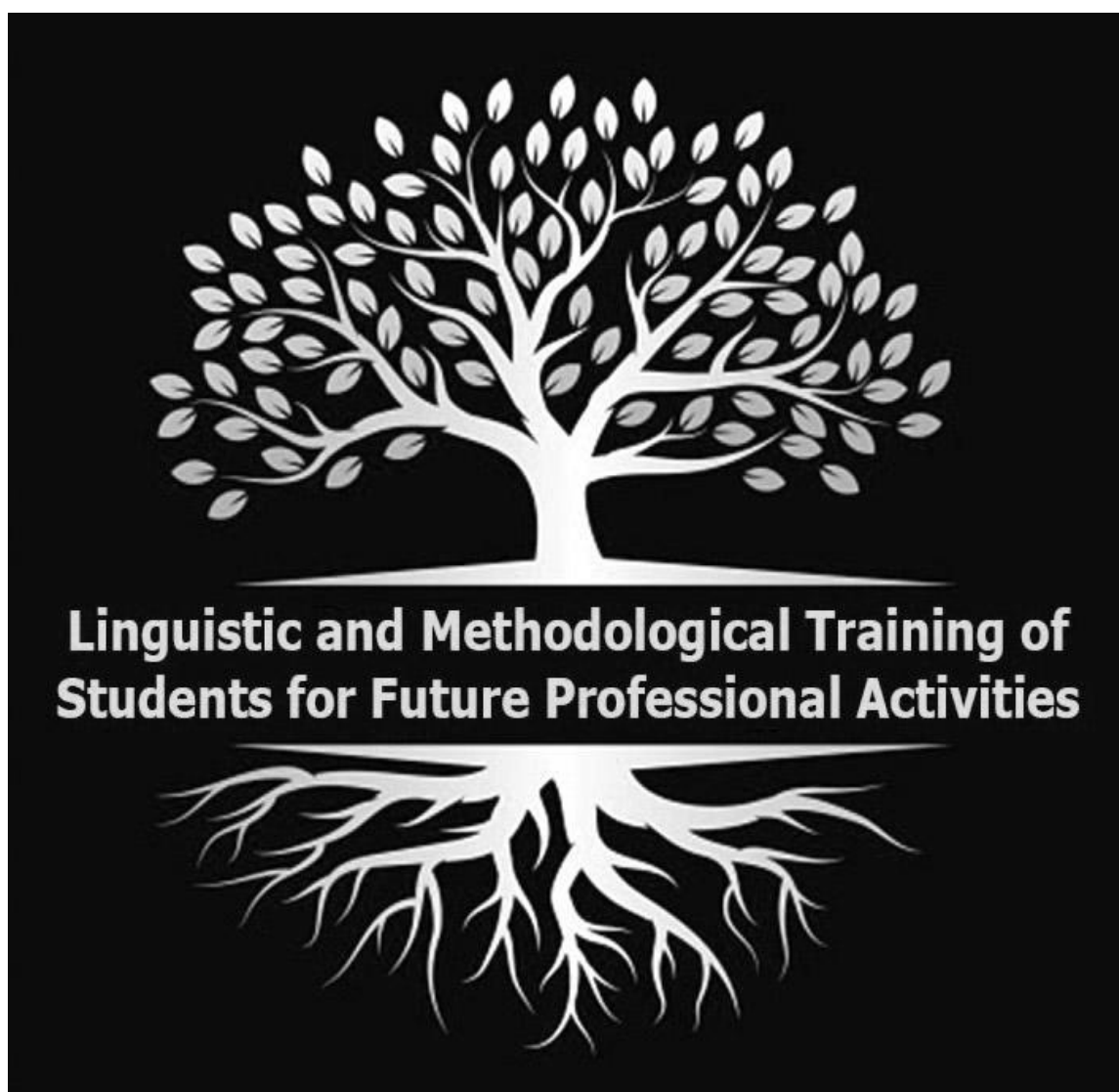


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Collection of scientific materials published is the scientific and practical publication which contains scientific articles of Doctors, Candidates of Sciences, PhDs, research workers, lecturers and practitioners from Europe and Ukraine. The papers contain the study reflecting linguistic and methodological issues in the framework of students' training for professional activities.

The publication examines fundamental directions of linguistic research, methods and technologies of teaching foreign languages, professional, interpersonal and intercultural communication, translation studies, copywriting, media literacy. The collective monograph was published within the framework of the State Budget research topic “Linguistic and professional training of specialists: linguistic, social and cognitive, communication and pedagogical aspects” (state registration number 0122U001178). The publication is aimed at professionals engaged in practical activities in the field of linguistics, methodology, academics and general public.

COMMUNICATION AS AN INSTRUMENT OF PROFESSIONAL ACTIVITY OF THE FUTURE SPECIALIST IN AGRICULTURAL SECTOR

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Abstract. *The establishment of market relations in Ukraine, globalisation processes in the economy and education, rapidly developing technologies stimulate the expansion of the borders of cooperation between states and the interaction of specialists of various professions in the field of agriculture. It has been proven that the success of the professional activity of this category of employees depends on the formation of their professional communication. Future agrarian specialists must form a high culture in themselves during the educational process at the agricultural university, which combines national, professional, corporate culture and the culture of communication. This actualizes modern integration processes in the professional training of future specialists, and requires the formation of a high culture of their professional communication.*

The content of professional communication is a combination of moral and ethical norms, universal human values that regulate behaviour, relationships and professional activity in the field of production, during business negotiations, presentations, concluding agreements. In the process of research, it was found out that professional communication of the future specialist is a tool of the farmer's activity based on the communicative element, the manifestation of which is the process of exchanging information by means of communication and the interaction of representatives of different groups and national cultures in solving professional tasks at the international level. The professional activity of specialists has the following features: the ability to work with personnel, make the right management decisions, implement the latest technologies and use modern problem-solving tools, establish contacts aimed at international cooperation, and the ability to compromise with speakers of other cultures; elimination of crisis phenomena and problems, increase of its competitiveness on the international labour and services market, promotion of financial stability.

