspectives. A diversity of views and experiences can enrich joint activities and contribute to a more creative and productive environment.

In general, the means of establishing and preserving love, harmony and trust in society and the collective are based on the principles of mutual understanding, tolerance, mutual support and mutual assistance. Their use helps to create a favorable climate for the development and achievement of common goals, and also contributes to the resolution of conflicts and the maintenance of positive interpersonal relations.

1.8. Expressing kindness, support and respect for people

Expressing kindness, support and respect for people are important aspects of successful social interaction and building positive relationships in society and the team. These qualities are reflected in the way of perceiving others, in interacting with them and in creating an atmosphere of mutual understanding and goodwill.

Benevolence is manifested in a friendly and open attitude towards people, in showing interest in their well-being and comfort. Expressing kindness creates a positive atmosphere of communication and promotes mutual trust and support.

Support is manifested in the willingness to help others in difficult situations, providing support and moral support. Showing support helps to strengthen mutual relationships and a sense of confidence and security in the team.

Respect for people involves treating them with respect and consideration for their rights, thoughts and feelings. Showing respect creates an atmosphere of mutual respect and self-confidence, which promotes self-esteem and a sense of importance for each person.

Therefore, expressions of kindness, support and respect for people are important components of successful communication and building positive relations in society and the team. These qualities contribute to the creation of an atmosphere of mutual understanding, trust and support, which is the basis for the successful functioning of the team and the achievement of common goals.

2. Formation of value consciousness

2.1. Spiritual and material values

Value is any material or spiritual phenomenon that is important for a specific person or society, for the sake of which he acts, spends energy, time, money, health. Value is the ability of a certain object to satisfy a human need. The analysis of the concept of "values" in the philosophical sciences makes it possible to assert that human activity is inextricably linked with the functioning of culture and involves the acquisition and assimilation of its values by the individual. In philosophy, "value" is used as "a concept that indicates the human, social, and cultural significance of certain objects and phenomena, refers to the world of proper, purposeful, meaningful foundations, the Absolute" [8, p. 248].

Various approaches to the classification of values have been developed: material and spiritual; on higher principled values as certain archetypes of existence (God, soul, truth, good) and hedonistic values – comfort, coziness, pleasure, satisfaction (P. Sorokin); on a priori, transcendental and universal values (H. Rickert), etc.

Spiritual values are formed in the sphere of spirituality and cultural creation; they are strongly connected with other phenomena, including spiritual needs, spiritual culture, spiritual life, spiritual world, spiritual feelings, value orientations, universal

human values. Spiritual values are considered as a universe of spiritual assets of man and humanity (knowledge, ideals, norms, ideas, etc.), a relatively complete system of moral-ethical, philosophical-worldview, religious, aesthetic, etc. universals and maxims that are socially and personally significant, enrich senses of the life world, become a condition of truly human existence.

Material values are real things, objects of property rights. A distinctive feature of material values is the value of the physical properties of a thing and the reality of owning it. Material values should be distinguished from immaterial ("incorporeal", "ideal") values. They include houses, structures, equipment, raw materials, materials, manufactured products, vehicles, personal items, household items, land plots, plantings on the land plot, other consumer and production property [9, p. 598].

The general value orientation of the individual is a complex multidimensional value model of general forms of life integrated into a certain system, which are considered by the individual as necessary conditions for its self-realization and which act as the fundamental basis of all evaluations. In accordance with these "basic" values, the consciousness of the individual conducts a logical and meaningful "verification" of all value concepts [10, p. 6].

2.2. Value orientation of the individual: honor, honesty

Value orientation, as the initial standard of the value worldview of an individual, can be manifested in giving preference to a certain sphere of activity – professional, socio-political, family and household (or in a certain combination thereof) and in orientation to practical, theoretical-cognitive, aesthetic, communicative and other methods of activity in this field.

Determining the meaning of life is the most important element of a person's value self-determination, the formation of his general value orientation, a condition of the mental norm of the formation of a personality, without the fulfillment of which he cannot function normally, cannot mobilize all his abilities to the maximum extent.

Such a moral value as honesty acquires special significance in the context of a person's personal development. The methodology defines that being honest means not lying, being truthful and sincere. The modern dictionary of ethics defines the

concept of "honesty" very generally – as a positive moral quality of a person, and redirects to the concept of "honor". The concept of "honor" in this dictionary is defined as follows: a special moral attitude of a person towards himself, which is manifested in the awareness of social status, type of activity and moral merits (and the corresponding attitude towards it by society, which counts on its merits, reputation). The concept of "honor" is sometimes differentiated according to the principle of its affiliation: the honor of a soldier, the honor of a teacher, the honor of a lawyer, the honor of a girl, etc. The concept of "honor" is associated with the real life activity of a person, social status, recognized virtues. It is evaluated differently, which is reflected, in particular, in the concept of "reputation" ("good reputation", "bad reputation"). The concept of "honor" in ethics is associated with the social assessment and recognition of the moral merits and virtues of a person as a representative of a certain community and a performer of a specific social role, type of activity (professional, public figure, etc.). True "honor" implies the degree of respect that a person has objectively earned by his lifestyle and high moral behavior. Moral qualities incompatible with honor are dishonor, infamy, unscrupulousness, venality, lying, shame [12].

The phenomenon of honesty is primarily studied and described by scientists in ethics. This moral quality reflects one of the most important requirements of morality. It includes the following: truthfulness (telling the truth, not hiding the real state of affairs from other people and oneself); principledness (faithfulness to a certain idea in beliefs and adherence to this idea in behavior); faithfulness to accepted commitments; subjective conviction in the correctness of the case; sincerity to others and to oneself regarding the motives by which a person is guided; recognition and observance of other people's rights to what is rightfully theirs. Honesty is closely related to ethical categories, such as: conscience, honor, loyalty, responsibility, sincerity, justice, conscience, righteousness, truthfulness, benevolence, openness, shame, feelings, duty [11, p. 45].

2.3. Overcoming wickedness, vice, formation of dignity and nobility

The problem of forming a culture of dignity of a growing individual requires domestic pedagogy to educate an active subject of civil society who could defend and improve both himself and the state.

Understanding the concept of "dignity", we enter the sphere of human morality with such basic formations as justice and respect for the lives of other people, benevolence and nobility, etc. Dignity is a traditional spiritual value, but its specific understanding and purpose in the context of personality development have historically undergone changes [13, p. 5]. The theoretical developments of I. Kant are of special importance for understanding the category of dignity. Recognition of the value and high purpose of a person regardless of his status, social origin, race, nation is the basis of the interpretation of the great thinker's category of dignity. Dignity as a special personal significant value originates from a person's intelligence. According to I. Kant, a person realizes his innate capacity for autonomy in the noumenal world thanks to dignity. The ability to live according to the moral law raises a person above the animal world and blind nature. Each person should feel whether he is worthy of human treatment, as well as have self-respect, recognize his high status of being. Dignity is an intrinsic, non-relative value.

The criteria of human dignity defined by the Western philosophical tradition include: human morality (including the focus on prioritizing the interests of another person over one's own); human intelligence and freedom of forming judgments (including moral ones); personal responsibility (for a specific moral choice and one's life as a whole); freedom and responsibility for creating one's "I", self-improvement and voluntary self-control.

Nobility was traditionally considered the leading sign of a person's upbringing in the cultural space. Today, the term "nobility" is used in an extremely narrow sense – as a separate moral virtue (synonymous with virtue, generosity, decency). The upbringing of nobility in the conditions of renewed education has acquired special significance in view of a number of negative factors of today: the leveling of spiritual values; low level of social morality; lack of ideals; consumer attitude to the surrounding world; lack of incentives for self-improvement [14, p. 388].

2.4. The relationship between good and evil in a person

The eternal confrontation between good and evil is one of the biggest moral and psychological problems of man. The search for the meaning of life, moral truth, understanding of "eternal values" is characteristic of a person who has a special integrative quality spirituality. The difficulty of understanding good and evil lies in the fact that they cannot be defined unambiguously. Within the limits of philosophical systems and religious doctrines, there have always been attempts to reveal the "general nature" of these concepts, to give an absolute definition of evil and good [15, p. 76–77].

Goodness is a moral concept based on the positive actions of people. A good person possesses the following qualities: good-naturedness, honesty, sincerity, sincerity.

Evil is also a moral concept, but it is manifested in negative human actions, that is, it is the complete opposite of good. An evil person has the following qualities: anger, cruelty, resentment, rudeness. Evil always tries to intervene where good reigns. Evil people do in order to achieve their goals in life, they think only about themselves and are not interested in the fate of other people. Evil people are always more lonely.

Good and evil are considered moral values that occupy an important place in everyday life and professional activity. Good moods in the profession and professional communication help to establish connections, influence positive decisions, ensure successful overcoming of problems and conflicts. Good guidelines in the psychology of work relations create an atmosphere of trust and support that ensures high work productivity.

Good brings benefits, order, harmony, well-being in the professional world, and evil harms everyone around and leads to negative consequences. Transforming and forming a professional environment, a specialist must build relationships of kindness and mutual support. It depends on what the company, organization, country will be like in the future.

2.5. Wishes for good and benefit to everyone

The desire for goodness and benefit to all is a fundamental component of humanitarian thinking and moral development. This theme reflects the importance of

promoting the overall well-being and well-being of the entire community, not just one's own. It is expressed in the inner need to help others, contribute to positive changes in the world, and make the lives of others better.

Wishing good and benefiting everyone begins with understanding the importance of social connections and interaction. Demonstrating integrity in actions and words helps to support positive interpersonal relations, strengthen trust in society and promote the development of collective consciousness.

This theme also reflects a deep ethical and social understanding of man. A person demonstrates his ability to take responsibility for the common good and act accordingly. She makes the world a better place not only for herself, but also for others, demonstrating a high level of social responsibility.

