

DOI 10.26886/2414-634X.3(30)2019.5

UDC:378.147

**ENCOURAGING FUTURE AGRARIANS TO FORM A PROFESSIONAL  
COMMUNICATION CULTURE**

**O. Lytvynova, PhD of Pedagogical Sciences,**

**T. Kramarenko, PhD of Pedagogical Sciences, Assistant professor**

Dnipro State University of Agriculture and Economics, Ukraine, Dnipro

*The article deals with the means, incentives and educational support for students in the process of cultural skills for professional communication. In order to ensure that students feel not just spectators in this environment, but also become active participants. Application of models of typical situations of professional communication, introduction of interviews and workshops to develop skills for professional communication have been considered in the article. The task of teachers, therefore, is to use student-centered approach to each of the students. We believe that encouraging of future agrarians to the professional communication culture should be based on the awakening of their interest to the professional communication culture and the desire for personal self-improvement, interest in communicative interaction with other specialists in solving professional issues.*

*Key words: incentives, educational support, professional communication culture, motivation, interest, skills, professional environment, interactive learning tools, training, student-centered approach.*

**Introduction.** The research of scientists is devoted to the development of stimulation issues in professional activity: A. Aleksyuk, Y. Babansky, K. Volkov, V. Ilyin, P. Kapyreva, V. Korotov, G. Kostiuk, I. Lerner, V. Lozova, V. Pryanikova, V. Sukhomlinsky, L. Suschenko, M.

Fitsuli, V. Schumann and others. The emergence of support, as a special kind of pedagogical activity, was influenced by the ideas of the classics of world pedagogical thought (F. Direstweg, J. Dewey, J. A. A. Comenius, I. G. Pestalozzi, J. Z. Russo, L. Tolstoy, K. Ushinsky, F. Frebel). The provisions on which pedagogical support is based are reflected in foreign psychology (A. Maslow, C. Rogers). In the post-Soviet area the research in the field of pedagogical support is actively conducted from the 90s of the twentieth century. Significant contribution to the study of its essence, content was made by K. Alexandrova, T. Anokhina, V. Behterhanova, O. Gazman, F. Kevleya, N. Krylovaya, R. Litvak, N. Mikhailova, A. Mudrik, S. Yusfin, I. Yakimanskaya and others. The urgency of the topic is determined by the modern needs of higher education in the training of qualified specialists with a high level of professional communication culture.

**The purpose and objectives of the article are** to determine the possibilities of stimulating and teaching students' support as a means for forming a stable motivation and interest in the development of skills and abilities of the professional communication culture, the implementation of the communicative potential of students.

**Presentation of the main research material.** The concept of "stimulation" in dictionaries is interpreted as arousing interest in the implementation of something, and is also a motive for the realization of anything. The stimulus is an external influence on the personality, the collective, the group of people, which activates their motivational sphere, and certain activities through it. The stimulus is what induces to action, behavior. Stimulation in pedagogical science is considered primarily as an inducement of an individual to an active educational and cognitive activity (S. Goncharenko) as an impetus for concrete actions (I. Podlasii), as "giving impetus to the impulse of thought, feeling, action" (O. Radugin, V Slastonin), as "the excitement of man to intensified activity, a peculiar push"

(Y. Babansky, S. Ravkin). According to O. Akimov: "Incentives are means, under the influence of which needs, reflected in the consciousness of the individual in the form of interests, requests, desires, goals, determine the motives of behavior and activities, the direction of thinking" [1; C.25].

I. Isaev, A. Mischenko, V. Slastonin and E. Shiyanov consider the formation of the executive (procedural) component of professional readiness (knowledge, abilities, skills) as a derivative of the level of development of value orientations of the person, which determine its need for mastering professional skills [5 ].

Consequently, an important condition for the formation of professional communication culture of future agrarians is to stimulate their desire for communicative self-improvement. It is possible to achieve this by strengthening the professional orientation of the educational process, the approach of the educational tasks offered to students, to the conditions of their future professional activity. Only this way can we create the internal motivation of future specialists to form professional communication culture. Awareness of the importance of the communication culture for the future profession provides a personal meaning to educational activity, prompting communicative self-improvement.