Key words: *communication, communicative element, levels of communication, functions of communication, exchange of information, qualified specialist.*

Introduction. An important factor in the development of the economy of Ukraine, to overcome crisis phenomena in the financial sector is to reform the training of specialists in the agrarian profile and modernise the system of professional education in general in accordance with international standards. Integration into the European educational space, orientation towards the economic systems of the developed countries of the world led to the emergence of new requirements for the formation of the readiness of students of agrarian specialties for future professional activities. At the same time, the patterned borrowing of European innovations can lead to ignoring the domestic experience of professional education, which has many positive features. In recent years, a growing role in the training of specialists in agriculture has been

assigned to their professional communication. According to the results of research by scientists, its share in the financial success of a specialist is from 50 to 85%. Therefore, the efficiency of economic activity depends significantly on the level of awareness of the basics of communicative interaction, the professionalism of communication.

Understanding the importance of communicative interaction is accompanied by the introduction of humanitarian disciplines, special trainings, etc. in agrarian higher education institutions. However, as the results of our surveys show, future specialists in agriculture experience difficulties in communication already during production practices: they cannot always clearly express and defend their opinion, avoid conflict situations with colleagues or employees, overcome psychological barriers of interpersonal interaction. The formation of communication skills is contradicted by the excessive use of personal computers during classroom classes, the support of the modular rating system of learning with a test form of monitoring educational achievements, which frees students from the need for live communication.

The purpose of the research is to create, substantiate and experimentally test the technology of forming professional communication of future specialists of the agricultural sector.

A research problem. The formation of professional communication of future specialists in the field of agriculture is characterised by a number of features. In particular, for its successful formation, it is necessary to take into account the national cultural values of the state in whose language communication is carried out; in parallel with communicative culture, it is advisable to develop management culture; orient business communication to the achievement of the final results of professional activity, which is possible under the condition of a high level of formation of educational and professional competencies. The questions of the cross-cutting nature of the formation of the culture of business communication of future specialists, which involves the integration of the efforts of teachers of all academic disciplines in the direction of the formation of students' ability to interact, the development of communication skills of the employees of the educational institution, the use of innovative technologies and the latest means of communication, remained outside the attention of scientists.

Relevance of research. The relevance of the study of the problem of the formation of professional communication of future specialists in the agricultural sector is determined by a number of factors: the insufficient level of formation of communication skills of graduates of agricultural educational institutions, which significantly affects the general level of their preparation for the performance of professional functions; the need to improve the educational process in the context of its practical orientation, the need to raise the level of general culture of students in general and communicative, in particular.

Analysis of publications. The theoretical foundations of the processes of formation of communication and communicative skills are highlighted in the works of N. Babich [3; 4], V. Bibler [6], V. Borschovetska [7], J. Tuson, D. Yager and others. In a number of works by J. Hentze [10], G. Drumm [9], V. Kovtun, E. Korotkova, L. Savchuk, F. Taylor, F. Khmil studied the problems of training future specialists in the system of agricultural and economic education.

Aspects of the formation of a student's professional ethics were studied by P. Colette, I. Kohn, D. Niven [15]; professional foreign language communication – N. Drab [8], I. Kozubovska [12] and others.

The aim of the article is to analyse the state of the problem of the formation of professional communication of future specialists in the field of agriculture in the theory and practice of higher education, to clarify the essence and content of the concept of “professional communication of future specialists in the field of agriculture”, to reveal the peculiarities of the professional activity of specialists in the agricultural sector.

Objectives of the study are the process of training future specialists of the agricultural sector in higher educational institutions of an agrarian and economic profile.

Scientific novelty of the study is determined by the fact that for the first time the technology for the formation of professional communication of future specialists in the field of agriculture was developed, which ensures the interconnection of intersubject coordination of all cycles of humanitarian and specialised educational disciplines. The model of formation of professional communication of future specialists of the

agricultural sector is substantiated, which reflects the unity of the motivational, formative and procedural components.

Research material. 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, interaction of personalities, which is based on the exchange of thoughts, feelings and expressions of will for the purpose of informing.

Therefore, communication is a “purposeful, socially determined process of information exchange between people in various spheres of their cognitive, labour and creative activities, which is implemented mainly with the help of verbal means” [18].

Communication is usually aimed at achieving a certain result, solving a specific problem or realising a professional goal. It is a necessary condition for any activity. Education and upbringing of a person, assimilation of various forms of social experience, norms and rules of behaviour, traditions and customs take place through communication.

Specialists in communication problems single out professional (business) communication, which takes place in the conditions of a specific activity and is its means. It incorporates the features of this activity and is an important part of it. Professional communication, based on general norms, often has an individual character and is manifested in the methods of communication that the subject chooses in certain communicative situations. Communication takes place according to certain rules and requires serious, thorough preparation.

Communication rules are “recommendations for effective communication that have developed in society and reflect the communicative traditions of a certain ethnic group” [5]. These rules are learned through learning and imitation and are automatically represented in communication.

Communication is a purposeful exchange of information in various communication processes. Communication mediates all types of social activity; accumulates social experience and transfers it from generation to generation, is a factor of ethnic identification, preserves culture.