In general, the desire for good and benefit to all is an important factor contributing to the construction of a humanistic and solidary society. This theme embodies an idealized concept of harmonious relationships, where each person cares not only for his own happiness, but also for the happiness and well-being of others.

2.6. Manifestations of mercy, charity and selflessness in relation to people

Manifestations of mercy, charity and self-sacrifice in the treatment of people are important aspects of civic and social life. Mercy is deep sympathy and a sense of responsibility for the suffering, which is manifested in concrete actions of help and support. Charity, for its part, manifests itself in providing material or moral assistance to those in need without expecting a reward. Self-sacrifice is manifested in devotion to other people, willingness to give time, energy and resources for their good.

Charity and selflessness reflect a high level of social consciousness and ethics. They contribute to the formation of strong and trusting interpersonal relationships, make society more solidary and contribute to general well-being. Manifestations of these qualities can be very diverse, from small good deeds in everyday life to organizing and participating in grand charity projects. Mercy, charity and self-sacrifice are important components of the culture and peoples' relationship.

In general, manifestations of mercy, charity and self-sacrifice reflect the best qualities of human nature and contribute to the formation and maintenance of

harmonious relations in society. These important aspects contribute to the elevation of spirituality and the improvement of the quality of life of all members of society.

2.7. Gratitude, satisfaction, the ability to appreciate and describe the smallest services

Gratitude, satisfaction and the ability to appreciate even the smallest favors reflect important aspects of interaction and interpersonal relationships. Acknowledgment is an expression of gratitude and recognition for the efforts or assistance provided by others. It indicates our gratitude and respect for people who make a positive contribution to our lives, regardless of the amount of this contribution.

Contentment is the ability to find joy and satisfaction in the world around you, even in the simplest things and events. This positive attitude helps us maintain an optimistic attitude and see the better in everything around us.

The ability to appreciate even the smallest favors is a manifestation of attention and gratitude for small things that, it would seem, can be easily devalued or ignored. This is an important quality that helps maintain positive interpersonal relationships and promotes social harmony. Overall, giving thanks for everything, being content with everything, and being able to appreciate even the smallest favors reflect the importance of gratitude, a positive attitude, and respect for others in our lives. They contribute to the maintenance of harmonious relations and create an atmosphere of mutual support and mutual understanding in society.

2.9. Overcoming anger, forgiveness of insults, eradication enmity with people

Overcoming anger, forgiving grievances, and eradicating enmity with people are extremely important aspects of the psychological and emotional health of both the individual and society as a whole. Anger, resentment, and animosity can build up in relationships between people and cause conflict, tension, and even violence. Overcoming these negative emotions and relationships requires a large dose of introspection, patience and willingness to change.

Forgiveness is the process of letting go of negative feelings and resentments that can keep us trapped in imbalance and anxiety. Forgiveness does not mean forgetting or

excusing what has been done, but it does allow you to let go of the hurt and move on, providing an opportunity for emotional healing and restoration of relationships.

In general, overcoming anger, forgiving insults and eradicating enmity with people requires careful work on yourself, openness to change and readiness for constructive cooperation. These processes help create favorable conditions for peaceful and harmonious coexistence in society.

3. Formation of professional self-awareness

3.1. Awareness of norms, rules and responsibility in one's profession

Self-awareness is a process by which a person knows himself and evaluates himself. Self-awareness in the mental activity of an individual acts as a process of mediated self-knowledge. Professional self-awareness is part of the individual's self-awareness. Professional self-awareness is the process of self-knowledge, formation of ideas about oneself, development of attitude towards oneself and self-regulation in the system of professional activity, communication in the system of one's own personality.

According to T. Markova, professional self-awareness includes:

• a person's awareness of the norms, rules, and models of his profession as standards for realizing his qualities. Here are laid the foundations of a professional worldview, one's own professional credo, the concept of professional work, from which the specialist will proceed in his activity;

• awareness of these qualities in other people, comparing oneself with a certain abstract or concrete colleague;

• taking into account the assessment of oneself as a specialist by colleagues;

• a person's self-evaluation of his individual aspects, understanding of himself, his professional behavior, as well as emotional attitude and evaluation of himself. Professional self-awareness is based here on professional self-evaluation – retrospective (I am a specialist yesterday), actual (I am a specialist today), potential (I am a specialist tomorrow), ideal (I am a specialist in the distant future);

• positive assessment of oneself as a whole, determination of one's positive qualities, perspectives, which contributes to the formation of a positive self-concept.

A specialist with this level of self-awareness increases self-confidence, satisfaction with his profession, increases work efficiency, and strives for self-realization.

The professional responsibility of an individual is formed in the process of joint activity as a result of those external requirements that society, collective (professional environment), group puts forward to him. Professional responsibility is associated with the readiness of an individual to consciously fulfill requirements in accordance with professional and social norms and to be responsible for his actions before himself, other people, society and the team. Professional responsibility in the structure of an individual is a set of professionally important qualities that manifest in activity and have an impact on its effectiveness [16].

3.2. Awareness of one's own and others' professional qualities, abilities, skills and abilities

Self-determination of a person is the process and result of self-determination through awareness of one's qualities and properties, one's uniqueness, difference and similarity with other people, one's place in the world, one's position and role in society, one's purpose in life for self-regulation of one's activities and formation adequate attitude to the surrounding reality, other people and oneself. It is also the process and result of a person's conscious choice of certain relationships, behavior, methods of action, ways and directions of development.

The success of professional self-determination will be influenced by a person's adherence to the following principles: she must create her own professional life; to be aware of their future opportunities and to contribute to their development; to be active and responsible when choosing a profession and determining the ways of its implementation; set realistic goals and achieve the necessary result in the process of mastering the future professional activity; recognize errors in professional self-determination and work to eliminate them.

The goal of professional self-determination is the formation of an individual's internal readiness to consciously, independently build and adjust models of one's own behavior, prospects for one's development, the readiness to independently find personally meaningful meanings, build one's behavior, and form the most appropriate

properties and traits significant for a specific professional activity. Professional self-determination is considered as a long and multi-stage process, an integral and essential component of the professional formation of an individual, which is carried out not only at the first stage of choosing a profession, but also at the stage of mastering it, and at the stage of becoming an individual as a professional.

3.3. Development of ways to overcome failures and ways of self-improvement

The internal condition of personality development is constant "incompleteness" as a characteristic genetic feature of an individual's organization, as his potential opportunity for unlimited development. At the same time, the stages of development passed by a person, or rather the personal newly created characteristic of these stages, "saturating" each other with their content, turn into synergistically working levels of a holistic personal organization. It is these levels, passing through awareness, reflection, critical evaluations, thoughtful choices, development of optimal action systems, that gradually become the psychological foundations of the personality, its foundation, and phenomenologically manifest themselves in aesthetic tastes, intuition, premonitions, moral behavior, etc.

Self-improvement is an opportunity for personal growth of a person and his independent desire to approach a certain ideal with the aim of acquiring personality traits and qualities, mastering those types of activities that he does not yet possess.

Self-actualization, self-realization and self-affirmation of the individual takes place throughout life. Self-education requires a very important, powerful stimulus – a sense of self-worth, respect for oneself, the desire to become better today than yesterday. Self-education is possible only if the human soul is very sensitive to the subtlest, purely human means of influence – a kind word, a kind or reproachful look. It cannot be about self-education if a person is used to rudeness and reacts only to a "strong" word, shout, coercion. In its very essence, self-education presupposes a person's faith in a person, addressing the honor and dignity of a person. Therefore, the main rule of self-discovery is the search for the meaning of life, one's true self [18].

The process of professional self-improvement is based on the psychological mechanism of constantly overcoming internal contradictions between the existing level of professionalism ("I am a real professional") and its imaginary state ("I am an ideal professional"). The "qualitative composition" of changes (development of individual qualities, abilities), the individual's desire for their implementation depends on the system of his value orientations, which regulate the motivational sphere of a person. It is the motivational system – needs, interests, ideals-values – that is the source of individual activity [19, p. 75].

3.4. Professional self-esteem, emotions

The individual's ability to self-assess and self-attachment is an exclusive property of a person who has the opportunity to know and realize himself as a subject of actions, becoming an object of direct attitude towards himself. The final product of the process of self-discovery is, firstly, a dynamic system of a person's ideas about himself, his capabilities, qualities and place among other people (I. S. Kon, G. V. Lozova, O. O. Rean, I. I. Chesnokova etc.); secondly, what a person achieves in his life depends to a decisive extent on the development of achievement motivation, which is manifested in the set of motives that cause the activity of the individual and determine his orientation.

Professional self-esteem is influenced by the content of professional activity and the results achieved in it. The professional self-esteem of a more experienced specialist is based not only on the opinion formed about him in this team, but also on previous professional experience. Professional self-esteem is a more reliable indicator that allows you to predict the efforts made by a specialist and the results of his activities.

Professionals with low self-esteem are more inclined to justify themselves in cases of failure, while managers with high self-esteem are more confident in their value as professionals. Overestimated self-esteem leads to a decrease in work results, to the formation of a complex of one's own exclusivity. Specialists with high self-esteem make generalized conclusions about their own personality after achieving positive results, and with low self-esteem – after unsuccessfully completing tasks. High self-esteem makes it possible to focus on the task in the process of solving the

problem. Professionals with low self-esteem are more concerned with their own feelings and expectations of failure and the reactions of others.

Self-esteem actively regulates the process of self-development. Activation, actualization of the process of self-knowledge, self-control, self-control, self-correction, self-regulation, self-criticism, self-improvement of the individual are based on it. If the result of the activity corresponds to or exceeds the existing level of harassment positive emotions arise, self-esteem increases. Otherwise, negative emotions arise.

