

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

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

The effectiveness of training future professionals for foreign language communication of scientific and professional orientation is determined by a set of pedagogical conditions, which include a positive motivation for educational and cognitive activities of future professionals; high level of intellectual activity of students and formation of communicative skills; involvement of students in active communicative activities. Thus, we can conclude that only close interaction and interdependence of the set of outlined pedagogical conditions ensures the effectiveness of training future employees for professional foreign language communication.

One of the important indicators of students' professionalism is the ability to communicate, including communicating in a foreign language. Teaching a foreign language in free economic education is an integral part of scientific and professional development of future professionals and should be based on the principle of pedagogical interaction, cooperation and co-creation, as it increases students' activity in mastering not only specific foreign language terminology but also foreign language communication skills, technology of management of personal cognitive activity. Under such conditions, students master the technology of interaction in the system of relations "teacher – student", the method of creating an atmosphere of mutual trust and interpersonal communication, which allows for self-realization of the individual in learning. The classroom develops the style of creative communication, the indicators of which are: the activity of the communicating parties, the volume and type of communication; the intensity of communication, which is manifested in the dynamics, the saturation of different types of interaction in the system "teacher – student"; psychological comfort that provides self-disclosure of personality; creation of an individual program of communication with the student; interaction and cooperation of subjects of educational process.

In addition to the skills of fluent communication in a foreign language on domestic topics, professionals need the skills and abilities of professionally oriented translation in a particular field of science to exchange written and oral messages with foreign partners. Conducting a spontaneous conversation on professional topics with native speakers orally or in writing involves a high level of active knowledge of a foreign language, as close as possible to the level of knowledge of the native speaker. This level of language proficiency requires from specialists not only knowledge and understanding of the laws of construction of the form of foreign language expression, but also a deep understanding of foreign language culture and realities.

When 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.

individual characteristics of partners; scientific and professional sphere – a set of topics related to the interaction of people in different sectors of agriculture in the performance of their professional duties; texts – segments of oral or written speech, which are limited to the subject of scientific and professional sphere, the result – the realization of the goals of the subjects of communication.

Based on the theoretical analysis of the scientific literature, it was found that scientific and professional communication in a foreign language environment is a process of interaction of specialists, which is determined by the needs of their joint scientific and professional activities. In view of this, the training of future specialists for scientific and professional communication in a foreign language environment is the preparation of future specialists for interaction outside our country (during internships or studies abroad) with representatives of historically specific associations of people, who live in a certain area and are native speakers of a foreign language for our students.

There are several levels of foreign language proficiency: elementary, intermediate and advanced. The elementary level is characterized by insufficient awareness of the need for scientific and professional foreign language communication; lack of interest in learning a foreign language by external motivation; negative or passive attitude to foreign language communication; basic knowledge of a foreign language, limited communication skills in the domestic sphere.

The middle level involves: awareness of the need to speak a foreign language as a means of scientific and professional communication; cognitive motives and motives of self-affirmation in the profession, positive attitude to foreign language follow-up; presence of unstable interest in learning a foreign language; familiarity with the most common norms of business etiquette abroad; ability to analyze communicative behaviour.

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

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## **FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION**

A necessary condition for successful professional activity and further self-development of specialists is not only the amount of knowledge in the specialty, but also the ability of future graduates to their creative application in the implementation of professional tasks, the ability to communicate in a professional language. The reasons for this state are, first of all, the profound reform of society, which is becoming more open to the outside world. In this regard, the objective reality of today is the widespread development of international contacts with representatives of foreign countries.

In the context of wide international relations with other countries, it is important to communicate with foreign specialists, to develop scientific and professional contacts with foreign partners, to read various publications in a foreign language. The purpose of teaching a foreign language in higher education is to master a foreign language as a means of communication and to acquire professionally oriented foreign language competence for the successful implementation of further professional activities.

Thus, professional communication can be interpreted as a process of interaction of individuals united by common professional interests, professional activity, in the process of which there is an exchange of professionally important information, experience, ideas and the realization of professional goals.

Scientific and professional communication in a foreign language environment includes the following components: subjects of communication – representatives of a particular profession, united by joint activities; needs and motives of communication subjects, goals – the general purpose of scientific and professional communication, which is to organize and optimize joint activities, as well as personal goals of the subjects; means and strategies of communication, the choice of which is determined by the communicative situation and