The functions of communication are the external manifestation of the properties of communication, the tasks it performs in the process of an individual's activity in society.

Different classifications of communication functions are known: some scientists, singling them out, consider communication in the context of its organic unity with the life of society as whole and direct contacts of people, others – as information exchange, interaction and perception by people of each other, still others – from the point of view of the purpose of communication. Summarising different approaches to the problem of communication functions, we can talk about the multifaceted nature of this phenomenon.

The well-known specialist in the theory and practice of communication F. S. Batsevych singles out the following functions of communication [5]:

- contact (creating an atmosphere of mutual readiness to give and receive information and maintain communication until the act of communication is completed);
- informative (exchange of information, questions and answers);
- persuasive (encouraging the recipient to take certain actions);
- coordination (coordination of actions of communicators);
- cognitive (adequate perception and understanding of the content of messages);
- emotional (exchange of emotions);
- establishing relationships (understanding one's place in the system of role, status, business, interpersonal relations);
- regulatory (depending on the goal set by the addressee, he organizes his communication, adheres to a certain strategy and tactics).

All these functions closely interact with each other in the process of communication. Professional communication in the field of business relationships also represents other functions:

- instrumental (receiving and transmitting information necessary for carrying out a certain professional action, making a decision);
- integrative (means of uniting business partners for a joint communication process);

- the function of self-expression (demonstration of personal intelligence and potential);
- broadcast (transmission of specific methods of activity); the function of social control (regulation of behaviour, and sometimes (when it comes to commercial secrets) and speech actions of participants in business interaction); socialisation function (development of business communication culture skills); expressive (attempts of business partners to convey and understand each other's emotional experiences).

Stages of communication.

Any act of communication consists of several stages:

1. Thorough preparation for communication.

This stage involves:

- drawing up a plan for the future act of communication;
- collection of materials on the subject of communication and their systematisation;
- motivating arguments in favour of one's position and counterarguments of the other party;
- justification of one's version of the decision and consideration of the interlocutor's reaction.

2. Orientation in the situation and establishment of contact, that is, the beginning of communication. At this stage, it is important:

- to take care of creating a friendly atmosphere of communication (it is advisable to talk about common interests, say something pleasant to the interlocutor);
- to do not oppose yourself to the interlocutor;
- to show respect and attention to the interlocutor (a friendly look and a smile will help to establish contact);
- to avoid criticism, arrogance and negative evaluations.

3. Discussion of the issue (problem). At this stage, it is advisable to follow the following rules:

- present your information succinctly and succinctly;

- listen carefully to the interlocutor and try to adequately perceive what he is talking about;
- remember that communication is characterised by a dialogic nature;
- argue your position: provide convincing evidence. Argumentation is an important method of persuasion with the help of motivated, well-founded logical evidence.

4. Making a decision. In order to make the right decision, it is worth offering several options for solving the problem; carefully listen to the interlocutor's arguments regarding a possible solution; determine the moment to end the meeting based on the interlocutor's mood and offer the best decision-making option; not to show the slightest irritation, even if the goal was not achieved, to hold on confidently.

5. Leaving the contact. The initiative to end the conversation due to the status asymmetry of the interlocutors should belong to a female person, a person who is older in age and higher in social status. At the end of the communication, it is necessary to summarise the results of the meeting, say goodbye and express hope for further relations and joint activities. The purpose of professional communication is to regulate business relations in industrial and professional activities through the resolution of professional tasks.

The success of professional communication depends on:

- the speaker as an individual with individual characteristics;
- his knowledge of the modern Ukrainian literary language as the basis of the language of professional communication;
- the ability to effectively apply this knowledge depending on the purpose and situation of communication.

In order to communicate correctly and achieve the goal of communication, the communicator must possess professionally oriented communicative competence.

The spheres of professional relations and communication belong to the fundamental dimensions of the human world. These problems become particularly acute in the conditions of globalisation processes, when the ability to communicate and to effectively solve professional problems translated into one or another professional

matter are highly valued. The interests of the case, and not of specific interlocutors, prevail in business communication.

Functions of language in communication. Language (oral and written) is the main universal means of communication between people, expressing their thoughts and feelings. With the help of language, we acquire knowledge, store it in our memory, and pass it on to others. Scientists distinguish the following functions of language in communication:

- a means of existence, transmission and assimilation of socio-historical experience;
- means of intellectual activity (perception, thinking, imagination);
- a universal means of information transmission, i.e. words, phrases, sentences, texts are verbal means of information transmission. Verbal means are the most important components of communication, as they are the main carriers of messages.

The form of language existence is speech. Speech is the implementation of language by people in the process of communication, that is, the process of implementation of linguistic activity. The speaker uses means of communication (sounds, words and their forms, fixed phrases, sentence models, texts) to convey a certain content, which may include, in addition to thoughts, feelings and expression of will.

So, language, communication and speech are interconnected. Speech is impossible without language, and language is created to carry out the process of communication.

Language is common to all who use it, and speech is always individual, since each of us uses and selects language means in our own way.

Development and enrichment of language occurs in the process of communication. If speech activity through the means of a certain language ceases, the language becomes dead. Language lives only in speech and communication.

Learning the language, enriching the memory with various means and ways of expressing thoughts contribute to the development of speech. Equally important is the systematic and purposeful practice of speech – communication in one's native language

during the performance of one's professional duties, since skills and abilities are developed only in the process of communication.

So, language is a system of means of communication, speech is a choice of these means in the process of communication; communication is the process of exchanging information with the help of language, that is, speech activity.