Self-esteem is the result of a long process that occurs under the influence of various determinants and does not stop throughout a person's life. Self-esteem not only depends on the environment of the individual, his style of communication, success in activities, but also affects all areas of a person's life, corrects his behavior. Self-esteem is an important regulator of a person's behavior, which depends on the individual's relationship with the world around him, self-demand, attitude to successes and failures. Thus, self-esteem affects the effectiveness of activities and further development of the individual. In professional activity, self-assessment is one of the most important mechanisms of self-regulation of activity, one of the factors that ensure a high level of activity efficiency [20, p. 2-10].

4. Professional communication

4.1. Moral professional communication, development of relationships

Communication is an integral part of a person's professional activity. Thanks to communication, there is an exchange of professionally significant information, professional experience, interaction and joint activities of employees are organized. And for communicative professions, communication is generally a condition for successful professional activity, because its effectiveness depends on professional communication [21, p. 339].

During business communication, it is easier to establish contact between people if they speak "the same language" and strive for productive cooperation. At the same time, the foundations of the culture of their communication are ethical norms and ritual rules of business relationships, knowledge and skills related to the exchange of information, the use of methods and means of mutual influence, mutual understanding.

The moral aspect of business communication is of great importance. In professional activities, people try to achieve not only general, but also personally meaningful goals. The ethics of business communication is based on such rules and norms of behavior of partners that contribute to the development of cooperation. First of all, it is about strengthening mutual trust, constantly informing the partner about one's intentions and actions, preventing deception and non-fulfillment of commitments.

Some foreign corporations and firms have developed codes of honor for employees. It has been proven that a business that has a moral basis is more profitable and more progressive. Depending on the circumstances, business communication can be direct or indirect. In the first case, it takes place during the direct contact of the subjects of communication, and in the second – with the help of copying or technical means [22].

In professional communication, a specialist is faced with many unforeseen situations in which it is necessary to solve the tasks of mutual understanding and interaction in a new way, the solution of which cannot be achieved according to a known algorithm or template, although knowledge of general creative approaches to solving professional tasks usually help to overcome difficulties. Specific features of professional communication are conscious, purposeful management of communication, the presence of a general and specific goal of communication, as well as scientific validity and a high professional level.

4.2. Establishing a friendly atmosphere at work

Establishing a friendly atmosphere at work is an important aspect of successful and productive team work. This means creating a work environment where every employee feels comfortable, respected and supported. A friendly atmosphere involves mutual respect between colleagues, openness to new ideas and opinions, tolerance for differences of opinion and instructions, as well as mutual support in solving tasks and problems.

To create such an environment, it is important to actively promote interaction between employees, organize joint activities and events that promote team cohesion. It is also important to create opportunities for the free exchange of ideas and opinions, and to openly express questions or concerns.

The key components of a friendly atmosphere are mutual respect, sensitivity to needs and a sense of humor. When employees feel supported and respected, they are more inclined to cooperate and work together to achieve organizational goals.

Therefore, establishing a friendly atmosphere at work is an important element of corporate culture, which contributes to increasing morale, efficiency and satisfaction of employees, and also creates favorable conditions for the success of the organization.

4.3. Establishing personal boundaries and rules of violation of these boundaries in the team

Establishing personal boundaries and rules for their violation in the team is an important component of ensuring healthy and productive interpersonal relationships. Personal boundaries are determined by the individual needs, comfort and personal spaces of each employee. These may include physical boundaries (eg personal work space), emotional boundaries (eg personal and professional boundaries) and social boundaries (eg relationships with colleagues during off-hours).

Establishing clear rules for violating these boundaries is important to prevent conflicts caused by disrespect or crossing personal boundaries. These rules can be established both in writing and orally, and they must be known to all team members. These may include a ban on inappropriate comments or jokes, privacy, restrictions on the collection of personal information, and other aspects.

Violation of personal boundaries can lead to tension, dissatisfaction and conflicts in the team. Therefore, it is important that all employees understand and respect the personal boundaries of others and take responsibility for their own actions and deeds.

In conclusion, establishing personal boundaries and rules for their violation in the team is a key element of creating healthy and harmonious relations between employees. This contributes to increased comfort and work efficiency, and also ensures a healthy working environment for all employees.

4.4. Request for help and thanks for the service

Requesting help and expressing gratitude for services rendered are essential components of interpersonal communication in the workplace.

When individuals request assistance, they demonstrate humility, recognition of their limitations, and a willingness to collaborate with others. This fosters teamwork, builds trust, and encourages a supportive environment where colleagues feel valued and respected. Additionally, seeking help when needed can lead to more efficient problem-solving and improved outcomes.

Expressing thanks for services provided is equally important. It acknowledges the effort and support received from others, reinforces positive behavior, and strengthens interpersonal relationships. Gratitude fosters a culture of appreciation and recognition within the workplace, motivating individuals to continue contributing positively to the team. Furthermore, expressing gratitude can boost morale, increase job satisfaction, and cultivate a sense of belonging among colleagues.

In summary, requesting help and showing appreciation for services are vital aspects of effective communication in the workplace. These practices contribute to a positive work environment, enhance teamwork, and promote mutual respect and collaboration among colleagues.

4.5. Provision and acceptance of support, insurance

The provision and acceptance of support, often referred to as "insurance", play crucial roles in fostering a supportive and collaborative work environment.

Provision of support involves offering assistance, guidance, or resources to colleagues when needed. This can include sharing expertise, providing emotional support during challenging times, or offering practical help to overcome obstacles. By proactively offering support, individuals demonstrate empathy, teamwork, and a willingness to contribute to the success of their colleagues and the organization as a whole.

Acceptance of support, on the other hand, involves recognizing and welcoming assistance from others. It requires humility and openness to receiving help when facing challenges or navigating complex tasks. Accepting support does not diminish one's capabilities but rather acknowledges the value of collaboration and the strength that comes from working together as a team.

Insurance, in this context, refers to the mutual understanding among team members that support will be reciprocated when needed. It involves creating a culture

where individuals feel comfortable asking for help and confident that their colleagues will be there to assist them. This mutual assurance fosters trust, loyalty, and a sense of belonging within the team.

Overall, the provision and acceptance of support, or insurance, are essential components of effective teamwork and interpersonal relationships in the workplace. By offering and welcoming assistance, individuals contribute to a supportive work culture where collaboration thrives, challenges are overcome more easily, and everyone has the opportunity to succeed.

4.6. Setting tasks, forming goals, motivation

A motive is something that, reflected in a person's consciousness, prompts him to act, directing him to satisfy a certain need. Motivation is a specific type of mental regulation of behavior and activity. A motive is not just one of the components of activity, but acts as a component of a complex system – the motivational sphere of an individual. The motivational sphere of an individual is understood as the whole set of motives that are formed and developed during his life. This field is dynamic and develops depending on the circumstances. But some motives are relatively stable and, dominating, form the core of the entire sphere (they reveal the orientation of the individual).

The effectiveness of work, other things being equal, is determined by a person's personal attitude to work, his work behavior. In turn, labor behavior is determined by the influence of many factors that act with different forces and in different directions. Motivation is a set of driving forces that encourage a person to perform certain actions. These forces can be of both external and internal origin and force a person consciously or unconsciously to do certain actions [23, p. 30-31].

There are two types of motivation: extrinsic (due to external conditions and circumstances) and intrinsic (internal, related to personal dispositions: motives, needs, attitudes, interests, aspirations, desires. If we consider the main components of motivation presented above, it can be determined that internally, behavior is motivated primarily by a person's motives, needs, and interests, and externally, by various types of incentives, and is also the result of situational factors. Motivation

often means the difference between success and failure. This applies to school, to specific tasks, and to life in general one of the most effective ways to stay motivated is to set goals.

4.7. Request, order, command, politeness, tact, respect

Professional communication is a process of exchanging information and work experience in order to achieve the appropriate result in joint work and the implementation of defined tasks. The ability to behave correctly during professional communication is one of the main components of the success of a professional, especially a manager. A qualified manager must be able to organize communicative cooperation of subordinates without conflict and productively, observing the norms of etiquette to organize conversations with citizens, negotiations with business partners. Professional communication is a complex multifaceted communicative process, the participants of which must take into account each other's social statuses and focus on achieving a common goal [24, p. 17].

The results of professional activity often depend on the culture of behavior, speech, listening and language. It is in this aspect that we can talk about professional culture, that is, about the conformity of behavior, speaking, listening, and language in professional activities to generally accepted norms and principles, primarily moral, as well as to the requirements related to this profession. A person, engaged in some type of activity, not only reveals his moral qualities, but also influences others through them, moving towards the set goal. There are a number of professions whose representatives must not only know, but also act in accordance with moral principles, because the object of their activity is a person. On the surface are the ethical forms of behavior of employees, their appearance, traditions, customs, symbols. They are an external reflection of the organization's culture, components that shape its image and reputation, its corporate style. Tact and sensitivity – these two qualities contain such a concept as a sense of the measure that should be observed in conversation, in personal and official relationships, that is, the ability to feel the limit beyond which, as a result of our words and actions, a person has an undeserved offense, upset, and sometimes pain.

A tactful person always takes into account the age difference with the interlocutor, gender, social status, place of conversation, presence or absence of outsiders. A polite person will always take into account the age, gender, and social status of the partner when communicating. Politeness is synonymous with such concepts as intelligence, decency, tact, tolerance.

Respect is the moral basis of communication, because it most reflects the attitude of interlocutors to each other. Respect is a moral and ethical principle that requires treating another person as an individual. This is the attitude when the concept of human dignity is taken into account. Respect is recognition of the interlocutor as equal to oneself. Respect is complemented by honor, that is, recognition of the individual's personal virtues and his belonging to a certain community. A developed sense of respect for others is one of the most important human traits. Without mutual respect, the existence of a modern labor team is not possible [25].

