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PROFESSIONAL FOREIGN LANGUAGE TRAINING OF MASTERS OF VOCATIONAL AND TECHNICAL EDUCATION AT THE MYKOLAIV NATIONAL AGRICULTURAL UNIVERSITY

Globalization processes are present in various spheres of human activity, which contribute to the development of international relations. In the conditions of real human activity, especially in the multicultural direction, communication channels between peoples are expanding. Any effective environment needs highly competitive specialists who, in addition to thorough theoretical professional knowledge and practical skills, must possess intercultural communication. High readiness for intercultural communication is necessary for a foreign language professional dialogue. This applies to future specialists in such specialties as managers, computer technologies, acrobats, hotel and restaurant business, engineers, teachers and others.

Step by step, gradually, our state is getting closer to the European community. Having joined the processes of European and world integration, Ukraine has become more open to the world [1, p. 81]. Ukraine's international relations with the world community develop and strengthen almost all branches of the economy, but such branches as higher education and professional (vocational and technical) education play a special role in such relations. The development of public education and its components, a new level of requirements for education specialists determines the public demand for competitive specialists. The persistent demand for specialists in professional education requires higher education institutions to raise the requirements for the quality of professional training of future specialists in this field, in particular, foreign language.

The specificity of the professional activity of vocational education specialists (by specialization) is the partnership interaction of the producer and the consumer.

The process of providing services in the professional education industry is conditioned by the satisfaction of special and socio-cultural needs [2, p. 13]. In the future, with the expansion of international ties in education, a significant share of consumers of such services will be foreign students, whose high-quality education is possible only under the condition of direct communication with them.

The significant role of specialists in a foreign language is not only growing, it is vital for increasing their competitiveness. The professional training of future vocational education specialists requires the mastery of foreign languages as a means of international and international communication. For high-quality professional training of such specialists, foreign language professional and communicative competence is necessary, since the professional activity of many future specialists is impossible without mastering a foreign language. A foreign language should be an integral part of their professional competence [3, p. 739].

At the level of state regulatory legal acts in Ukraine, language education is recognized as one of the most important components of higher education (Law of Ukraine «On Higher Education»). However, due to a number of objective and other reasons, there are shortcomings that inhibit the development of the National Doctrine of Education Development regarding the study of foreign languages in higher education institutions of Ukraine. We attribute to such reasons: the reduction of foreign language classes in the classroom, the insufficient number of highly professional foreign language specialists who must work with students of higher education, the insufficient effectiveness of traditional methods and forms of education (limited choice of forms and methods by foreign language teachers), low-quality extracurricular independent work of higher education students, low motivation of students [4, p. 89], lack of interdisciplinary connections, etc. To the shortcomings, one can add the inability of the modern labor market to provide competent vocational education specialists with a high level of foreign language professional and communicative competence, professional activity with adequate wealth and high wages for solving professional tasks in conditions of increased intercultural communication.

The study of scientific works confirms the interest of scientists in various aspects of professional training of future specialists in professional education. In particular, in their scientific works, the problems of training specialists in such areas of youth work were highlighted by scientists of the Mykolaiv National Agrarian University: O. Artyukhova, T. Hannichenko, Zh. Ignatenko, T. Kushcheva, K. Matveeva, O. Salamatina, N. Ponomarenko, K. Tishechkina, A. Rakova. The researches of I. Batsurovskaya, A. Velikhovskaya, A. Gumenoi, N. Dotsenko, L. Komisarova,

P. Luzan, V. Nagaev and others are devoted to the issues of training future specialists in vocational (vocational and technical) education.

Analyzing scientific research on the problems of communicative competence of future specialists and the practical experience of professional training of future specialists of professional (vocational and technical) education at the Mykolaiv National Agrarian University, we discovered a number of contradictions.

Firstly, the objective need for competitive specialists in professional (vocational and technical) education is constantly growing [5, p. 56] with a high level of formation of foreign language professional and communicative competence, but some scientists express concern about the methodical assurance of the formation of foreign language professional and communicative competence (insufficiently developed, outdated teaching methodology).