Features of communication. To be exemplary, professional speech should be characterised by the following most important features:

- meaningfulness (disclosure of the essence of the statement);
- logic (sequential presentation of thought);
- accuracy (selection of the most appropriate language means expressed content);
- correctness (observance of norms of literary language);
- appropriateness and expediency (use of linguistic means in accordance with the purpose of expression and the conditions of communication);
- emotionality (arousal of feelings).

Therefore, a person's high culture of professional speech is defined by perfect mastery of the literary language and its norms in the process of communication.

Communication and interpersonal relationships consist of processes that are often intertwined and mutually complementary. At the same time, each process can be viewed separately, as it has its own unique features. These processes are information exchange between people (communicative side of communication), mutual organisation, influence on other people (interactive side of communication); perception and mutual understanding of each other or knowledge of each other (perceptual side of communication).

Communication as information exchange. The main goal of any communicative process is to ensure the exchange of information, which is the subject of exchange. The passionate field, however, exploits the importance of information, thanks to which partners try to find a common meaning, a common understanding of the situation [13]. It should be noted that information and communication are not simply transmitted from one person (called the communicator or sender) to another (called the recipient or recipient), but are actually exchanged. The main goal of such a

communication process is to ensure an adequate understanding of the information that is transmitted.

A message can be considered a means of communication intended for the transmission of information. With its help, certain information is transmitted from one person to other both during direct communication (thanks to language, gestures and facial expressions) and with the help of various means of mass communication. It is always necessary to remember that first you need to start thinking, and then speak. In addition, it is advisable to consider not only the idea itself, but also how it is perceived by people who will get acquainted with it.

Specialists offer the following approaches to information transfer:

- the message should be simple and focused on the main idea; different forms and opportunities should be used to convey this idea – meetings, newspapers, posters, informal conversations, etc.;
- repeat the same idea constantly;
- the management must show its own example of attitude to the information transmitted;
- it is important to be able to listen to others and get them to listen to you.

Communication as interaction. With any act of communication, there is an exchange of not only knowledge, thoughts, ideas, that is, information, but also actions, in particular, when building a joint strategy of interaction. Interaction is a process of direct or indirect influence of subjects on each other, which gives rise to the causal conditioning of their actions and mutual relationships. This process requires activity and mutual orientation of the actions of those people who participate in it.

There are many types of interaction, and therefore several classifications of them. One of the most famous is the division into cooperation (cooperation) and competition (rivalry) [17]. A well-known classification is based on the number of communicating subjects. If there are two subjects, then this is a pair interaction. If there are many subjects, then they can interact in a group, between groups, or a subject can act with a group. This subject can be the leader or any member of the group.

Communication as perception and understanding of each other. Perception is a mental state of a person's reflection of objects and phenomena as a whole in the aggregate of all their qualities and properties under their direct influence on the sense organs. This is the process of mutual perception and understanding of interlocutors, getting to know each other. In general, it can be said that perceiving another person means reflecting his external features, correlating them with the individual's personal characteristics and interpreting his actions on this basis.

Communication is a complex, multifaceted process of establishing and developing contacts between people, generated by the needs of joint activities. In particular, psychologists distinguish the following functions of communication:

- informational and communicative – involves the transfer and reception of not only ready-made information, but also that which is being formed and developed, as well as the transfer and reception of meaning;
- regulatory and communicative – when communication regulates the behaviour of people and their joint activities, as well as ways of influencing each other: persuasion, suggestion, imitation, etc.
- affective and communicative – refers to the fact that the variety of human emotions arises and manifests itself during communication.

If communication is considered as an activity, then its following functions are distinguished: organisation of joint activities; people getting to know each other; formation and development of interpersonal relationships. The use of this classification helps to understand that the features of the psychological nature of communication directly affect its course and the formation of its culture. All functions of communication are observed in life and appear, as a rule, in unity, complementing each other.

There are several classification types of communication. According to the goals and means of communication, they are divided into material (when people communicate with the help of some objects), ideal (when ideas, ideas, experiences are exchanged between people); direct and indirect; verbal and non-verbal.

Types of communication.

The most common types of communication are those that can be described as follows:

- depending on the specifics of the subjects (individual or group), distinguish between interpersonal, intergroup, intersocial communication, as well as communication between an individual and a group;
- according to the quantitative characteristics of subjects – self-communication, interpersonal communication and mass communication are distinguished;
- by nature – communication can be mediated and direct, dialogic and monologic. Direct communication takes place directly between people, indirect communication is through letters, books, works of art, films, scientific activities, etc.;
- anonymous, role-based, informal communication, including business communication, is distinguished according to the target orientation.

There are also different approaches to classifying levels of communication. However, the main ones are as follows:

- manipulation - options from rude treatment of a person to such behaviour, where external manifestations are sometimes even pleasant;
- competition, rivalry - when rivalry promotes a certain movement of its participants forward;
- cooperation is communication at such a level, when humanistic communication attitudes are revealed, a high level of this culture.

Business communication is a purposeful process of information exchange that pursues a specific goal. The purpose of business communication is organisation, regulation and optimization of professional, scientific, commercial or other activities. At the heart of business communication is the movement towards the success of its subjects. It concentrates in itself everything that contributes to cohesion, communicative cooperation of communication participants and the manifestation of individual initiative.

Business communication is a two-way process that represents a joint speech activity, a special form of contacts of its subjects who represent a certain organisation, institution, company, etc.

