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PEDAGOGY

THE TECHNOLOGY OF FORMATION OF COMMUNICATIVE COMPETENCE OF FUTURE AGRARIAN ENGINEERS

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Abstract

The article is devoted to one of the actual problems of preparing of future agrarian engineers - the formation of communicative competence of students. In particular, it is determined that the most effective will be solving of this problem in conditions of studying at a higher educational institution, where the visual and social content of the future professional activity is modeled. During the investigation, we have determined that pedagogical technology, the purpose of which is the formation of communicative competence of future agrarian engineers, consists of four interrelated stages - preparatory-motivated, theoretical, evaluative and practically-consolidating.

Today, agricultural education faces the task of forming a new generation of engineers capable not only for accumulating knowledge, but also of their creative application in practice, substantiation of their expediency, development of creative thinking, communication skills, erudition, which will ensure innovative, intellectual development of society. The implementation of these tasks requires the future specialist to have a communicative competence at a high level.

Keywords: pedagogical technology, communicative competence, stages, formation, agrarian engineer, professional activity.

Of particular importance is the development of communication skills in the process of learning in higher education, because the individual constantly communicates with teachers, students, answers during practical classes, lectures, participates in discussions, debates, masters the future profession and prepares to become a highly qualified specialist.

Analysis of recent research and publications.

The analysis of scientific works and own researches allow to state that the most effective will be the problem of formation of communicative competence of agrarian engineers in the conditions of higher education, where the visual and social content of future professional activity is modeled. In our opinion, the most successful will be the implementation of educational activities in conditions of personality-oriented, contextual and dialogical approaches that involve the use of such active teaching methods as conversation, discussion, lecture-visualization, lecture-dialogue, problem lecture, training, project method, analysis of specific situations, role-playing games.

The purpose of training of the communicative competence of agrarian engineers is the formation of this competence, which we interpret as the possession of communicative knowledge, skills, abilities that effectively implement the communicative function in professional activities and society, finding adequate style and tone of communication and speech interaction strategies.

The purpose of training and analysis of data of the level of formation of communicative competence that were obtained during the observational experiment encourages us to create pedagogical technology for the formation of communicative competence of agrarian engineers.

The term "technology" comes from the Greek "techne" - art, skill, and "logos" - science, teaching.

Elaboration of the literature showed that the term "educational technology" was first used in scientific works on reflexology by I. Pavlov, S. Shatskyi in the 20s of the last century in the USSR. At the same time, this term was used in the introduction of technical means in the educational process and meant the possibility of operating training and laboratory equipment.

Scientists such as Yu. Babanskyi, P. Bepalko, S. Bondar, V. Gubarev, I. Lerner, M. Mahmutov, V. Slashtyonin, N. Tylyzina and others tried to find out the meaning of this concept. They understand this concept differently, and the study of the characteristics of these concepts continues to this day.

N. Moiseyuk defines pedagogical technology as "a didactic system that guarantees the achievement of a specific educational goal as a result of the sequence of interactions between teacher and students" [6].

V. Bezpalko characterizes pedagogical technology as a system in which the previously designed educational process is gradually implemented in practice [2]. A similar opinion is expressed by M. Mahmutov and he defines pedagogical technology as an algorithmic process of interaction between the teacher and students, which guarantees the achievement of the goal [5].

Therefore, we can conclude that pedagogical technology is a system of actions aimed at the interaction of teachers and students, which aims to achieve the educational goal.

Pedagogical technology must meet the basic methodological requirements, among which scientists distinguish [3, 4]:

- systematization (presence in technology of all features of the system - interconnected components, logic of processes, unity of conceptual apparatus, integrity);

- manageability (covers the possibility of control, evaluation, analysis of statistical data, further forecasting of the didactic process in order to correct the results);

- scientificity (pedagogical technology should be based on didactic principles of the theory of cognition. Its application in teaching should be scientifically substantiated);

- reproducibility (use in educational institutions by the other teachers with the possibility of obtaining similar results);

- multifunctionality (performance of organizational, controlling, corrective, communicative, forecasting functions);

- efficiency (pedagogical technology must be effective and ensure the achievement of the results in accordance with the educational standard).

Formulation of the goals of the article. Based on the above principles, we have developed a pedagogical technology, the purpose of which is to form the communicative competence of future agrarian engineers in conditions of personality-oriented, contextual and dialogical approaches and the use of active teaching methods.

In our opinion, each pedagogical technology is characterized by the following features:

- division of the process into interrelated stages;
- gradual implementation of actions aimed at obtaining the planned goal;
- evaluation and correction of results.

Selection of previously unsolved parts of the overall problem. In order to solve the problem of formation of communicative competence of future agrarian engineers, we decided to focus on determining the stages of technology of its formation. In general, we have identified four stages in the formation of communicative competence. In particular, they are preparatory-motivational, theoretical, practical-consolidating and evaluative-corrective.

The preparatory - motivational stage includes students' awareness of the importance of forming of communicative competence for future development as a highly qualified specialist. Motivational component - is a mandatory component of any didactic process, and its basis in the student age should be professional motivation. The development of professionally significant qualities of the future engineer is impossible without the formation of communicative competence, which can be achieved by providing the necessary level of motivation to master it. Creating of the necessary motivation involves future agrarian engineers in disputes, problems, solving specific situations.

Scientist G. Rogova shares motivation to external and internal. In internal motivation, she distinguishes communicative, linguistic and instrumental components [8].