Secondly, in connection with the development and expansion of the field of activity of the industry, the requirements for the system of foreign language professional training of future specialists of professional (vocational and technical) education are increasing, this creates a need for the development of a new, higher-quality structural and functional model of such training of specialists.

Thirdly, the foreign language professional training of future specialists of professional (vocational and technical) education in higher education institutions of Ukraine requires the development of a methodology for diagnosing the quality of acquired knowledge and practical skills, which will be aimed at the consistent and effective formation of foreign language professional and communicative competence. This prompts the development of criteria for its formation in the theory and methodology of professional education [6, p. 22].

Unfortunately, in our opinion, organizational features and methodological principles, a meaningful component of professional foreign language training of future specialists in professional (vocational-technical) education, have not yet been sufficiently studied in higher education institutions of Ukraine. There is a need for created models of foreign language learning by future specialists in the above-mentioned field [7, p. 38]. The new model of education should resolve the identified contradictions and improve the level of foreign language training of future specialists in professional (vocational and technical) education. Existing problems and the need for changes in the training of professional (vocational and technical) education specialists in institutions of higher education of Ukraine constitute the scientific relevance of the study. This determined the choice of the topic of our article.

The analysis of scientific domestic and foreign sources shows that the professional foreign language training of future specialists of professional (vocational

and technical) education in higher education institutions of Ukraine, in particular in the Mykolaiv National Agrarian University, has problems. Professional training of specialists who are competitive on the domestic labor market is conditioned by the acquisition of professional education by young people, which is the result of assimilation of intellectual knowledge [8, p. 38], skills that form their personal professional qualities.

The transfer of knowledge, the acquisition of the formation of abilities, skills, foreign language communicative competence, in particular socio-cultural, intercultural, speech competences and general subject and subject, in particular branch and special competences, is the leading task of professional training of young people who have chosen specialty 015 «Professional education (Agricultural production, processing of agricultural products and food technologies)» at the Mykolaiv National Agrarian University. At the university, the emphasis in training future specialists for the field of professional (vocational and technical) education is aimed at: flexibility of educational disciplines and programs; a set of scientific and theoretical knowledge and practical abilities and skills of foreign language professional activity; practical training; taking into account the needs of the labor market in Ukraine and abroad. The formation of the emphasis of the pedagogical process is based on the principles of professionalization and a focused approach to the formation of foreign language professional competence of the future specialist in the field of professional (vocational and technical) education.

At the Mykolaiv National Agrarian University, the foreign language training of future specialists in specialty 015 «Professional education (Agricultural production, processing of agricultural products and food technologies)» is approached from the standpoint of a competency approach. Students of higher education who study in specialty 015 «Professional education (Agricultural production, processing of agricultural products and food technologies)» acquire knowledge, skills and abilities (professional and communicative competence in another language) in the process of studying the normative educational discipline «Foreign language of professional direction». In addition, foreign language competence is acquired at professional training classes held in foreign languages. Formation of important foreign language professional and communicative competence is realized during receptive and productive types of speech activity, i.e. listening, reading and speaking, writing.

The teaching staff uses a communicative and active approach in their activities, which ensures students' speech development. This approach places the person who is learning, who is or should be active, at the center of learning. In such conditions, young people have needs and motives for communicating in a foreign language, which means that communication is carried out [9, p. 156]. The integration of knowledge,

skills, and abilities acquired in the course of education in the process of communication in a foreign language contributes to interdisciplinary connections and is implemented in the professional activities of future specialists of professional (vocational and technical) education.

Students of higher education of the Mykolaiv National Agrarian University have the opportunity to acquire foreign language professional and communicative competence within the framework of autonomous learning. Conditions are created for students to independently manage educational activities while learning a foreign language. Such training is aimed at personally oriented activity, during which young people build their own educational trajectory, taking into account their real needs, as well as the possibilities of the educational environment in which they are.

It is necessary to consider the organizational and content features and the structural and functional model of foreign language training of future specialists of professional (vocational and technical) education. The content of education provides a system of knowledge, abilities and skills, methods of activity, forms of behavior that a student should master during educational activities.