By comparing business communication as a specific form of interaction and communication in general as a general, the following features of it were revealed:

- availability of certain official status of objects;
- focus on establishing mutually beneficial contacts and maintaining relations between representatives of mutually interested institutions;
- regularity, i.e. subordination to generally accepted rules and restrictions;
- the predictability of business contacts, which are planned in advance, their purpose, content, and possible consequences are determined;
- the creative nature of relationships, their focus on solving specific business problems, achieving goals;
- mutual agreement of decisions and further organisation of cooperation of partners;
- the interaction of economic interests and social regulation is carried out within legal limits. The ideal result of such relationships is a partnership based on mutual respect and trust;
- the significance of each partner as an individual;
- direct activities that people are engaged in, and not the problems that concern their inner world [20].

So, business communication is any professional communicative activity (mainly speech), represented by a field that answers four questions:

- for what purpose are we saying this?
- what do we want to say?
- with the help of which language means do we do it?
- what is the reaction to our speech?

Business communication permeates all spheres of social life. Competence in the field of business communication is directly related to success or failure in any business.

The content of education today represents an environment in which the development and self-affirmation of the student's personality takes place, the basis of which is humanistic norms and ideals. Therefore, the principles of education are decisive in the education of the future specialist – the ideas of the methodological level,

which direct scientific research and activate the development of educational methods, are the result of the synthesis of theory and practical use. Therefore, only the principles of education, which are used in a comprehensive way, complement each other and give positive results. It is necessary to single out the following: the principle of national orientation, the principle of cultural relevance, the principle of humanization of the educational process; principle of integrity; acmeology principle; the principle of subject-subject interaction; the principle of personal orientation; principle of prevention; the principle of technologization.

The use of the principles of subject activity formation in the educational process is important in training future specialists [24, p. 90–93].

Professional communication is carried out in the process of exchanging information and in most cases is related to:

- explanation and discussion of priorities and expected results;
- involvement in solving complex professional tasks;
- discussion of labour efficiency problems and their solution;
- achieving recognition and reward as motivation and incentive;
- improving and developing the abilities of subordinates and their management;
- collecting reliable information about a brewing or real problem;
- notification of changes in the enterprise, firm, organisation;
- receiving information about the latest ideas, improvements and proposals.

It necessary to emphasise that the formation of professional interactive competence, knowledge of professional communication and its rules, professional communicative interaction, development of skills in the formation of communication models, adequate behaviour, effective influence on a partner is achieved by modelling in the educational process situations of professional cooperation in combination with training in intercultural communication, the purpose of which is to master professional and linguistic, social and cultural concepts.

The state of formation of the professional communication of the future specialist depends on the level of organisation of the type of training: personal growth, social and

psychological skills, development of communication skills, formation of professional skills.

Thus, social and psychological training is important for the preparation of a future specialist. We would like to point out the fact that intensive short-term interaction of students, participants of small groups, contributes to positive changes in their professional and communicative competence, implies a special organisation of intensive interaction of small group participants, which in a relatively short period of time leads to positive changes in their communicative competence.

Thus, the future specialist will not be hindered by the possession of a set of knowledge that will contribute to the solution of organisational, technical and tasks related to the human factor.

A qualified specialist must distinguish between professional communication at the language, substantive and formal levels; have good knowledge of social psychology, sociology, philology, political science, anthropology, history, art, philosophy and literature.

Undoubtedly, the future specialist must have impeccable oratory and public speaking skills. Ideally, plan his speech, clearly and clearly convey information to the audience, be able to speak clearly and succinctly, controlling the tone of voice and intonation, develop and consolidate articulation, use gestures and facial expressions correctly.

The main shortcomings in professional communication that are observed today and that must be overcome are: anxiety, tension; inability to establish contact with the audience; improper use of body language (gestures, facial expressions); ignorance of elementary techniques of oratory; lack of communication skills with the audience.

Therefore, when training a qualified specialist in agriculture for business communication, attention should be focused on: 1) power distance; 2) overcoming uncertainty; 3) individualism; 4) overcoming stereotypes between the male and female sexes; 5) long-term orientation and skilful command of cultural dialogue, which helps to avoid aggression and fear.

A graduate of an agricultural higher education institution must also possess personal qualities, a certain level of spirituality and creativity. Therefore, the content of the training is carried out in three directions: theoretical, practical and morally psychological, while ensuring the interconnection of intersubject coordination of all cycles of humanitarian and specialised educational disciplines.

The theoretical component involves the formation of the necessary theoretical knowledge of humanitarian, social, economic, general professional, special disciplines, as well as professional ethics and rhetoric.

The practical component involves the formation of the necessary professional and communicative knowledge and skills; solving problematic tasks; passing educational and industrial practice; coursework protection and diploma theses. The moral and psychological component involves the students' awareness of the need for perfect mastery of the culture of professional communication, business etiquette, as well as the formation of personality qualities necessary for the implementation of professional speech activities.

Training and education methods play an important role in the formation of the professional communication of future specialists in agriculture.

On the basis of research, it was found that the following teaching aids activated the educational process:

- general: State standard of higher professional education, educational, teaching and methodical literature, didactic material, etc.;
- special: Internet, software, etc. It is worth noting that skills indicate the ability to use acquired knowledge in practice.

It should be emphasised that an important element of the culture of professional communication is the formed skills and professional communication skills of the student – the future specialist. They contain:

1) cognitive abilities and skills:

- perception of information in the process of communication and activity;
- ability to listen, hear and speak;
- the ability to identify positive and negative aspects of behaviour and actions;

2) skills and behavioural skills:

- building relations in society with business partners;

3) emotional and volitional abilities and skills:

- the ability to manage one's mental and emotional state;
- analyse and make decisions;
- control one's actions and behaviour.