In order to successfully prepare students of agrarian specialties for professional communication, attention should be paid to the means of stimulating communicative motivation of students. Among such means E. Ilyin highlights: approval, encouragement, competition, creation of a "situation of success", socio and psychological climate in the team, public attention, activity attractiveness, the presence of a prospect, a specific goal [2].

In our opinion, the use of such means positively influences the preparation of students for professional communication, because they

contribute to the development of not only communicative motives, but also the motives of learning.

Educational motivation is determined by the activity in which it is included. According to E. Komarova, the following factors influence formation of educational motivation: 1) the system of education in general and the specifics of a particular educational institution; 2) organization of the educational process; 3) the subjective features of students (age, gender, intellectual ability, self-esteem, etc.); 4) the subjective features of teachers (in particular, their attitude towards students); 5) the specifics of the subject [3; C.23]. An important aspect of forming a learning motivation is to stimulate interest. Interest as a form of manifestation of the selective attitude of the person to the object is a constant inductive mechanism of knowledge [6; C.159]. It is proved that interest in learning is based, first of all, on the understanding of the meaning of educational activity [3]. Hence there is a need for students to be aware of the importance of a professional communication culture for their future activities. We believe that for this purpose, the classes should be able to recreate the professional environment with the help of interactive learning tools (business and role-playing games). In order to let students feel themselves not just as observers in this environment, but also become active participants, we propose to apply modeling of typical situations of professional communication and business games. Such methods stimulate the activity of students, as the main means of forming students with a stable interest in learning is "the use of such issues and tasks, the solution of which requires search activity " [3; C.24]. According to V.Kruchak, the methods of active interaction contribute to the development of the interactive aspect of communication to the greatest extent, and the methods of psychological influence are developed by all three parties, but mainly communicative and perceptual [4].

Among other important means of stimulating interest in learning can be called the creation of problem situations, the use of various methods and techniques in classes, mutual learning and inter-examination of students, giving them the opportunity to choose the educational material. So, V. Svistun, in order to stimulate future specialists in the agrarian sector to form skills in the professional communication culture, considers the most effective interactive learning technologies, which, in particular, contribute to the formation of the communicative competence of future agrarians: simulation, organizational and business games, techniques for stimulating educational activities, heuristic technology for generating ideas and various types of training, etc. [7].

Encouraging students to develop skills and abilities in the professional communication culture should take place on the basis of test and questionnaire techniques aimed at self-diagnosis of professional and personal qualities of students. Testing allows you to get optimal, reliable facts and information, to determine the actual level of development in the studied not only the necessary knowledge of the professional communication culture, but also skills and abilities of professional communication. In order to stimulate students' reflective processes, stimulate self-knowledge and in-depth analysis of the peculiarities of the professional communication culture, we recommend that students use special diagnostic techniques aimed at: evaluation of perceptual abilities in communication; evaluation of relations with the interlocutor in communication; assessment of the importance of qualities in professional communication.

After ensuring that students are adequately aware of the level of formation of the components of the professional communication culture, the productive and non-productive features of professional communication, an understanding of the determinants of their value orientations, they, under the direction of the teacher, determine the directions and tasks on the basis of self-diagnostics, develop plans and make individual programs of self-

development and self-improvement of the professional communication culture, qualities and skills development necessary for successful professional interaction of the future specialist of agricultural profile.

The consolidation, generalization and extension of knowledge about the speech communication culture also involves the independent work of students in the form of individual home-based reproductive and creative tasks aimed at preparing abstract papers, drafting an advisory plan, selecting examples of situations with different levels of speech communication culture, etc. The accomplishment of the mentioned tasks organically involves realization of both theoretical and practical components of the program of forming the professional communication a culture of future specialists of the agricultural profile.

