



## DEVELOPMENT OF STUDENTS' LANGUAGE COMPETENCIES IN THE MODERN COMPETITIVE ENVIRONMENT

Ilona Batsurovska<sup>1</sup>, Iana Andriushchenko<sup>2</sup>, Valerii Havrysh<sup>3</sup>, Vasyl Hruban<sup>4</sup>,  
Mirosław Bąk<sup>5</sup>, Antonina Kalinichenko<sup>6</sup>

<sup>1</sup> Mykolayiv National Agrarian University, Ukraine

Department of Power Engineering, Electrical Engineering and Electromechanics

<sup>2</sup> Mykolayiv National Agrarian University, Ukraine

Department of Production Management and Innovation Activities of Enterprises

<sup>3,4</sup> Mykolayiv National Agrarian University, Ukraine

Department of Tractors and Agricultural Machinery, Operating and Maintenance

<sup>5,6</sup> University of Opole, Poland

Institute of Environmental Engineering and Biotechnology

**Abstract:** The article highlights practical approaches to improving the language competence of students in a changing socio-cultural and business environment. The article analyses the compulsory and optional components of the educational program on the example of Mykolayiv National Agrarian University in Ukraine. The authors describe the importance of the effective preparation of educational programs for the development of students' professional linguistic competencies. Mykolayiv National Agrarian University in Ukraine is a great example of a combination of compulsory and optional components of educational programs. Students have the opportunity to improve their language competence in a professional environment. In our research, we used empirical methods, the analytic-synthetic method, and the inductive-deductive method.

**Keywords:** educational program, language competencies, higher education, higher education applicants

**DOI:** 10.17512/znpcz.2020.4.02

### Introduction

The modern competitive professional environment constantly presents new requirements for the training of new professionals in all areas of practical and managerial activities. They provide for the development of professional language competence as a prerequisite for successful human self-realization in the modern world. A person must have the knowledge, skills, and abilities necessary for successful positioning in a competitive and demanding business environment. The task of higher

---

<sup>1</sup> Ilona Batsurovska, PhD, [ilona\\_82@i.ua](mailto:ilona_82@i.ua), ORCID: /0000-0002-8407-4984

<sup>2</sup> Iana Andriushchenko, dr, [andriushchenko@outlook.com](mailto:andriushchenko@outlook.com), ORCID: 0000-0002-9216-6854

<sup>3</sup> professor Valerii Havrysh, PhD, [havryshvi@mnau.edu.ua](mailto:havryshvi@mnau.edu.ua), ORCID: 0000-0001-7055-1674

<sup>4</sup> Vasyl Hruban, PhD, [vasilgruban@ukr.net](mailto:vasilgruban@ukr.net), ORCID: 0000-0003-0753-565X

<sup>5</sup> Mirosław Bąk, PhD, [mirekb@uni.opole.pl](mailto:mirekb@uni.opole.pl), ORCID: 0000-0003-0125-3715

<sup>6</sup> professor Antonina Kalinichenko, PhD, [akalinichenko@uni.opole.pl](mailto:akalinichenko@uni.opole.pl), ORCID: 0000-0001-7342-3803

education is not only to train a person but a specialist who able to apply the acquired knowledge and skills to competitive activities in the future professional field.

The aim of the research is to reveal practical approaches to improving the language competence of students in a changing socio-cultural and business environment and to analyse the compulsory and optional components of the educational program on the example of Mykolayiv National Agrarian University in Ukraine.

In our research, we used empirical methods, the analytic-synthetic method, and the inductive-deductive method.

### **Higher education preparation in modern specialties**

Competencies in new fields of study are formed on the basis of the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment”, the Tuning Project, and educational and professional programs in accordance with the demands of employers, all while taking into account the situation on the labour market (Batsurovska 2016; Common European Framework... 2020).

The general competencies of higher education graduates include acquiring, among others, analysis and synthesis, communication, teamwork, and ethical skills. We analyse the general competencies of the students of Mykolayiv National Agrarian University (Ukraine).

General competencies of analysis and synthesis include the abilities of higher education applicants to perform abstract thinking, to find, process, and analyze information from different sources, to generate new ideas (creativity); to identify, articulate, and solve problems; and to improve their own training with the development of teaching and research skills (Encyclopedia of Education 2008; Koval 2013).

Communicative competencies include the abilities to improve language and speech skills, develop intellectual and general cultural level at different stages of professional growth; to take part in written and oral communication, understand the situations of professional and personal communication (Batsurovska 2016).