In order to achieve effective results in training and successfully implement the formation of professional communication, it is necessary to take into account all aspects of professionally oriented training, it is necessary to note that the basis of training is in the social order, which plays a dominant role in the selection of optimal forms, methods of education and upbringing, as well as tasks and content of training.

Having analysed various approaches to the definition of pedagogical conditions and their classifications [2], it was found that in the complex of pedagogical conditions that will contribute to the successful implementation of the technology of forming professional communication of future specialists in the agricultural sector, there should be conditions that fully cover the educational process. This is a kind of integrated system of interrelated scientific and pedagogical factors that contribute to obtaining high results when combining appropriate forms, methods and means of education.

Thus, the educational process is optimised as a result of cooperation between the teacher and the student with minimal expenditure of time and resources, taking into account objective and subjective factors.

In the research process, the pedagogical conditions for the implementation of the technology of forming the culture of professional communication of future specialists were identified, substantiated and determined:

- ensuring the interconnection of theoretical, moral-psychological and practical components of the formation of a culture of professional communication;
- improvement of the procedure for selecting lexical material based on scientifically based criteria;
- organisation of individual, group and collective forms of education in combination with independent work of students.

The problem of lack of interdisciplinary coordination of all cycles of humanitarian and specialised educational disciplines is one of the most important in the systematic training of students - future farmers. In domestic pedagogical science, it is sufficiently studied, but not sufficiently implemented in practice. The content of the concept of professional communication of future specialists can be implemented in classes, ensuring the interconnection of all its main components.

Only a highly qualified teacher can provide training and upbringing of relevant specialists of the new generation, while improving the organisation of professional training and raising their educational level. It is worth noting that the specialist is characterised by the formed aesthetic culture as an important pedagogical and practical problem, which is the basis of culture in general. It is important that science, culture and spirituality are closely related to each other, as modern pedagogy of spirituality has an innovative character at the same time, because it forms an “economic man”. Therefore, it should be emphasised that the important question of today is:

- transformation of the system of training qualified personnel in accordance with the requirements and control of the state of modern education for innovative activities;
- active use of possibilities of “electronic education” schemes based on the Internet;
- creation of favourable conditions for the re-emigration of qualified specialists in “critical” specialties from abroad [16].

Improving the system of psychological and pedagogical culture of the teacher, whose duty is to be a true individual, is an urgent problem and an important task today he must possess personal qualities – intellectual, moral, psychological, etc., which would distinguish him from the social group of personalities, rise above the circumstances, allow him to communicate with pupils and students from the standpoint of the ideal [1, p. 5].

Thus, the task of the teacher is to create optimal conditions for the education of each student, taking into account his orientation, temperament, character, capabilities and abilities, thinking, perception, memory and other individual characteristics,

because the most important thing is the perception of a person as he is actually. Therefore, only a real teacher can educate a personality.

New assessment strategies were used in the learning process. They showed the level of students' mastery of thinking and professional communication skills, solving complex problems and making decisions, using legal and other social tools. For the purpose of determination of the level of formation of the professional communication, students performed complex control tasks that contained a certain number of situational questions that the student may face in the future professional activity and that require a comprehensive understanding and assessment of problems, creative application of knowledge, skills and abilities learned from academic disciplines. The composition of the complex control tasks included: various tasks of a theoretical (questions, tests, drawing up schemes) and of a practical nature (situational tasks, business games, etc.).

Thus, as a result of writing complex control papers and performing creative tasks, the following shortcomings were discovered: not sufficiently formed knowledge of the rules for constructing the content of a business statement and its strategies, means of non-verbal communication and the ability to begin professional communication and manage its process, predicting the result of communicative interaction and made their adjustments.

The main task of professional communication of a specialist is productive cooperation and the ability to communicate with others including people's perception and understanding of each other, exchange of information and interaction in order to achieve set goals.

It should be noted that higher-ranking employees communicate with subordinates for the purpose of giving orders, recommendations, advice, instructions and receiving relevant "feedback" information, therefore, he has an inherent orientation towards the goal of communication and "coming into contact" with the aim of solving professional tasks.

Therefore, the future specialist must:

- process information by analysing it;
- correctly choose language means;

- make a reasoned presentation of the material;
- to be able to discuss and, if necessary, defend one's opinion;
- to be able to manage one's emotional and mental state, control one's own behaviour;
- creatively solve professional problems in the process of communication.

Unfortunately, conflicts often arise in intercultural professional communication, the main causes of which are:

- the presence of lexical and phraseological restrictions that regulate the use of language units;
- the conflict between the cultural ideas and stereotypes of different peoples in connection with those objects and phenomena of reality, which are marked by the corresponding equivalents.

Thus, it is necessary to emphasise that correctly selected lexical material for the educational process helps to avoid conflicts during the dialogue of cultures; increase the quality of specialist training in terms of academic mobility, expansion and improvement of international economic cooperation; promotes effective professional activity; stimulates the creativity of the future manager; ensures its competitiveness on the international market of labour and services and successful cooperation with business partners.

For the purpose of effective communicative training of specialists and cultural dialogue, the selection of lexical material should be implemented on the basis of the following criteria:

- professional identification, which ensures a qualitatively new and high level of activity of the specialist, contributing to his further personal development, acquisition and improvement of communicative and intercultural competence, development of his own role and communicative behaviour of the specialist in the field of agriculture in professional situations;
- formation of communication skills in the professional, social and intercultural activities of an agricultural student. Characteristic is the presence of a set of knowledge

about the rules of professional behaviour in a specific social and cultural environment, both linguistic and non-verbal, and the skills and abilities of their practical application;

- methodical readiness, which implies the presence of modern methods of effective management, which find expression in: teaching others, overcoming communicative and professional barriers, in adequate perception and interpretation of current information, being able to transfer knowledge and experience according to the requirements of the relevant professional activity.