Communicative motivation includes the desire of students to communicate orally and in writing, linguistic motivation - is the desire to master the language material, instrumental characteristics of a positive attitude to certain forms of work. To form the communicative competence of future agricultural engineers, we will develop these types of motivation, but the driving force

of the motivational component in the student age will be professional motivation. Theoretical and practical material, close to the conditions of professional activity of agrarian engineers, promotes the development of internal motivation and the transition of cognitive motivation to professional. Students intensify the solution of tasks that they should meet in the future profession [7].

Presentation of the main research material. The main task of the preparatory and motivational stage is the formation of positive motivation for learning, provoking of interest in studying such disciplines as psychology, Ukrainian, foreign language, understanding of the importance of forming of communicative competence for professional growth. For the effectiveness of the study of these subjects it is necessary to inform their purpose, objectives, to prepare interesting lectures and seminars, to determine what students expect to learn in the classroom, how they see the learning process. In psychology, business Ukrainian, and foreign language classes, we have used assessment situations and illustration situations. Assessment situations described positions from which a way out had already been found, but students had to conduct a critical analysis of the problem in groups.

In order to develop critical thinking, we offered students tasks for generalization, comparison, differentiation. The use of such active teaching methods as analysis of specific situations, conversations, debates, problem tasks at the preparatory and motivational stage contributed to the understanding of future agricultural engineers of the importance of developing of their communication skills. Also these methods increased interest and pointed out the expediency of studying language disciplines for successful communication in the process of future professional activity.

The theoretical stage included acquaintance, mastering of the knowledge that are necessary for the formation of communicative competence and professional activity. In order to achieve this goal in lectures and seminars on psychology, we formed students' theoretical knowledge about the nature, structure, forms, means, functions, types and features of communication; helped to master general and specific communication skills, which gave the opportunity to establish contact with the interlocutor, to control the situation of interaction with him; developed monologue and dialogic speech.

The main means of learning at this stage of technology were problem lectures, lectures-conferences, authentic materials of the INTERNET.

The practical-consolidating stage is aimed at the application and consolidation in practice of the knowledge acquired during the previous stages of the developed pedagogical technology of formation of communicative competence. At this stage, we used modeling of communicative situations of future professional activity, role-playing games, round tables, discussions, trainings e.t.c.

Performing of these exercises in experimental groups helped future agricultural engineers to master professional speech, improve speech culture, enrich vocabulary, learn about the features of pronunciation,

spelling, use of professionalisms and terms in professional communication situations. Parallel study of professional speech in pairs in Ukrainian and English contributed to better mastery of professional terms.

The key to a specialist's success in the modern labor market and ensuring its competitiveness is a high rate of mastery of the culture of professional speech, which we improved while studying the course "Ukrainian language for professional communication."

The development of professional communication of future agricultural engineers is aimed at enriching their vocabulary with professional terminology that will be used in the field of their production activities. In order to form professionally-thermological literacy in oral and written speech, we solve professional problems in the process of communication, develop the ability to build relationships with colleagues, avoid conflicts, negotiate, we used exercises aimed at translating and learning terminology, activating listening, speaking and writing skills.

The evaluation - corrective stage involves determining of the achieved level of formation of communicative competence of future agricultural engineers, the ability to assess, analyze, correct their own communication skills, predict probable results of communication. A specialist who is able to adequately assess their professional capabilities, level of training, the quality of their knowledge is able to succeed, because he is critical of himself, seeks to eliminate existing mistakes, shortcomings, looking for ways to overcome them and identify new prospects for self-development. A. Khutorskyi notes that without understanding the ways of the activities a person can not assimilate the acquired knowledge, and considers reflection as a source of internal experience [9; with. 120].

In the process of reflection, future agricultural engineers evaluated their results through the feedback of teachers, classmates, drew conclusions where mistakes were made, adjusted their activities and organized it in a new way.

Also, the student must understand that his personal and professional development depends on him. Learning is effective when students are aware of their own responsibility for study, the effectiveness of which is proportional to the degree of directed independent study of the subject [1, p. 143]. At this stage of technology, we contributed to the active development of independent work of students, conducted trainings, role-playing games, discussions.

These methods contributed to the manifestation of one's own position, the formation of one's point of view, which had to be argued or proved. While working together, students tried to analyze the communicative activities of each member of the group, assess language training, find and correct mistakes, find ways to correct them and avoid them in the future.

The design method that was used at this stage helped to intensify students' independent work, develop logical, critical thinking, improve the ability to compare, plan, analyze, hypothesize, form beliefs, develop problems in detail and solve them independently. The result of this activity was a real product in the form of a project, which contributed to the application of the

acquired knowledge in practice. The advantage of design is its close connection with communication, especially in the process of discussing the problem-dialogue situation, which is the most important point of the project structure. The discussion process actualizes the whole system of relationships of project participants, ensuring the work of psychophysiological mechanisms of language, the development of grammatical, lexical, phonetic skills, the natural motivation of communication.

Conclusions. Thus, pedagogical technology, the purpose of which is to form the communicative competence of future agrarian engineers, consists of four interrelated stages - preparatory-motivational, theoretical, evaluative-corrective, practical-consolidating. The implementation of this technology was carried out in compliance with such pedagogical conditions as the application of personality-oriented approach, modeling in teaching communicative situations of future professional activity, formation of professionally significant motivation of educational process and use of active teaching methods, including conversations, discussions, lectures-visualization, trainings, project method, analysis of specific situations, business, simulation, role games.

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