In business communication "from top to bottom", that is, in the relationship of a manager with a subordinate, the golden rule of ethics can be formulated as follows: "Treat your subordinate as you would like your manager to treat you". The art and success of business communication in many cases are determined by the ethical norms and principles that the manager uses in relation to his subordinates. Norms and principles mean behavior that is possible and that is not possible. These norms relate primarily to how and on the basis of which orders are given in the management process, what is expressed in official discipline that determines business communication. It is more appropriate to use an order in an emergency situation, as well as in relation to unscrupulous subordinates, a request – in the event that the situation is ordinary, and the relationship between the manager and the subordinate is built on trust and benevolence.

This form allows the employee to express his opinion about the problem in the event that this problem cannot be solved for some reason. And if you emphasize it accordingly, the employee will have no doubt that this is an order. Without observing the ethics of business communication between a manager and a subordinate, most

people feel uncomfortable in the team and not morally protected. The manager's attitude towards his subordinate affects the entire nature of business communication and in many cases determines his moral and psychological climate.

In "bottom-up" business communication, that is, in the attitude of a subordinate to his boss, a general ethical rule of conduct can be formulated as follows: "Treat your boss as you would like your subordinates to treat you". Knowing how to address and treat your boss is no less important than what moral requirements you should set for your subordinates. Without it, it is difficult to find a "common language" with both the boss and the subordinate. Using certain ethical norms, you can attract the manager to your side, making him your accomplice, but you can also turn him against you, making him unfriendly.

4.8. Notification of rights and obligations, discussion of working conditions and achievement of results

A person's success in life, his relationships with other members of society depend on the ability to communicate. Communication is a complex process of establishing and developing contacts between people, the interaction of personalities, which is based on the exchange of thoughts, feelings, expressions of will for the purpose of informing.

Usually, the subject of discussion during business conversations is a specific matter. A business conversation is a purposeful communication with a predictable or pre-planned result. Examples of such conversations are: discussion of new projects, a conversation with a business partner, an interview with an employer. An interview with an employer is a special interview during which the employer evaluates the applicant for a vacant position. Success or failure during an interview depends not only on professional qualities (education, experience, communication skills), but also on the first impression you make on the employer, which directly depends on professional communication skills. Sometimes it will be of decisive importance, if, of course, the professional training meets the requirements of the employer.

In the case of reaching an agreement to hire employees who have just started applying for a job, many questions arise due to insufficient knowledge of labor

legislation in terms of the hiring procedure, due to which the employer, already at the time of hiring, has the possibility of violating the labor rights of the future employee The rules of employment and knowledge of the procedure for such registration are necessary in order for the future employee to have the opportunity to prevent such situations or, having encountered them, know how to avoid negative consequences and protect his rights.

The employer is obliged to explain to the employee his rights and responsibilities, to acquaint the employee with internal regulations (collective agreement, job (work) instructions, etc.), to provide information about the rules of the internal labor procedure, to provide the employee with a workplace and everything necessary for working means. The employee must also be provided with comprehensive information about his working conditions. During the hiring process, he should be informed about the presence of any harmful factors, as well as the possibility of their negative impact on health. Before starting work, the employee must be given all the necessary briefings (on fire safety, primary occupational safety, etc.). Admission of an employee to work is possible after the employee has familiarized himself with all local documents and has been given appropriate briefings, he can start performing his duties.

So, in order to be successful during professional communication, for example in the case of a dialogue between a future employee and an employer, it is necessary to: carefully prepare for the conversation; be attentive and tactful to the interlocutor; constantly stimulate the interlocutor's interest in the conversation; be able to listen to the interlocutor, take into account his views, opinions and evidence; monitor your partner's reaction and adjust your actions accordingly; express your thoughts accurately, logically, convincingly; to create an atmosphere of trust in order to attract the interlocutor. In order for the conversation to be effective, you cannot: interrupt the interlocutor; to sharply accelerate the pace of the conversation; negatively evaluate the interlocutor's personality; emphasize the difference between the person and the interlocutor; reduce the distance.

Undoubtedly, the culture of communication depends on mastering knowledge, norms, qualities, and rules. However, the effectiveness of communication is also ensured by the internal need to realize the individuality and uniqueness of the subject, tolerance, tact, politeness, showing sincere interest and respect for the interlocutor, the ability to control gestures and facial expressions, one's own behavior and that of the interlocutor, and the desire for emotional and intellectual interaction. Therefore, the success of professional communication, which is a condition for understanding between people, a regulator of human behavior, depends on understanding the components and communicative tasks of communication, improving the communicative and rhetorical qualities of speech [26, p. 123].

4.9. Communication on production, discussion of production and sales successes

The role of communication in professional activity is particularly large. Thanks to it, people can exchange ideas, thoughts, influence each other. It allows you to improve in the chosen field of activity. The communication of business people, its rules and norms is nothing more than a summary that was developed by practice and experience. Successful business communication contributes to increasing the efficiency of the work of this or that organization, as well as the emergence of new ideas and the improvement of old ones. In addition, it is thanks to communication that the experience is transferred from the older generation of employees to the younger ones.

The basis of business communication is: discussion of important issues, settlement of controversial situations and conflicts, discussion of plans, decision-making. In this type, a special place is occupied by the moral side of the issue. Both managers and subordinates should be aware of all norms and rules of business communication. After all, it is significantly different from the usual one. Ethically built communication in any professional environment contributes to the growth of development rates, team cohesion, achievement of set goals and high results.

Communication on production, discussion of production and sales success usually takes place at business meetings. A business meeting is a common form of

management for the development of optimal solutions, which allows you to use the collective mind and knowledge to solve complex current problems, organize the exchange of information, opinions and accumulated experience between individual employees and structural divisions of the enterprise.

The following issues are resolved at business meetings:

• Development, strengthening of the company's policy and its implementation.

• Integration of activities of all departments and services taking into account the general goals of the organization.

• Identification and calculation of collective results.

• Collective problem solving taking into account the educational effect.

The following main tasks of business meetings are distinguished:

• Find out, analyze the state of affairs (how the plan is carried out, what is happening in the team...); exchange information on the discussed issues, coordinate efforts and make organizational conclusions. The informational type of meetings corresponds to these tasks.

• To inform the team about the search for solutions to problems, about new experience and the possibilities of its implementation, to convince employees of the correctness of the implemented economic policy. To solve these problems, explanatory meetings or briefing meetings are appointed.

• Find a collective solution to the problem, collect ideas. This is a type of problem meeting or "brainstorming".

• Select and make constructive decisions. This is the task of the assembly – to make a decision.

• To give participants the necessary knowledge, to improve their qualifications. This type is called a conference or training meeting.

If the manager is interested in constant contact with the team, he organizes regular meetings. The frequency of meetings can be one-time or periodic. Each manager must correctly determine the procedure for holding a meeting depending on the goal. But even when it is successfully formulated, there is always a hidden level of goals, which, as a rule, are not talked about, but which must be reckoned with. For

example: if representatives of departments participate in the meeting, the interests of each of them become hidden goals. The sales department is against anything that could negatively affect its product sales activities. The production department is keen to prevent the realization department from having a great opportunity to dictate production schedules and plans etc. to it after the meeting. Thus, each department considers the main task of preserving or even increasing its "conquests": rights, privileges and power.

The final stage of the organization and holding of the meeting is the adoption of a decision and agreement on the terms of its implementation. The decision at the meeting is made by everyone together and by each one individually. Its effectiveness depends on the extent to which the meeting participant managed to include his ideas and comments in the general decision.

Therefore, when communicating at work or in the field of any institution, professional communication skills are important, because the effectiveness of conveying the necessary information, the correctness of making work decisions, and even the level of work success depend on it.

CONCLUSIONS

Based on the above, it can be noted that communication is a very complex, multifaceted process of establishing and developing contacts between people, which is an extremely important skill in any field of activity. The ability to communicate professionally is a great asset, which is the result of the influence of various factors: personal, social, cultural, historical, professional, etc.

Therefore, it is worth providing the following conclusions about the personality of a professional in communication:

1. The formation of the moral consciousness of an individual is nothing but actions according to moral laws, one's own life beliefs and values. Degrees of feelings of shame, conscience, duty, including moral, responsibility play a huge role in becoming a truly conscious specialist. Being a professional means doing your job honestly, conscientiously, qualitatively, responsibly and with love. Do not forget about the trust of others and protect it. And to allow conscience to act more before

something bad is done, that is, as a warning, and not after it has been done, as a condemnation, so that one does not have to feel shame, unpleasant for oneself and for oneself.

2. Life values, both spiritual and material, clearly influence the formation of a specialist's personality. Special abilities, knowledge related to the profession, the ability to master and use knowledge and skills, flexibility of professional behavior depend on the value orientations of a person. Valuable spiritual experience will provide an opportunity to skillfully and adequately deal with any professional task, make the right choice, and avoid unwanted mistakes. In addition, such traits of a correctly value-oriented professional personality as honesty, principledness, loyalty to one's work and oneself, sincerity, truthfulness, dignity and nobility will especially help this.

3. Awareness of norms, rules, roles, models, actions in one's profession is possible only thanks to the formed professional self-awareness of the individual, in particular, professional worldview, credo, concept of work, healthy self-esteem. It is also worth mentioning professional self-determination - awareness of one's work skills, qualities, uniqueness, one's position, abilities that are directly related to the world of the profession. All these are factors in the formation of the personality of a professional. The desire for self-improvement, a constant feeling of "incompleteness", self-education is also the key to the success of a specialist.

4. Finally, the final link in the formation of a professional's personality is his ability to communicate on the topic of his profession. The skill of professional communication is always the exchange of important work information, unique experience, the possibility of productive joint activities, agreements, cooperation, etc., built on mutual understanding. Ethics and culture of professional communication in this case come to the fore. It is important to be polite, respectful, tactful, sensitive to the interlocutor, to be able to listen, hear and speak appropriately. Achieving any professional success requires a sense of motivation and drive to action, the ability to set goals and tasks for fulfillment. In addition, knowledge of one's professional rights and responsibilities during employment is of great importance.