Considering the fact that the basis of the educational process is the personality of the student, an individual approach should be used to the personality, the task of which from a psychological point of view is: improving the processes of perception and processing of new authentic and relevant information that students receive from the outside, analysing and comparing it with their own experience; forming and changing one's own thoughts and judgments in relation to people, objects, subjects and ideas; the influence of positive and negative emotions on the perception and evaluation of information and on the behaviour of the individual; the presence of appropriate processes that contribute to effective learning and help in establishing cause-and-effect relationships.

It is worth focusing on the developed communication skills – the ability to listen and hear, absorb and transmit information, be able to manage the communication process, nurture and improve personal traits of behaviour and character in combination with logical thinking, which is the basis for perception, analysis and assimilation of information and planning professional activity.

Important results in the educational process were achieved in as a result of application:

- role-play games that contributed to the development of concrete professional thinking and the ability to use knowledge for solving problems, stimulated the development of initiative and creativity;
- business games that served as a means of stimulating learning in specially created conditions and “taught” students to make optimal decisions in the context of specific problem situations;

- situational games, which contained professional tasks, for the solution of which students used knowledge of specific academic disciplines;
- research games, which were conducted in order to test the hypothesis regarding new principles of organisation and relationships in the team;
- simulation games that contributed to the formation of abilities and skills for professional and communicative interaction;
- stories that shaped students' consciousness with the help of a word, which is not only a source of acquiring knowledge, but also a means of organising and managing educational and cognitive activities; there was an impact on students' feelings, the result of which is understanding and awareness of moral values and norms of behaviour in society;
- conversations, during which the communication of new educational material was carried out, its consolidation, repetition, verification and assessment of knowledge;
- game design, the task of which was: formation of students' skills in identifying complex organisational and economic problems, working out methodical solutions, planned tasks;
- training that contributes to the formation of the integrity of the cognitive style, search activity, improvement of skills and abilities of analysis and synthesis, self-knowledge and self-development [23], [19]; establishing contacts with other people. It is also worth noting that very often psychological training at the initial stage of a manager's professional activity is aimed at eliminating depression and restoring self-control [21].
- independent work, which consisted in the formation of individual qualities of the individual, for example, attention, responsibility, observation and in the improvement of communication skills and abilities.

So, the tasks of the group work were: to form skills, aimed at establishing contacts in future professional activities, building relationships, managing one's own psychological state in the process of professional communication.

Individual work deserves special attention, the purpose of which was to stimulate the cognitive activity of future specialists, develop their individual abilities, form

business ethics and its features, develop and improve management skills and abilities, increase the level of students' readiness for business communication and performance professional functions.

Let us focus more specifically on role-playing games. It should be noted that role-playing is an effective means of forming students' communication skills. The role play motivates, stimulates students' communication and their interaction, reflects the natural experiences of the speakers and contains the problematic nature of the created situation.

Thus, in the process of applying the role-playing game, the most reliable model of communication is created, since the speech and non-speech behaviour of the participants is presented. Its motivational and stimulating features actualize the need for questioning, persuasion, proof, and expression of opinion. They contribute to the formation of educational cooperation and partnership interaction. Taking into account the special form of modelling situations of professional interaction of the future activity, it was found that with its help, the participants of the game develop and improve important professional skills.

A selection of role-playing, business and situational games, which will contribute, firstly, to the formation of analytical and regulatory skills in future specialists; secondly, the development of professional and communicative abilities and skills, personal traits of the future specialist; thirdly, the formation of professional communication of an agricultural student was offered. It is appropriate to use the following: “interview”, “advertisement”, “presentation”, “press conference”, “Brain-ring”, “mirror” and “director-manager”.

The “Interview” game served as an indicator of the formation of business communication skills and behaviour with a combination of knowledge of basic agricultural disciplines. The selection of important and necessary professional information in a compact form with the use of visual aids was ensured by the game “Advertisement”. Skills of analysis and persuasion, facial expressions and gestures, public speaking arts were best observed in the game “Presentation”. The use of the game “Brain-ring” is relevant at the final stage of studying materials of a linguistic and regional nature in combination with a professional focus. Application of the “Mirror”

game was effective in developing reflection and empathy of future specialists. It involves mutual exchange of thoughts and impressions about the actions of partners. The game “Director-manager” involves different levels of difficulties faced by the manager, focusing on the freedom of behaviour of the game participants. It contributes to the formation of professional communication of the future specialist, his leadership qualities and indicates that the role of a leader is a powerful one for every student.

A role-playing game is defined as multifunctional dialogic diagnostic and corrective training technique. Since the social order of modern society is the development of the creative personality, which is practically not always carried out, it is suggested to form the creativity of the student, because it: determines the productively creative direction of the individual and is the main core of his social orientation in life, is the basic determinant of professional creativity, contributes to the development of the creative potential of a specialist and its self-actualization in the social sphere [14].