Teamwork requires interpersonal interaction; self-criticism; decision-making, planning, and time management; and openness to working in the international context.

Ethical competencies include the abilities to act with social and civic responsibility within the professional values and understand the need for and compliance with healthy lifestyle standards (Samoylenko, Batsurovska, Samoylenko, Dotsenko 2018).

Professional competencies of a student consist of:

- the ability to conduct foreign language communication activities in the main foreign language; to use the second foreign language for the implementation of professional tasks and personal intentions;
- language skills, including the knowledge of the basic phenomena at all levels of language and its functional varieties;
- knowledge of communication conventions in foreign societies, rules, and traditions of intercultural communication with native speakers;

- the ability to master new knowledge independently, to evaluate the experience gained from the standpoint of the latest advances in practice;
- knowledge of educational and training theories, intellectual and cognitive abilities, value orientations, and willingness to participate in the dialogue between cultures;
- the ability to develop professionally, through advanced training.

The results of the training in terms of a competency-based environment are (*Tuning Educational Structures in Europe 2020*):

- basic knowledge of Ukrainian culture contributing to the outlook and socialization of the individual in society;
- knowledge of world history and the understanding of causal relationships in the development of society, along with the ability to use this knowledge in professional and social activities;
- knowledge of the basics of fundamental disciplines as the theoretical basis of research and applied activity in the professional field;
- basic knowledge necessary for the development of professional disciplines;
- established ideas about the courses and qualifications, peculiarities of the organization of the educational process at the levels of higher education in the context of modernizing Ukrainian higher education and entering into the European educational space;
- the ability to carry out communication activities in other languages, demonstrating the level of formation of language and speech competence at the C1-B2 level in the first foreign language and at the B1 level in the second foreign language, in accordance with the European standards of language education;
- the ability to use knowledge and skills in theoretical grammar, theoretical phonetics, lexicology, and stylistics for foreign language communication in the first foreign language;
- basic knowledge of the history and geography of the English-speaking countries, their political structure, socio-cultural features, traditions, customs, and norms of business etiquette;
- the ability to use professionally profiled knowledge for analysis and interpretation of different types of text;
- the ability to apply the obtained knowledge in solving pedagogical, educational, and methodological problems taking into account age and socio-psychological characteristics of the groups and specific pedagogical situations;
- the skills to maintain public ethical behavior;
- the skills to work independently and in a group.

### **Components of the educational program for higher education applicants**

The main purpose of the educational program is to train highly qualified personnel who will have deep solid knowledge to perform professional tasks and responsibilities of research and innovation in the field of modern philological science. The

program allows applicants to comprehensively study the specifics of the professional field, highlighting the possibility of acquiring skills and scientific knowledge that provides both employment and opportunities for further education and professional development, to emphasize the acquisition of skills and knowledge in science, which provides certain employment, and opportunities for further education and career growth.

We analysed the existing training program of higher education applicants in Mykolayiv National Agrarian University. The components of the educational program include academic disciplines, course projects, and practical training. The list of compulsory components in the curriculum which provide the acquisition of foreign language competence includes:

- history and culture of Ukraine;
- philosophy;
- languages for professional purposes;
- a practical course in one more foreign language;
- theoretical foundations of the foreign language;
- professional courses at the international level.

It should be mentioned that the special course in Literature of the English-speaking countries is implemented in order to improve the professional language competencies of the applicants. Many compulsory disciplines such as Basics of Macroeconomics, Basics of Social Foreign Economic Activity, Economics of the Industry in Agroindustrial Complex, Organization and Planning of Production, Production Management, Project Management, Marketing Research include lectures in English and participation in the international projects and practices.

The aim is training of a competitive specialist, able to solve complex linguistic and translation problems in the professional activity, which involves research and/or implementation of innovations in uncertainty conditions.

The list of optional components of the educational program include:

- a practical course in the second foreign language (German, French);
- academic writing;
- analytical reading;
- innovative teaching methods;
- analysis of scientific texts.

An important mechanism for the development of professional language competencies (*Law of Ukraine "On Education"* 2017; Nekrasenko et al. 2018; Shulga 2008):

- the relationship between the theory and practice of speech activity;
- the ability to make constructive dialogues;
- the ability to engage, captivate, persuade;
- the performance of role-playing and story games, the action of which creates favorable conditions for the development of logical thinking skills;
- the ability to interact quickly and expediently, to predict the results of pedagogical speech;
- vocabulary enrichment;

- mastering the terminology database;
- the appropriate use of intonation and grammar structures in order to succinctly convey meaning.