Therefore, the personality of a professional should include the most essential social and professionally important qualities, features and manifestations that form the subject of professional activity, determine the unique culture of his professional behavior, professional interaction, individual style of professional activity as a subject of individual, social and professional life in a socio-professional environment.

PROSPECTS FOR FURTHER RESEARCH

Further promising areas of scientific research:

• a specialist as a subject of professional development;

• the content, features and effectiveness of the process of professional development of a specialist under the influence of the main characteristics, requirements of professional activity and personal values;

• hyper-responsibility in the individual's professional activity;

• individual style of professional activity and communication;

• problems of professional communication in empirical research;

• the culture of professional communication, professional communication as the realization of individual creative abilities of a specialist;

• correlations between the ability to communicate professionally and the results of success;

• effective mechanism of motivation and stimulation of the individual in his professional activity and communication;

• value orientations of young professionals and the influence of surrounding factors on them;

• mutual influences of the culture of professional communication and socio-professional characteristics of personality development.

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PREPARATION OF FUTURE SPECIALISTS IN AGRICULTURE FOR PROFESSIONAL COMMUNICATION IN THE PROCESS OF FOREIGN LANGUAGE LEARNING

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

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

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

Key wards: foreign language, professional communication, skills, future specialist, professional training, education.

Introduction. Today, there is a clear trend towards the expansion of international relations and cooperation in various fields of science, technology, art and production, integration of Ukraine into the world community, and this, in turn, cannot be achieved without the knowledge of foreign languages by citizens of the country. Knowledge of foreign languages is an objective social value and their study at the current stage of education development is a social order of society.

In earlier times, knowledge of foreign languages was more of a potential value than a real one, as it did not receive appropriate implementation in social life and professional activity.

In the "All-European recommendations on language education" it is rightly emphasized that knowledge of foreign languages will help: to prepare all Europeans for the growing needs of international mobility and closer cooperation in the field of education, culture, science, trade, industry; promote mutual understanding and tolerance, respect for individuality and cultural differences through more effective international cooperation; support and to further develop the richness and diversity of European cultural life through deeper mutual knowledge of the national and regional languages being studied; to warn of the danger that may result from the marginalization of those who do not have the skills necessary to successfully communicate in an interactive Europe [1, p. 3].

Therefore, Ukraine should train specialists in various fields who have a good command of at least one of the common European languages.

In connection with the significant changes that have taken place in our country and in the countries of the world community in recent years, the status of a foreign language has really changed significantly. Practice shows that for the successful development of the economy and ensuring competitiveness on the world market, not just translators are needed, but specialists who speak foreign languages at a high level. Today, knowledge of foreign languages is becoming one of the conditions of professional competence, and the demand for such specialists will grow more and more in the future.

A research problem. The function of a foreign language as a means of shaping the professional orientation of future specialists can, in our opinion, be successfully implemented in higher educational institutions through the organization of the entire educational process, the content of the educational material, clear professional orientation, as well as through the methods of presenting this material, forms of interaction between teachers and students in the educational process. At the same time, the achievement of a distant strategic goal – the professional development of a specialist is mediated by the achievement of closer tactical goals related to mastering a foreign language.

Relevance of research. Modern domestic specialists must not only be able to read and translate special foreign literature, but also enter into business and interpersonal contacts. That is why the function of a foreign language is becoming increasingly important as a means of forming a professional orientation, deepening interest in the future profession, trying to gain knowledge from various sources, one of which is mastering a foreign language, which gives an opportunity to get acquainted with the achievements of science and practice in the relevant field abroad and to use them in professional activities, to participate in international projects implemented in Ukraine, to continue studying in one of the foreign countries, to engage in scientific research, to work in foreign companies, charitable foundations and organizations, the number of which is increasing every year in Ukraine , etc.

Analysis of publications. General issues of communicative activity of future specialists were studied by A. Kapska, I. Trubavina, N. Skotna, and others. The question of formation of communicative competence was studied by A. Moskalenko, H. Miasoid, M. Tymchenko and others. V. Kremin, I. Klyuchkovska, L. Klochko, N. Mykytenko, L. Onufrieva and others partially touch on the issues of training specialists in the context of a foreign language in their works. Issues of business communication are covered in the works of K. Bohatiriov, S. Zahorodniuk, H. Slavtych, and others.

The aim of the article is to analyze the process of preparation of future specialists for professional communication while learning foreign language.

Objectives of the study. The question of forming professional communication and increasing the general level of foreign language proficiency, which is essential for a future specialist, determines the social and pedagogical significance and the need to solve the problem of professional communication of specialists in the agricultural sector.

Scientific novelty. Formation of foreign language professional communication skills is an integral component of the professional training of future specialists of any profile. It is an undeniable fact that a modern successful specialist must have

communication skills (conducting business conversations, negotiations, meetings, discussions, telephone conversations, conducting business correspondence, etc.).

Today, there are certain contradictions in the professional training of specialists at domestic universities: between the social orders of society for specialists in various fields who possess the skills of foreign communication, and the insufficient level of their foreign language training; the need for systematic training of specialists for professional communication and the lack of appropriate interdisciplinary coordination.

Research material. Modern European integration processes, the development of market relations, and international competition place high demands on the professionalism of domestic specialists. It is believed that the knowledge of foreign language by specialists is one of their important indicators of professionalism and, accordingly, an important component of their professional training.

Today, Ukraine is experiencing significant difficulties in social and economic development, which are exacerbated by crisis phenomena in the world economy. According to many scientists, one of the most important human resources, which are now becoming a factor in the optimal solution of urgent global crisis problems, is the high professionalism and creative skill of specialists in all branches of the national economy. If the future specialists do not acquire an appropriate level of professionalism, it can lead to huge losses in the formation and strengthening of statehood, creates tension in the functioning of all spheres of society. So, it is quite clear how important the problem of professional competence of specialists is today, including foreign language competence, the analysis of which is devoted to the works of scientists N. Mykytenko [2], I. Chemerys [3] and others.

True professionalism in any activity is associated with a person's intense and stable motivational and emotional focus on achieving significant activity results, which cannot be achieved without high professional competence and requires a person to have the appropriate knowledge, skills and abilities. Undoubtedly, every profession requires specific knowledge, special skills, but the ability to communicate and interact with other people is extremely important for many professions. This

ability largely determines high professionalism and professional competence. Modern specialist, as a professional, must possess general and special knowledge and skills to use them in practical professional activities, as well as business communication skills, including foreign languages [4].

It should be emphasized that today the most common language of business communication is English. In connection with the intensive development of the world economy in the conditions of globalization, intercultural integration and communication, English has become the main language of international political, economic, and cultural cooperation. The recognition of English as an official language in more than 60 countries of the world makes it possible to consider it as a world language [5]. As a rule, the vast majority of representatives of politics, economy, and culture of all European countries speak English to one degree or another, which gives them the opportunity to communicate without translators. Not long ago such an interesting approach to learning English as "English for professional purposes" began to take shape, due to the narrow specialization of professional activity, which concerns only a certain professional sphere of the individual and involves awareness of the need to learn a foreign language for a specific purpose [6, p.136; 7].

At the current stage of the human community development, the need to learn a foreign language becomes very important. Foreign language is a means of intercultural communication in various spheres of human activity (politics, economy, culture, social sphere, etc.), a means of mutual understanding of people, countries, social systems and the generalization of the achievements of national cultures in the development of universal human culture, enrichment with spiritual values created by different people and humanity as a whole, a means of intercultural interaction.

It should be noted that a foreign language is a special subject that is significantly different from other subjects studied at a higher educational institution. The final result of the process of learning a foreign language is not only relevant knowledge, but also formed practical skills and skills of oral and written speech activity. Mastering a foreign language is impossible without familiarization with the

culture of the country, with the mentality of the people, that is, future specialists need to learn not only the language itself, but also the image of another world, the way of thinking of people who live in this world and use language to communicate.

The role of a foreign language in society has changed today, because it has turned from an educational subject into an important element of the modern education system, a means of achieving professional realization of the individual. At the current stage of the development of society, knowledge of foreign language professional and business communication skills are a qualitative characteristic of a specialist. Foreign language communication not only contributes to effective international communication and cooperation at the professional and personal levels, but also plays a positive role in ensuring the general development of specialists, expanding their worldview, deepening knowledge about the surrounding world, about people who speak a given foreign language, their customs, mentality, peculiarities of national culture, etc., and also promotes the development of all mental processes: perception, attention, imagination, thinking. In the process of learning a foreign language, the personality of the future specialist is nurtured as a whole, as well as the formation of individual professional and personal qualities necessary for the professional development of a specialist [8].

The trend of the importance of educational influence on young people by studying the culture of the countries whose language is being studied has been felt in society. It is increasingly possible to hear a foreign language on television and radio; people who grew up in one national culture learn the essential facts, norms and values of another national culture. A positive attitude towards the country and its people is formed. In these conditions, the language being studied is a source of educational values. Cultural and ethical norms of behaviour characteristic of native speakers, rules and norms of speech behaviour can and should be learned together with the language [9, p. 27].

Thus, the positive role of having the knowledge of oral and written skills of foreign language communication by modern specialists is that these skills can be used as a means: providing access to any kind of information, its distribution, regardless of

state borders; familiarization with the research of the latest world achievements; awareness of the existence of a variety of cultures and civilizations, ways of their interaction in the intercultural world space; implementation of international cooperation in various fields, which contributes to finding common ways to solve common human problems, avoiding international conflicts; overcoming national and cultural limitations in various spheres of society's life; development and upbringing of personal and professional qualities of a specialist.