There is a direct relationship between the purpose, goals and content of learning a foreign language in a professional direction. The training of future specialists in professional (vocational and technical) education aims at the formation of foreign language professional and communicative competence. The goals of the study are the mastery of sociolinguistic knowledge, the development of productive abilities and speech skills, the formation of the ability to foreign language professional communication.

From the content of the components of foreign language learning, we distinguish the subject and procedural aspects of a foreign language [10, p. 185]. The implementation of the subject aspect takes place in the spheres of communication, communicative intention, linguistic material, phonetic, lexical, grammatical, orthographic knowledge. The skills and abilities of foreign language oral and written communication cover the procedural aspect, in particular: handling language material; development of productive types of speech activity, such as speaking, reading, writing; compensatory skills, such as the use of dictionaries and reference literature, etc.; general educational skills, such as generalization and selection of received information, comparison of general and required information, etc.

The content of the professional foreign language training of future specialists of professional (vocational and technical) education of the Mykolaiv National Agrarian University is represented by a number of normative disciplines, in particular «Foreign language», «Foreign language of professional direction» (at levels A1, A2, B1, B2,

in accordance with the European recommendations of language education) and those professional disciplines that are taught in foreign languages. The component of professional foreign language training of future specialists was developed with the aim of forming the intercultural component of foreign language professional and communicative competence in higher education applicants.

Knowledge, abilities and skills of all types of foreign language activities of future specialists of professional (vocational and technical) education are formed during the educational process, for this purpose methods, forms of organization and teaching tools are used, which can qualitatively increase the effectiveness of the process of foreign language professional training.

At the Mykolaiv National Agrarian University, the educational process with the use of a foreign language among young people who have chosen the specialty 015 «Professional education (Agricultural production, processing of agricultural products and food technologies)» has the following main forms: classroom practical classes, individual and collective independent training and foreign language practices (language communication with foreign specialists, foreign language practice, etc.).

Informal educational activities are included in the curricula of specialty 015 «Professional education (Agricultural production, processing of agricultural products and food technologies)». Seekers are offered individual tasks, participation in webinars, seminars, trainings, master classes on philosophical and methodological issues, participation in open lectures and debates held both in the educational institution and outside the university. Education seekers have the right to independently choose directions and types of informal educational activities [11, p. 12]. Such a choice of non-formal education measures from foreign language educational and production practices contributes to the development of foreign language training of future specialists studying in specialty 015 «Professional education (Agricultural production, processing of agricultural products and food technologies)».

In the educational process, informal education measures are provided. It is assumed that the acquirer should apply the acquired knowledge and results in the course of life experience, for example, when studying the next topic or preparing for all kinds of practical tasks. And conversely - students use life examples to transform them into an educational process, in particular, regarding accounting.

The university has resolved issues regarding the possibility of acquiring program results by future specialists of professional (vocational and technical) education in the conditions of inclusive education. The acquisition of program results in the conditions of inclusive education is carried out in accordance with the Regulation on the organization of inclusive education of persons with special educational needs at the

Mykolaiv National Agrarian University with the use of personally oriented teaching methods and taking into account the individual characteristics of the educational and cognitive activities of all students of higher education, recommendations of the individual rehabilitation program of the person with a disability and/or a conclusion on a comprehensive psychological and pedagogical assessment of the development of students of higher education, which is provided by the inclusive resource center.

In the implementation of tasks related to the training of future specialists with higher education, teaching aids play an important role, in particular, multimedia, the Internet, training manuals and textbooks, etc. They are part of the organizational component of foreign language learning. This component integrates a number of learning methods: simulation - business and role-playing games; projects, presentations, classes-excursions, etc.

Business games can optimize and activate the educational process, increase the effectiveness of learning a foreign language in a professional direction [12, p. 146]. With their help, teachers simulate situations of professional communication. The use of other teaching methods, such as presentations, projects, essays, and excursions contribute to ensuring independence, individualization of learning, and cooperation in a team. They activate the skills of verbal and non-verbal speech behavior, form foreign language professional motivation and foreign language communicative experience.