The compulsory courses include humanities, fundamental and vocational disciplines in order to acquire special skills and knowledge sufficient to perform the tasks and responsibilities of a certain level of professional activity, which are provided for primary positions in a certain type of activity.

Higher education applicants should be qualified to cope with the following professional objectives both in Ukrainian and other foreign languages:

- the ability to analyze and structure organization problems, to make managerial decisions, and to provide conditions for their implementation;
- to establish the criteria by which the organization determines its further development, to develop and implement relevant strategies and plans;
- to make decisions on the organization and regulation of relations between the participants of corporate governance on economic and legal bases, to substantiate the choice of models of corporate behavior, cultural and social responsibility;
- to apply information systems and technologies in the process of preparing, adopting, and implementing management decisions;
- to form staff policy and corporate culture of the organization and coordinate the processes of functioning of the information and communication system of the organization;
- realize the skills of making managerial decisions in the field of substantiation of investment strategy, selection of effective directions, and forms of development of the program of real investment.

## **Conclusions**

Professional training of higher education applicants in various specialties is aimed at ensuring the professional development of students through the migration of all content to the requirements of the information society while meeting the changes of the socio-economic, spiritual, and humanitarian spheres in institutions of higher education. The aim is also to develop the willingness and ability of future specialists to organize their educational and research work in the professional field. Mykolayiv National Agrarian University in Ukraine is a great example of higher education courses combining the compulsory and optional components of the educational program. Higher education applicants have the opportunity to improve their language competence in a special environment. Further research can be devoted to the problems of combining compulsory and optional components of educational programs in terms of special digital university environment and problems of monitoring students' progress in such an environment.

## References

1. Batsurovska I. (2016), *Implementation of the Master's Preparation Model to the Educational and Scientific Activity in the Massive Open Online Courses Conditions*, "Science Works of Zhytomyr State University", Vol. 4.
2. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, Cambridge University Press, Language Policy Unit, Strasbourg, [www.coe.int/lang-CEFR](http://www.coe.int/lang-CEFR) (accessed: 10.11.2020).
3. *Encyclopedia of Education* (2008), Acad. Ped. Sciences of Ukraine, Chief ed. V.G. Kremen, Yuricom Inter Publishing House, Kyiv.
4. Koval V.O. (2013), *Theoretical and Methodical Principles of Formation of Professional Competence of Future Teachers of Philology in Higher Educational Institutions*, Zhovtyy O.O. Publishing House, Uman.
5. *Law of Ukraine "On Education"* (2017), The Verkhovna Rada of Ukraine, <https://www.ped-rada.com.ua/article/1484-znayomtesya-zakon-ukrani-pro-svtu-2017> (accessed: 10.11.2020).
6. Nekrasenko L., Kalinichenko A., Brzozowska A., Lazurenko B. (2018), *Decentralized Social and Economic Network as an Alternative Economic Relations Development in Society*, "Journal of Fundamental and Applied Sciences", No. 4S, Vol. 10.
7. Samoylenko O.M., Batsurovska I.V., Samoylenko O.O., Dotsenko N.A. (2018), *Implementation of the Model for Masters Preparation to Educational and Scientific Activity in the Conditions of Massive Open Online Courses*, "Information Technologies and Learning Tools. Theory, Methods and Practice of Using ICT in Education", No. 2, Vol. 64, <https://journal.iitta.gov.ua/index.php/itlt/article/view/1894> (accessed: 10.11.2020).
8. Shulga L. (2008), *Humanitarization of Education*, "Encyclopedia of Education", NAPS of Ukraine, Chief. ed. V. Kremen, Inter Yurinkom Publishing House, Kyiv.
9. *Tuning Educational Structures in Europe*, <http://www.unideusto.org/tuningeu/> (accessed: 10.11.2020).

## ROZWÓJ KOMPETENCJI JĘZYKOWYCH STUDENTÓW W NOWOCZESNYM OTOCZENIU KONKURENCYJNYM

**Streszczenie:** W artykule przedstawiono praktyczne podejścia do podnoszenia kompetencji językowych studentów w zmieniającym się środowisku społeczno-kulturowym oraz biznesowym. Dokonano analizy obowiązkowych i fakultatywnych elementów programu kształcenia na przykładzie Mikołajowskiego Narodowego Uniwersytetu Rolniczego na Ukrainie. Przedstawiono znaczenie skutecznego przygotowania programu edukacyjnego dla rozwoju kompetencji językowych.

**Słowa kluczowe:** program edukacyjny, kompetencje językowe