The training of specialists for foreign language communication is of particular importance in the context of the Bologna process, since mastering a foreign language is an important condition for establishing international business contacts, creating joint ventures, intensifying interaction with foreign colleagues, as well as for the mobility of students, teachers and researchers in order to access opportunities for education, research, teaching and internships in the European region. In this regard, knowledge of foreign languages acquires economic value and is considered as a mandatory component of the professional training of future specialists.

The globalization and integration processes taking place in society require an immediate response from the field of professional training of future specialists in the higher education system in order to provide university graduates with the opportunity to fully realize their professional roles and functions. The professional training of future specialists must meet the requirements of the times and focus on the perspective of international cooperation, provide both scientists and students within the global educational and scientific space. One of the requirements for the integration of Ukraine into the global informational, scientific, educational, and economic space is a high level of formation of foreign language professional competence of specialists, an important component of which is the ability to communicate in a foreign language.

In addition to the expansion of international cooperation, which is undoubtedly a positive fact, in today's complex social, political and economic conditions, characteristic of the world community in general, conflicts and misunderstandings often occur. It would be difficult to solve all these situations without perfect mastery

of foreign language communication skills. In particular, international negotiations occupy a unique place in solving problematic situations and conflicts. This is one of the effective ways of international communication, peaceful settlement and prevention of disputes. Negotiations in the international sphere belong to the oldest types of international relations. They are a form of official communication between representatives of governments and people, organizations and institutions in the field of politics, economy, and culture. Conducting such negotiations is compared to art, and their effective course is considered one of the ways of implementing international politics. Negotiations in the field of international business relations are an active process of effective communication and discussion of the positions of the participants, which aim to agree on common interests. Their subject can be not only actual controversial problems of economic relations, but also the conditions of future mutually beneficial activities in the field of business. The results of negotiations are usually recorded in the form of bilateral and multilateral agreements, protocols, and memoranda. The official nature of most negotiations requires special attention to protocol and diplomatic etiquette. In negotiations, business communication is conducted according to certain rules, according to the requirements of etiquette. The knowledge and ability to communicate in English, which is the most widespread in communication today, is especially important.

The humanization of higher education, in contrast to the highly specialized professional training of future specialists, is aimed at forming the worldview, beliefs, moral values and principles of educated individuals with an active civic position, which in turn leads to an increase in the general cultural level of future specialists. The main essence of the humanitarianization of the higher education system is to ensure thorough general cultural development, the formation of a harmonious, integral personality, which is considered an important prerequisite and essential factor for its professional development and self-realization. Humanization of education is closely related to humanization, which is a worldview and active approach to education, which not only recognizes, but also affirms the identity of the

student as an individual, his right to quality education, to freedom of choice, to the discovery and development of his abilities [10, p.18].

Humanization is manifested in such components of education as humanitarianization, fundamentalization, activity direction and national character. In the modern Ukrainian education system, humanitarianization should involve a reorientation of priorities in defining educational ideals – rejection of technocratic approaches in this matter and directing the educational process to the formation of the spiritual world of the individual, the affirmation of spiritual values as the primary source in determining the purpose and content of education. Humanistic orientations consider the individual as their subject, who constantly strives for self-actualization and self-development.

Increasing interest in the study of humanities and social sciences will greatly contribute to the formation and development of interdisciplinary abilities, skills and competencies of future specialists in agriculture, as well as influence the formation of the worldview of the personalities of future agrarians. Mastering the art of communication is a necessary condition for the effective daily professional activity of specialists in agriculture. A low level of speech culture can lead to certain difficulties during professional communication, as well as in mastering professional knowledge. In addition, it narrows the individual's opportunities to implement their own life plans or projects. In this sense, the formation of the communicative culture of the future veterinarian is a really important task of the educational process in a higher educational institution.

Among the wide range of disciplines studied at a higher educational institution, future specialists in the sphere of veterinary medicine need to study humanitarian disciplines that will contribute to the formation of communicative culture, which can be considered as a unity of discursive, rhetorical, social and cultural competences. A competent approach is connected with comprehensive training of future specialists not only as professionals, but also as individuals. In this regard, the goal of increasing the importance of humanitarian disciplines is not only the student's acquisition of knowledge and skills, but also the development of a worldview, interdisciplinary

sense, the ability to make creative decisions, as well as the formation of humanistic values. This is the specificity of the competence approach in the professional training of future specialists in veterinary medicine. The level of a student's general culture is also determined by the qualitative level of his communicative culture, which is manifested in the process of his self-realization in education, achievement of the set goal, awareness of future professional activity.

Communicative training of future specialists in agriculture can be carried out using native and foreign languages in the process of studying humanitarian disciplines, both linguistic and non-linguistic. Since knowledge of a foreign language is gaining importance in many professional fields, the formation of foreign language communicative competence of future veterinarians deserves special attention.

Knowledge of one or more foreign languages is an integral part of the education of a modern highly qualified manager. In view of this, the organization of professionally oriented foreign language learning in such a way that during the specified period of study they achieve a certain level of foreign language competence, which would enable effective communication in professional activities, becomes especially important.

After all, the specifics of the future specialists' activities require communication skills with foreign colleagues in order to exchange professional experience and discuss problems of national and local importance. In this context, the role of the foreign language teacher increases greatly, and the choice of the most effective teaching method becomes more relevant than ever. The level of development of personality culture directly depends on the development of a person's creative potential, in particular, on its reflective component. Reflective culture includes the readiness and ability to creatively, in a new way, understand and solve problematic moments, to get out of internal and external conflict states and situations, the ability to find new strengths, meanings and values, to attract and be involved in continuous systems of interpersonal and business relations, to set and solve extraordinary practical tasks.

Many scientists offer a general classification of communication skills, which are divided into: skills necessary for oral communication; skills necessary for written communication.

Scientists distinguish such skills as actual speech, speech etiquette, non-verbal and verbal communication, the ability to communicate in various organizational forms of communication, the ability to communicate at different levels.

Communication skills can be divided into three groups:

1. The ability to transfer known knowledge and skills, communication techniques in the conditions of a new communicative situation, transforming them in accordance with the specifics of its specific conditions.

2. The ability to find a solution for each communicative situation.

3. The ability to create new ways to solve specific communicative situations.

Among professional communication skills, it is possible to distinguish such blocks as: social and psychological, moral and ethical, aesthetic and technological.

The social and psychological block includes the following skills: encouraging individuals to communicate, self-presentation, adequately perceiving and understanding the uniqueness of the individual and the group, its status structure, predicting the development of interpersonal relationships, using psychological means, such as: verbal, non-verbal, proxemic, mechanisms of communicative influence, etc.

The structure of the moral and ethical block includes the following skills: to build communication on a humane, democratic basis, to be guided by the principles and rules of professional ethics, to affirm the personal dignity of each individual, to organize creative cooperation with individuals and groups, to initiate a favorable moral climate of communication.

The aesthetic block includes the following skills: to harmonize internal and external personal manifestations, to be aesthetically expressive, attractive, to activate the emotional tone of communication partners, their optimistic worldview, etc.

The structure of the technological unit includes skills: optimal use of means, methods and techniques, forms of interaction, correctly choosing the style of

communication, observing tact, organically combining communicative and substantive interaction, ensuring their educational effectiveness.

Some scientists distinguish the communicative skills of foreign language professional communication, taking into account the position of the competence approach to the study of foreign languages. As noted by L. Chernii, this approach is fundamental in the study of foreign languages in many foreign countries [11]. Competence is usually considered as a set of knowledge, skills, and attitudes that are acquired in the learning process and allow a person to understand and evaluate problems characteristic of different fields of activity in different contexts [2, p.33]. Foreign language communicative competence includes: speech, social, linguistic, intercultural competence and, accordingly, involves linguistic, sociolinguistic, intercultural knowledge and skills.

According to the "All-European recommendations on language education" [1], communicative speech competence consists of linguistic, sociolinguistic and pragmatic components, each of which includes relevant knowledge, skills and abilities.

Linguistic competences include lexical, phonetic, syntactic knowledge and skills and other parameters of the language as a system, regardless of the sociolinguistic meaning of their variants and the pragmatic functions of their implementation. This component is related not only to the level or quality of knowledge (for example, the volume of vocabulary), but also to the cognitive organization and the way in which knowledge is stored (for example, the various associative chains in which the speaker combines lexical concepts), with their availability (activation, recall and availability). Knowledge may or may not be conscious and clearly expressed. It can be assumed that the cognitive organization of the dictionary and the accumulation of expressions depend, among other things, on the cultural characteristics of the community or communities in which the individual is socialized and in which he is educated.

Lexical, grammatical, semantic, phonological, orthographic and orthoepic competences are usually distinguished.

Lexical competence is the knowledge and ability to use language vocabulary (consists of lexical and grammatical elements).

Lexical elements include: colloquial expressions, phraseological idioms, stable expressions that are used as a whole, one-word forms that can have several meanings.

Grammatical elements, which are also included in lexical competence, belong to closed classes of words (conjunctions, particles, articles). Grammatical competence can be defined as the knowledge and ability to use the grammatical resources of the language, where morphology and syntax are traditionally distinguished. Morphology considers the internal organization of words, and syntax is the organization of words into sentences.

The syntax of an experienced native speaker can be very complex and largely unconscious. The ability to form sentences from single words and phrases to convey information is a central aspect of communicative competence.

Semantic competence (lexical, grammatical, pragmatic) consists in the speaker's ability to understand and control the organization of content. Lexical semantics covers the issue of word meaning, word connection with the general context, intra-lexical connections (synonyms, equivalence of translation, etc.). Grammatical competence examines the meaning of elements, categories, structures. Pragmatic competence considers logical relationships (for example, subordination).

Phonological competence includes knowledge and skills of perception and production, that is, perception and speech: sound units (phonemes) of speech and methods of their implementation in a certain context, emphasis, rhythm, intonation.