For the purpose of better assimilation of knowledge from basic disciplines and improvement of professional abilities and skills, various types of creative tasks can be used in classes. It is worth emphasising the effectiveness of such activities. When performing creative tasks, attention was paid to linguistic and regional information, business etiquette, rhetoric, body language (gestures, facial expressions). It is necessary to note the effectiveness of the following tasks: performance of a presentation-report and presentation-advertisement, conducting negotiations, business correspondence, telephone conversations, business meetings, virtual simulators or business simulations, conducting a professionally oriented dialogic monologue, involvement of students in scientific research, conducting video conferences, consultation events with using information technology structures, drawing up a resume, conducting a student activity, perceiving the message by ear, writing annotations, theses, abstracts, writing reviews-abstracts, development of authentic materials and development of professional communication skills when using Internet services, work with audio and video texts of a creative direction.

It is also necessary to emphasise that virtual communication has many positive aspects in the formation of professional communication. It should be noted that the information is always up-to-date, authentic in content, form and functions. As a rule, it is prepared by professionals, of high quality with photos, graphs and charts; access to interactive servers is provided; solving important professional problems and solving tasks is formed; professional communication is carried out with representatives of companies, organisations and exchange of experience; there are a great variety of opportunities for group work, stimulating interpersonal interaction and providing convenient and effective means for learning, communication or collaboration.

In order to optimise the formation of professional communication of students - future farmers, authentic audio and video texts were offered. The linguistic aspect was characterised by a large number of peculiar vocabularies: the presence of phraseological units, idioms and fixed expressions, words with stylistic colouring, particles and archaisms. The syntax was also notable: the order of the words in the sentence, their logical incompleteness, the fragmentary nature of the utterances. The social and cultural orientation of the professional training of the future specialist in agriculture is realised with the help of vocabulary. Taking into account typical and atypical situations of communication, background, non-equivalent vocabulary, colloquial clichés, vocabulary with expressive colouring, dialectics are distinguished.

Thus, in order to enter the context of another culture, one must know and understand all its realities and peculiarities of the communication of the nation, the people. It should be noted that the psychological aspect of the above-mentioned texts is reflected in the activity structure of speech. When processing it, there is speech interaction and influence on the reader-listener, and the necessary basis for the development of speaking is created, which contributes to the activation of students' thinking. At the same time, the structure, content, and design of video and audio texts stimulate motivation and create conditions for immersion in the broadcasting environment.

The effectiveness of their application consists in:

- formation of ideas of students of international business and management about the specific features of another culture;
- availability of information that corresponds to age and gender characteristics, interests of students;
- images and sound accompaniment of the plot, which activate work in the class, ensuring its ease;
- visibility of the situation of a country-scientific nature, which contributes to a better memorization of the elements of authenticity;
- in the course of the work, a better understanding of the text is observed, its connections with real events and facts are formed;
- better understanding and study of the peculiarities of body language (gestures and facial expressions) of speakers of a certain community;
- formation of oratorical art taking into account the speech specifics of the people.

Performing practical creative tasks contributed to the practical formation of a culture of professional communication.

The special effectiveness of the educational process was ensured by the use of the situation of success. Scientists have identified three stages of creating a situation of success:

- Motivational stage. The teacher instils in the students an attitude towards the successful completion of the assigned task.
- Organisational stage. The teacher provides the conditions for task performance. Techniques are used at this stage: emotional relief, changing tasks at the students' request, group assistance.
- Final stage. Organisation of activities of using the results of the completed work as an incentive for a new educational task [22, p. 172].

Problems of self-education are tangential to the problem of organising the successful activity of a future worker in the field of agriculture. In order to solve it, students must master the technology of professional self-education, which involves the implementation of the algorithm of the following actions, among which the main ones are: goal setting, planning, selection of methods and means of self-education,

implementation of goals, self-control, correction of the self-education program taking into account the results of self-control and self-evaluation [22, p. 181].

The performance-evaluation component of the model contains criteria, levels of formation of professional communication and the result. On the basis of the regularities of the professional development of the student-agricultural personality, the relationship between the components of the studied phenomenon and the structural components of professional communication, the following criteria have been identified, improved and characterised: motivational, intellectual, activity, emotional and indicators that comprehensively reflect the level of formation of the professional communication of a future specialist in the field of agriculture.

Conclusions. It was found out that the professional communication of the future agrarian is a tool of management activity of a specialist, which is based on a communicative element, the manifestation of which is the process of exchanging information by means of communication and the interaction of representatives of different groups and national cultures in solving professional tasks at different levels. This is the basis of the professional and activity of a specialist in the field of agriculture, which is determined by a set of value guidelines, norms of professional behaviour, observance of general and official etiquette in the processes of intersubjective interaction at the subject-informational and interactive levels in making professional decisions.

The professional activity of specialists has the following features: the ability to work with personnel, make the right management decisions, implement the latest technologies and use the means of modern agriculture, resolve issues of mutual relations, establish contacts aimed at international cooperation, and the ability to compromise with carriers of other cultures, liquidation of crisis phenomena and problems of the enterprise, increasing its competitiveness in the labour and services market, promoting financial stability.

The high efficiency and effectiveness of the formation of professional communication of future specialists in the field of agriculture is achieved with the help of the developed teaching technology, which ensures the interconnection of

intersubject coordination of all cycles of humanitarian and specialised educational disciplines and is based on: synergistic (is open, depends on the influence of external factors, capable of self-realisation), cognitive (presupposes improvement of the content of the formation of professional communication in order to expand students' ideas about the peculiarities of relations between employees), systemic (adequate to the holistic formation of professional communication) approaches.

Prospects for further research. The following issues require further development: scientific and methodological support of the educational process using modern learning technologies, the Internet; optimization of the educational process in agricultural higher education institutions as a means of developing the creative potential of a future specialist; creation of appropriate electronic training aids that will contribute to the formation and improvement of professional communication of future specialists in the field of agriculture.

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