The work in microgroups on the solution of the tasks assigned accordingly stimulates the students' cognitive interest in the formation of skills and abilities of the professional communication culture, promotes the exchange of relevant experience among students, enriching their professional knowledge and skills, increases the level of knowledge of communicative-speech skills and expands the variability in solving professional problems in communication.

Cognitive interest is an important problem that determines the level of knowledge and mastery of knowledge. "In this case, it is aimed not only at the content of this subject industry with its specific properties, but also on the process of obtaining these knowledge, to cognitive activity, which undergoes the operation of already acquired ways of learning, mastering new ones and their improvement" [8 C.9] .

Thus, the task should be aimed at stimulating the cognitive interest in the formation of all components of the professional communication culture, reflecting the real process of business communication and the professional orientation of its content, adhere to the adequacy of educational tasks to the

character of the formative skills, contain intensive practice and the gradual formation of actions in preparation for professional communication, have a growing complexity and create conditions for using objective methods of control and self-control. All educational tasks depending on the purpose we propose to divide into four groups: 1) directed on correction of value orientations; 2) the development of information and speech skills; 3) the development of perceptive cognitive skills; 4) development of operational-activity skills. The presented set of educational tasks designed to stimulate students to develop skills and abilities of the professional communication culture is realized through various organizational forms: training tasks and role-playing games.

Training sessions on skills development in the professional communication culture can be built on the following plan: 1) actualization of theoretical knowledge and knowledge about the ways of performing the action (pragmatic and procedural knowledge), bringing them to the system, showing the significance of knowledge in order to form interest and need for mastery them; 2) training of individual ways of action, characteristic of a certain communicative skills; 3) development of a complex of ways of action by their independent use at the reproductive level; 4) formation of the ability to transfer the worked skills into new non-standard, creative communicative situations.

It should be noted that work in the training group promotes awareness of the student himself (his personality), understanding other interlocutors. Each participant explores his style of communication, observes the behavior of other participants in the training, realizes the usual ways of communication, analyzes the mistakes in interpersonal interaction, acquires practical skills and skills in forming of the professional communication culture [5].

The result of conducting training sessions on the formation of the professional communication culture among future specialists in the agrarian sector can be considered improvement of such qualities as increasing professional competence; transition to a new level of professionalism; development of readiness for self-development and self-realization in professional activity; mastering the methods of professional communication, which contributes to creating an optimistic professional perspective.

Active introduction of higher agricultural educational institutions of role, business and story-role games into the educational process is one of the means of stimulating cognitive interest in the formation of the necessary knowledge of the professional communication culture and their practical application. Business games are implemented as a form of reproduction of the subject and social content of professional activity, modeling the system of relations in this area.

First, the professional communication culture is formed in the process of joint work of teachers and students, which is a two-way process.

Secondly, if previously the students agreed on the position of subordination, managed, they now seek a situation of cooperation, and it involves certain requirements for the organization of learning communication: dialectic, mutual trust, real psychological contact, the teacher's ability to abandon dictation and switch to interaction.

Thirdly, the student becomes critical, active, seeks to rationally use educational time, effort, material resources. The student assumes that he can express his dissatisfaction with the qualifications of the teacher; At the same time, stability is lost, which was based on the relations of the senior and junior, experienced and inexperienced. Unfortunately, it has to be stated that students feel the burden of losing moral benchmarks, and therefore would like to see in the teacher a model of a positive and life-

affirming strategy of the winning individual. The teacher should act as a representative of positive social values, carry the idea of a moral outlook.

**Conclusion.** Thus, the effectiveness of the stimulation and pedagogical support of students in the process of forming skills and skills of the professional communication culture should be ensured by motivating students to participate in classes on the formation of the professional communication culture; the formation of a self-development unit and self-improvement of the professional communication culture, which involves identifying an individual program for the self-improvement of communicative skills, correction of value orientations, development of qualities necessary for successful professional interaction.