Spelling competence covers the knowledge and skills of perception and production of symbols that make up written texts. The writing systems of all European languages are based on the alphabetic principle, so those who want to master a foreign language should know the form of both upper and lowercase letters in the form of direct font and italics, punctuation marks and cases of their use, logographic marks in general use.

Orthographic competence involves the ability to correctly pronounce words that have been encountered for the first time in written form. This may include:

knowledge of the rules for writing words, the ability to use a dictionary and knowledge of the conventions used in it to represent pronunciation, the ability to understand ambiguity, depending on the context.

The second component is sociolinguistic competence. This kind of competence refers to the social and cultural conditions of language use. Due to sensitivity to social conventions (rules of politeness, norms that regulate relations between generations and social groups, linguistic codifications of some basic rituals in the life of society), the sociolinguistic component permeates the entire process of communication between representatives of different cultures, even when its participants are not fully aware of this influence.

Sociolinguistic competence is related to the knowledge and skills necessary to implement the social aspect of language use. Since language is a sociocultural phenomenon, sociolinguistic competence involves knowledge of linguistic markers of social relations (use and choice of greetings, forms of address, rules of entering into a conversation), rules of politeness, expressions of folk wisdom, register differences, that is, levels of formality, dialects and accents that indicate national and regional origin, social and ethnic affiliation, professional group.

Pragmatic competences are related to the functional use of linguistic means: the production of language functions, speech acts, etc. They offer scenarios or programs for interactive exchanges, and also relate to the ability to identify types and forms of texts. For this component to function, it is imperative to emphasize the importance of the interactions and cultural vision in which these abilities are formed, even more than the importance of the linguistic component.

Thus, pragmatic competence is associated with the user's knowledge of the principles by which a certain capture is structured and arranged, used to perform communicative functions, coordinated according to interactive schemes. It involves the ability to control the logical composition of sentences from the point of view of the topic, the known and the new, natural connections, for example, temporal, cause and effect. Pragmatic competence also includes knowledge and ability to use interactive schemes (programs of social interaction) that support communication,

such as verbal communication patterns. Interactive communicative activities include structured sequences of actions that parties perform the simplest pairs they form are: question - answer, statement - confirmation (refutation), demand - agreement (disagreement), etc.

"Triple" exchanges are often carried out, in which the first interlocutor confirms or responds to his partner's remark, and another participant joins the conversation. Such exchanges are usually part of longer interactions and transactions. In more complex goal-directed cooperative transactions, speech is used to form working groups and establish relationships between participants, create a general picture of the main characteristics of the current situation and lead to a common opinion, establish a common agreement on goals and actions to be implemented, coordination of roles in the implementation of activities, management of practical actions, recognition of the final completion of the task, etc.

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

The term "professional communication" is found in the works of many scientists (V. Kan-Kalyk, O. Bodalov, I. Ziaziun, T. Lipatova, O. Mudryk and others), but its interpretation is ambiguous [12].

T. Lipatova considers professional communication as verbal and non-verbal interaction of people within the framework of specific activities aimed at solving certain tasks. Professional communication is a special type of communication, the process of establishing and developing contacts between people, determined by the needs of joint activities, which includes the exchange of information, the

development of a single strategy of interaction, perception and understanding of another person [12].

Therefore, professional communication can be interpreted as a process of interaction of individuals united by common professional interests, professional activity, during which the exchange of professionally important information, experience, ideas takes place and the realization of the set professional goal takes place [12].

It was established that the term "professional communication" appeared in pedagogical literature (V. Kan-Kalyk), and from the end of the 20th century it began to be used in relation to representatives of any professions to denote the peculiarities of their interaction in professional activities. In this period, theses which study certain aspects of professional communication are published. The problems of culture formation and communication style in various professional spheres are studied in particular in the works of M. Koval, V. Liventsova, P. Skliar, N. Sobol [13].

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

On the basis of a theoretical analysis of scientific literature, it was established that scientific and professional communication in a foreign language environment is a process of interaction between specialists, which is determined by the needs of their joint scientific and professional activity and takes place in such a linguistic and

cultural society, where the main means of communication is a non-native language for at least one of the communicators language. In view of this, the preparation of future specialists in agriculture for scientific and professional communication in a foreign language environment is the preparation of future specialists for interaction outside our state (during practice or study abroad) with representatives of a historically specific group of people, who live in a certain territory and they are speakers of a language foreign to our students and a "foreign" culture to them [13].

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

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

A high level is characterized by: awareness of the need to master a foreign language as a means of scientific and professional self-improvement; internal motivation; persistent interest in learning a foreign language; creative attitude to foreign language communication; developed scientific and professional communicative competence in all types of speech activity; in-depth knowledge of linguistic, sociological and cultural features of the foreign language environment; high moral norms of communication; reflective culture [13].

So, the range of speech at the elementary level is characterized by an extremely limited set of words, the simplest phrases, related to personal needs and individual

specific situations; at the intermediate level – the use of simple grammatical structures with memorized phrases, stable expressions for exchanging information at the everyday and professional level, the presence of a fairly significant vocabulary and some hesitations in the selection of words; at a high level – a sufficient set of various means of speech, which allows you to formulate clear statements on a wide range of general, academic, professional or everyday topics.

Speech correctness at the elementary level is characterized by the use of a few simple structures, a significant number of errors in utterances, and the exercise of only very limited control over the grammatical structure of sentences. For the average level, it is mainly the correct use of the most frequently used words and expressions, the ability to notice and correct mistakes. A high level is characterized by a high degree of grammatical correctness, the presence of constant grammatical control. Errors are almost absent, or very minor and imperceptible.

The speed of speech at the elementary level is determined by the fact that a person can produce very short statements, with numerous pauses to find means of expressing thoughts, repetitions. A specialist who is at an average level of mastery of foreign language speaking skills can express himself more or less clearly, even if the pauses for grammatical and lexical planning and correction are too obvious, especially during rather long and unprepared communication. A high level is characterized by fast and spontaneous speech, which occurs almost without difficulty. Only in cases of a conceptually complex subject of speech, the natural ease of the speech flow may decrease a little, which is not always noticeable in an interesting conversation.

As for communication interaction, which is very important, a specialist who has basic foreign language communication skills can easily communicate in a dialogical way, asking and answering (usually with mistakes) simple lines, but insufficient understanding does not allow him to effectively keep the conversation going. It is characteristic of the average level that the specialist can start, maintain and end a conversation when he considers it necessary to conduct discussions on familiar topics (professional or personal), despite some speech errors that do not

prevent the understanding of the expressed opinion. At a high level, interaction is carried out easily and skilfully, verbal and non-verbal means are chosen appropriately, communication is very natural.

For successful professional activity, a modern specialist must possess a high or at least an average level of development of foreign language business communication skills.

The importance of specialists mastering the skills of foreign language communication is indicated in the state document "Contents of the industry standards of higher education for the training of specialists of the educational qualification levels of junior specialist and bachelor regarding humanitarian social and economic education and education of human life safety and occupational health and safety" (Appendix to the instruction letter of the Ministry of Education and of Science, Youth and Sports of Ukraine) [14]. According to this document, graduates of higher educational institutions must possess the following skills:

- in production conditions, working out professionally oriented foreign language (printed and electronic) sources, expand the lexical and grammatical level;

- make oral contacts in situations of professional communication, applying the lexical and grammatical minimum in a certain field, during oral business contacts, using techniques and methods of oral communication and appropriate communication methods;

- make written contacts in situations of professional communication, using the lexical and grammatical minimum in a certain field and foreign language (printed and electronic) sources, in the conditions of written business contacts using techniques and methods of written communication and relevant methods of drawing up business documentation;

- in production conditions during oral and written communication using appropriate methods to apply sociolinguistic competence to achieve mutual understanding.

A specialist of any profile should be able to work with printed products in a foreign language by specialty, including searching for the necessary information,

translating special scientific literature, abstracting, actively participate in business communication at international business meetings, negotiations.

Therefore, a modern specialist must have the following skills:

• speaking: dialogic and monologue speech using the most used lexical and grammatical means in the main communicative situations of informal and official communication; basics of public speaking (oral message, speech, report);

• listening: understanding dialogic and monologue speech in everyday life and professional communication;

• reading: reading and understanding texts from the specialty profile, instructions, decisions, agreements;

• writing: writing letters, resumes, messages, protocols, abstracts, theses, biographies and other written documents.

The training of future specialists of the agricultural sector in the conditions of a higher school cannot be effective without taking into account the specifics of the students training. One of the important indicators of students' professionalism is the ability to communicate, including foreign language communication. Teaching a foreign language at a university is an integral component of the scientific and professional development of future specialists and it should be based on the principle of pedagogical interaction, cooperation and co-creation, since, in this way, the activity of students in mastering not only specific foreign language terminological vocabulary, but also foreign language communication skills increases, personal cognitive activity management technology. Under such conditions, students master the technology of interaction in the "teacher-student" relationship system, the method of creating an atmosphere of mutual trust and interpersonal communication, which allows for self-realization of the individual in education. During the lessons, the style of creative communication is worked out, the indicators of which are: the activity of the communicating parties, the volume and type of communication; the intensity of communication, which is manifested in the dynamics, saturation of various types of interaction in the "teacher – student" system; psychological comfort, which ensures

self-disclosure of the individual; creation of an individual program of communication with the student; interaction and cooperation of subjects of the educational process.

Along with the skills of fluent communication in a foreign language on everyday topics, such specialists need the skills of professionally oriented translation in a certain field of science in order to exchange written and oral messages with foreign partners. Conducting a spontaneous conversation on professional topics with native speakers orally or in writing implies a high level of active command of a foreign language, as close as possible to the level of command of a native speaker. This level of language proficiency requires specialists not only to know and understand the laws of constructing the form of foreign language expression, but also to have a deep understanding of foreign culture and realities.

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

Some characteristic features of foreign language teaching in higher agricultural institutions should be highlighted. One of them is the short duration of the foreign language course for students of non-linguistic faculties, which, unfortunately, does not provide an opportunity to fully cover the entire range of professionally oriented and basic educational material.