The structural and functional model of professional foreign language training of future specialists of professional (vocational and technical) education of the Mykolaiv National Agrarian University is integral and multi-component. It reflects the connections and relationships between all components and their constituents [13, p. 146]. Such a model has the following components: target - goal, task; substantive - substantive and procedural aspects; organizational - forms of organization and means of training; effective - qualitative and quantitative criteria of the state of formation of foreign language training of future specialists based on the results of current and final control; corrective - operational correction of the process of formation of foreign language training of future specialists, the possibility of feedback between all components of the model.

Therefore, foreign language professional training of masters in professional education, modernization of foreign language professional and communicative training, development of competencies will enable future specialists to effectively carry out intercultural and interpersonal communication. It should provide an opportunity to create business, professional and cultural contacts.

Professionally oriented foreign language training of future professionals of professional (vocational and technical) education should be considered as an integrated, complex learning process. It should be aimed at the formation of foreign

language professional and communicative competence of young people. The presence of such structural components of foreign language professional and communicative competence of masters of professional education as foreign language communicative competence, general subject (branch) competence, subject (special) competence ensures the educational process and indicators of the quality of knowledge and skills.

The analysis of the educational process of the Mykolaiv National Agrarian University allowed us to check and prove the effectiveness of professional foreign language training of future specialists in professional (vocational and technical) education. Ways of implementing such approaches were determined and their qualitative impact on the formation of foreign language communicative competences was proven. Thus, the competence approach is aimed at the formation of foreign language professional and communicative competence, provides future specialists with a complex of foreign language professional knowledge, abilities and skills; the communicative-activity approach involves speech development of young people in communicative situations of professional communication in a foreign language; an integrated approach promotes the establishment of interdisciplinary connections and the integration of acquired knowledge, skills and abilities; autonomous learning directs students of higher education to personally oriented activities and ensures a high level of independence in the process of learning a foreign language of professional direction.

Qualitative and quantitative indicators of success of higher education applicants in the specialty 015 «Professional education (Agricultural production, processing of agricultural products and food technologies)» provide the main forms of organization of professional foreign language training of future specialists: classroom practical classes, individual and collective independent training, foreign language practices. At the same time, it is recommended to expand the training plans of future specialists with informal educational activities. Offer students participation in webinars, seminars, trainings, master classes with foreign language communication. During training, use interactive methods: business and role-playing games, organizational and activity games, dramatization, group discussions, debates; discussions, presentations and projects, etc., with the use of teaching aids - multimedia, the Internet, teaching aids. Such additional measures will help future specialists to acquire foreign language professional knowledge, abilities and skills, to implement foreign language professional communications not only during foreign language practice, but also during their professional activities.

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Анотація

Стаття присвячена аналізу структурно-функціональної моделі професійної іншомовної підготовки магістрів з професійної освіти у закладах вищої освіти України, зокрема у Миколаївському національному аграрному університеті. У статті обґрунтовано теоретико-методологічні основи професійної іншомовної підготовки магістрів з професійної освіти. Розглянуто особливості змісту, форм, методів і засобів професійної іншомовної підготовки магістрів з професійної освіти. Показано, як реалізується структурно-функціональна модель у межах нормативних навчальних дисциплін «Іноземна мова», «Іноземна мова професійного спрямування». Перевірено та підтверджено ефективність діючої структурно-функціональної моделі професійної іншомовної підготовки магістрів з професійної освіти у Миколаївському національному аграрному університеті.

Ключові слова: іншомовна підготовка, професійно-комунікативна компетентність, успішність здобувачів, професійна діяльність.

Summary

The article is devoted to the analysis of the structural-functional model of professional foreign language training of masters in vocational education in higher education institutions of Ukraine, in particular, in the Mykolaiv National Agrarian University. The article substantiates the theoretical and methodological foundations of professional foreign language training of masters in vocational education. The peculiarities of the content, forms, methods and means of professional foreign language training of masters in vocational education are considered. It is shown how the structural-functional model is implemented within the normative educational disciplines «Foreign language», «Foreign language of professional direction». The effectiveness of the current structural-functional model of professional foreign language training of masters in professional education at the Mykolaiv National Agrarian University has been verified and confirmed.

Keywords: foreign language training, professional and communicative competence, successful students, professional activity.