#### References:

1. Демічева І. О. (2004), *Технологія формування дослідницької культури вчителя*, І.О. Демічева, Педагогіка і психологія формування творчої особистості: проблеми і пошуки, зб. наук. пр., редкол. Т. І. Суцєнко (голов. ред.) та ін., Вип. 32., Запоріжжя, 106–112., 25
2. Ильин Е. П. (2003), *Мотивация и мотивы*, учеб. пособ., Е. П. Ильин., СПб., Питер, 508
3. Комарова Э. П. (2000), *Основы обучения иноязычному профессионально ориентированному опосредованному общению в системе вузовского образования*, Э. П. Комарова, Воронеж, Изд-во ВГТУ, 175
4. Кручек В. А. (2004), *Формування комунікативних умінь студентів вищих аграрних закладів освіти в процесі вивчення психолого-педагогічних дисциплін*, автореф. дис. на здобуття наукового ступеню канд. пед. наук, 13.00.04, В. А. Кручек, Київ, 16

5. *Педагогика* (1997), учеб. пособ. для студ. пед. учеб. Заведений, В. А. Слостенин, И. Ф. Исаев, А. И. Мищенко и др., Москва, Школа-Пресс, 512
6. *Психологічна енциклопедія* (2006), автор-упоряд. О. М. Степанов, Київ, Академвидав, 424
7. Свистун В. І. (2007), *Теорія і практика підготовки майбутніх фахівців аграрної галузі до управлінської діяльності*, дис. на здобуття наукового ступеню д-ра пед. наук, 13.00.04, В. І. Свистун, Національний аграрний університет, Київ, 505
8. Щукина Г. И. (1988), *Педагогические проблемы формирования познавательных интересов учащихся*, Г. И. Щукина, Москва, Педагогика, 9

**References:**

1. Demicheva I. O. (2004), *Tekhnolohiia formuvannia doslidnytskoi kultury vchytelia*, I.O. Demicheva, Pedagogika i psykholohiia formuvannia tvorchoi osobystosti: problemy i poshuky, zb. nauk. pr., redkol. T. I. Sushchenko (holov. red.) ta in., Vyp. 32., Zaporizhzhia, 106–112., 25
2. Ylyn E. P. (2003), *Motyvatsyia y motyvy*, учеб. пособ., Е. Р. Ylyn., SPb., Pyter, 508
3. Komarova Э. Р. (2000), *Osnovy obuchenyia ynoiazыchnomu professyonalno oryentyrovannomu oposredovannomu obshcheniyu v systeme vuzovskoho obrazovaniya*, Е. Р. Komarova, Voronezh, Yzd-vo VHTU, 175
4. Kruchek V. A. (2004), *Formuvannia komunikativnykh umin studentiv vyshchyykh ahrarnyykh zakladiv osvity v protsesi vyvchennia psykholohopedagogichnykh dystsyplin*, avtoref. dys. na zdobuttia naukovooho stupeniю kand. ped. nauk, 13.00.04, V. A. Kruchek, Kyiv, 16

5. *Pedahohyka* (1997), ucheb. posob. dlia stud. ped. ucheb. Zavedenyi, V. A. Slastenyn, Y. F. Ysaev, A. Y. Myshchenko y dr., Moskva, Shkola-Press, 512

6. *Psykhologichna entsyklopediia* (2006), avtor-uporiad. O. M. Stepanov, Kyiv, Akademvydav, 424

7. Svystun V. I. (2007), *Teoriia i praktyka pidhotovky maibutnikh fakhivtsiv ahrarnoi haluzi do upravlinskoj diialnosti*, dys. na zdobuttia naukovooho stupeniu d-ra ped. nauk, 13.00.04, V. I. Svystun, Natsionalnyi ahrarnyi universytet, Kyiv, 505

8. Shchukyna H. Y. (1988), *Pedahohycheskye problemy formyrovanyia poznavatelnykh ynteresov uhashchyksia*, H. Y. Shchukyna, Moskva, Pedahohyka, 9