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

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

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

Along with the skills of fluency and communication on everyday topics, specialists need the skills of professionally oriented translation in the relevant field of science or technology, the ability to use a foreign language in telecommunication networks. Conducting a spontaneous conversation on professional topics with native speakers orally or in writing implies a high level of active command of a foreign language, as close as possible to the level of command of a native speaker. This level of language proficiency requires specialists not only to know and understand the laws of constructing a form of foreign language expression, but also to have a deep understanding of foreign language culture and realities [15, p. 52].

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

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

The global practice of professional communication shows that registers that meet the requirements of the modern world of work, such as economy, mobility, flexibility, and ease of use, are of the greatest importance today. In this regard, telephone communication and business correspondence, in particular e-mail, are in the greatest demand. Numerous facts confirm that direct business meetings and negotiations between representatives of various companies and firms are usually preceded by repeated telephone conversations and communication by means of business correspondence, especially e-mail, during which the subject of discussion at the upcoming meeting, the place and time, the duration of the meeting, and the number of participants are clarified etc. Business meetings themselves for the purpose of conducting business conversations and negotiations are the next in the hierarchy of functional varieties of business communication.

In the professional world, communication by phone is used for various purposes, but in any case, a specialist must be able to: say hello in a foreign language; introduce himself, his company, institution, organization; transfer the necessary information; accept information; discuss the problem; apologize; say goodbye, etc. For this, there are appropriate examples of communication methods in various situations. In each sample, a specific stable model is reproduced: a nominative sentence, which consists only of the name of the company (firm, institution); a statement that consists of two sentences: a greeting and the name of the company. It is possible to note other models typical for this register of business communication: greetings and requests; presentation and formulation of the purpose of the phone call, etc. [16].

The ability to conduct business correspondence is very important in the professional activity of a modern specialist, which, in turn, presupposes the presence of written communication skills. It should be emphasized that written communication is a more complex type of speech activity than speaking. According to scientists, this is a specific, active, productive type of speech activity, which involves the ability to encode information taking into account the graphic communication channel. This is a way of forming and formulating thoughts in written linguistic signs. Written speech

as a type of speech activity has certain properties, in particular, it is a secondary form of communication: it relies on a graphic (visual) communication channel, auditory, speech-motor, visual and motor analyzers; method of indirect communication: lack of an interlocutor, feedback, one-sided nature of speech; communication unlimited in time and space: permanent, fixed form with the possibility of storage; non-linear, reversible process, available for editing and making substantive and formal changes; lack of extralinguistic means of communication: maximum verbalization of content, comprehensiveness, completeness of expressions; mandatory linguistic norms: speech coherence, grammatical and stylistic correctness, complex syntactic constructions, use of neutral vocabulary [17].

An essential feature of written communication is unlimited time, which gives an opportunity to think more deeply about the message, return to what has been written and, if necessary, make corrections.

Modern specialists must be able to draw up various types of business letters and faxes, each of which has its own characteristics, but there are a number of general requirements for all types of correspondence that future specialists must learn: business letters should not be very long; express your reasoning clearly and succinctly, present relevant and reliable information; any business letter should have a heading to the text containing a brief summary of its main content; the text of the letter usually consists of two parts: a description of the facts or events that served as the basis for writing the letter; conclusions and proposals; the letter should begin with an address, which is a generally accepted form of politeness; it is very important to carefully consider the first phrase, because it should convince the addressee of the legality of writing the letter; common following phrases in business letters can be a reference to a previous letter, telephone conversation, meeting, event; the further content of the letter depends on its type (reminder letter; thanks; notice; refusal); the choice of final sentences is also very important and depends primarily on the content of the letter, but usually it will not be superfluous to thank you again for the offer (even if it is not acceptable), support, help, attention, etc.; do not forget about the parting phrase.

E-mail is extremely popular in the business world today. Emails in general take into account generally accepted standards of correspondence, using an official business style. Compared to ordinary letters, they should be more concise, clear, and understandable. In the texts of electronic official business letters, commonly used vocabulary of business communication and persistent lexical and phraseological turns are widely used.

In addition to these types of written business communication, specialists must have the ability to write telegrams, various statements, autobiographies, announcements, contracts, etc.

An important form of business communication is a conversation, in which, unlike a telephone conversation and correspondence, communication takes place directly with the participation of interlocutors.

The technique of conducting a business conversation covers the most common ways of interaction between interlocutors in such situations as introductions, greetings, invitations, offers, requests, farewells, etc.

It should be noted that the choice of one or another way of expressing an opinion depends not only on the communication situation, but also on the nature of the relationship between the participants of the communication. An official setting, especially if business partners are meeting for the first time, dictates the choice of more formal means of expression. The effectiveness of interaction is largely determined by the ability to start a conversation when the statement of one of the business partners is replaced by a reply, answer or question of another. Such transfer of initiative from one communicator to another is carried out due to invariant mechanisms.

Fluency in conducting a business conversation in a foreign language requires mastering some methods that help support the conversation, that is, you need to be able to: clarify information, question and paraphrase an opinion if it is not completely clear to the partner, it is appropriate to insert remarks into the context of the conversation.

It is especially worth paying due attention to the ability to formulate lines as a means of maintaining a conversation. This is a statement that is related to the previous and subsequent statements, without which it may be incomprehensible. A replica does not correspond to a sentence; it can be expressed by a word, a phrase or an extended monologue of several phrases. The one who starts the conversation utters a stimulating remark, the one who supports it – a reactive one. These replicas differ in terms of their formation. A stimulating remark can be caused by a certain situation that arose during a business conversation. The one who submitted the cue is practically not limited in his choice, but the one who answers must correlate his cue with the cue-stimulus. It can be an answer to a specific question, a clarifying question, an expression of agreement, disagreement, solidarity, sympathy, etc.

It is also important to emphasize that mastering the skills of professional communication using a foreign language involves the extensive use of standard expressions, so-called "clichés".

It is known that expressions in business communication are characterized by a certain stereotyping, that is, there are various stereotypes, standard expressions that are widely used in business speech in similar situations.

Speech stereotypes are ready-made formulas from the point of view of their morphological and syntactic structure and lexical content in a certain speech situation. These general formulas serve as guidelines in the interaction of communication partners and are chosen in accordance with the environment and situation of communication.

Speech clichés as standardized, stereotyped speech formulas are to a large extent automatically included by the interlocutors in the communication process and thereby contribute to the saving of time and energy of the communicators, since there is no need to constantly think about how to formulate a phrase in another language. And although they have a generalized character and do not reflect an individual style of communication, they are of great importance in mastering the skills of foreign language communication. That is why every modern specialist should have

knowledge of the most common clichés, that is, stereotypical expressions when greeting, introducing, expressing agreement, doubt, thanks, farewell, apology, etc.

At the current stage of society's development, mastering foreign languages cannot be separated from the social and cultural context in which they are used.

In other words, future specialists should be familiar with the most important aspects of the daily and professional sphere, which focuses on the training of people not only at a narrowly specialized level, but also involves the development of their general cultural level, which is necessary for adequate and full-fledged communication in a foreign language environment. This means that a modern specialist must possess at least a minimum of so-called background knowledge for full-fledged foreign language communication.

It is known that background knowledge is a complex of knowledge about national characteristics, the national culture of the country whose language is being studied and necessary for the implementation of an effective communicative act. Background knowledge can be social, individual, collective:

• social background knowledge is the information on the discussion problem that is known to all communication participants even before the beginning of receiving a speech message;

• individual background knowledge is the information on this problem that is known only to individual participants before the start of their communication;

• collective background knowledge is information that is known to all members of a certain social, professional group of people who have special knowledge in a certain field.

Considering the specifics of professional communication, it is necessary to remember that all specialists must acquire background knowledge regarding daily communication and background professional knowledge. In the first case, we mean daily communication as a set of specific situations that reflect the picture of the world as a microculture of social communication of typical speakers of a given language. Microculture is the conventionally established norms and rules of behaviour adopted in another linguistic and cultural community. In the second case, specialized

background knowledge is considered in conditions as close as possible to real professional and business communication.

In professional communication in a foreign language, the interaction of the participants and the system of their relations has a standardized national character. Entering into business contacts, partners are not only representatives of a certain social category, but also speakers of the language and culture of a specific country or region.

Each linguistic and cultural community has its own rules and norms of behaviour. For example, some properties of the national character of some nationalities are manifested in statements that are characterized by the wide use of persuasive means, the presentation of facts as a way of argumentation, and the minimization of emotional manifestations at the time of decision-making.

Therefore, foreign language communication will not be full and productive if the communicators do not know and do not follow the rules and norms of behaviour accepted in another culture.

Teaching foreign language of professional communication in non-language higher education institutions requires a new approach to content selection. It should be focused on the latest achievements in one or another field of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, provide them with an opportunity for professional growth.

Conclusions. The study of humanitarian disciplines is practically aimed at the future professional activity of specialists in the field of agriculture. Their practical significance lies in mastering the norms of the modern Ukrainian literary language and foreign languages, the rules of drafting business documentation, and methods of constructing texts. These are necessary conditions for the professional development of future specialists in the field of agriculture.

Prospects for further research. The specifics of the quality training of future specialists in higher educational institutions should be determined by such an educational model, according to which the most important component of modern

education will be humanitarian, from which the pragmatic component will also be built – the professional training of a future specialist. Therefore, a deep fundamental study of humanitarian disciplines in combination with practical courses and scientific research will contribute to the high quality of professional training of future specialists in agriculture.

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CONTENTS

SCIENTIFIC EDITION

SPECIALISTS' IDENTITY IN LANGUAGE ACTIVITY AND
PROFESSIONAL COMMUNICATION

COLLECTIVE MONOGRAPH

In English

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