

FUNDAMENTAL APPROACHES TO THE FORMATION OF COMMUNICATION CULTURE OF FUTURE AGRARIANS IN THE STUDY OF HUMANITIES

OLESYA SILCHUK

PhD (Candidate of Pedagogical Sciences),
senior lecturer,
Department of foreign languages and Ukrainian studies,
Poltava State Agrarian Academy,
Poltava

YULIYA NIKOLAYENKO

PhD (Candidate of Pedagogical Sciences),
associate professor,
Department of foreign languages and Ukrainian studies,
Poltava State Agrarian Academy,
Poltava

The present paper deals with the importance of the formation of communication culture of future agrarians as an essential component of vocational training of higher agrarian educational establishments. Special attention is given to humanities in vocational training of agrarian specialists. The main objective of this paper is to analyze fundamental approaches to the formation of communication culture of future agrarians in the study of humanities. The author describes five approaches to optimize this process. They are person-oriented, communicative, competency-based, acmeological and synergetic.

Keywords: communication culture, future agrarians, approaches to the formation of communication culture, humanities.

Higher agrarian education of Ukraine, in the context of European requirements, is aimed at the formation of high professionalism of future agrarians. Agrarians are an important component of economic sector of the country. They have a significant contribution to the well-being of Ukraine. Nevertheless, there are many problems in agriculture, among which the problems of the social and moral-ethical sphere occupy a prominent place. Therefore, one of the most important tasks of higher agrarian educational

institutions of Ukraine is the formation communication culture (FCC) of future agrarians.

For solving this problem, in our opinion, it is expedient to use humanitarian disciplines. Personality and professional competency of agrarian specialists are a «cumulative product» of all the humanities that act and interact in higher education. Each of the humanities, performing its special function, is a component of an integral system of the formation of the student's personality as a future professional. Thus, the leading role of the humanities in the process is undeniable.

To research the problem of the FCC of future agrarians in the study of humanities, it is advisable to analyze basic approaches in the context of which this issue can be solved. This provides a holistic comprehension and generalization of the pedagogical phenomenon as the subject of the research.

When we determine scientific and methodological approaches, it should be taken into account both professional peculiarities of agrarians (organizational, managerial, executive functions, etc.) and the patterns and trends of the process of the FCC of future agrarians in the study of humanities. Therefore, we believe that it is practical to focus on the following five approaches to improve the quality of culture and values of professional communication in modern agrarian students: person-oriented, communicative, competency-based, acmeological and synergetic.

What is an approach? An approach is a common understanding of the process of the FCC of students in the process of studying the disciplines of the humanities. It determinates all other blocks of our technology. Some researchers believe that an approach is a general direction that affects only the choice of teaching methods (J. C. Richards, T. S. Rogers). However, we agree with the opinion of those who understand this term in a broader meaning: «an approach plays a role of the most common methodological basis of training and describes the current points of view on the subject of education and the possibility to master this subject in the learning process» [12, p. 95].

Nowadays *person-oriented approach* is being more confidently established as a leading psycho-pedagogical principle of organization of educational process of training of future specialists (V. Andrieiev, I. Bekh, A. Derkach, I. Zimniaia, S. Podmazin, V. Rybalka, V. Sierykov, I. Yakymanska and others). Learner-centered approach provides «fuller» understanding of student's personality and on this basis – the harmonious development of internal and external substructures of any student's personality is possible. According to S. Honcharenko person-oriented approach is «consistent teacher's attitude towards an educatee as an individual, as a conscious responsible person for his or her own development, and as a subject of educational cooperation» [3, p. 335].

Person-oriented approach in pedagogy considers each person as the subject of its activities who is able to change the objective reality purposefully and to have creative self-development skills [11, p. 122].

It should be noted that the essence of the key basics of personal-oriented approach is that each student is an active creator of his or her life. According to the approach, the process of FCC of students should be based on the trends of social development, advanced national and international experience. It also should be focused on value attitude to both the process of communication and its participants.

So, using personal-oriented approach enhances the effectiveness of the theoretical and practical aspects of the FCC of students in the process of studying the humanities, promoting the full and harmonious development of each student personality.

Since we discuss the formation of the students' communication culture, our attention is quite logically directed towards *communicative approach*. The essence of which is that the learning process is based on modelling of real communication.

The researcher Ye. Passov observes that the learning process should be similar to the real communication with its own specific characteristics. This idea

highlights that the learning process should have such communication parameters as activity, commitment and motivation, situatedness, objectivity and meaningfulness.

However, the learning process can not be an exact replica of a real communication, as it has its own characteristics: 1) the availability of learning techniques that depend on the purpose and type of communication; 2) the need to have specific relations between awareness and training (correlation of teacher's instructions and speaking activity); special purposeful organization of educational process. The learning process can be communicative in accordance with all the above-mentioned characteristics [10, p. 26].

Thus, communicative approach to FCC of students provides opportunities in the classroom for students to engage in real-life communication and provides the simulation of positive interaction of agrarians in the real professional life.

Today, *competency-based approach* is widely used in many scientific and methodological studies. It directs the process of training of future specialists to the formation of professional competency as an integrated characteristic. Therefore, we believe that competency-based approach is one of the principal approaches to the FCC, as the component of professional education of future agrarians, in the course of studying the humanities.

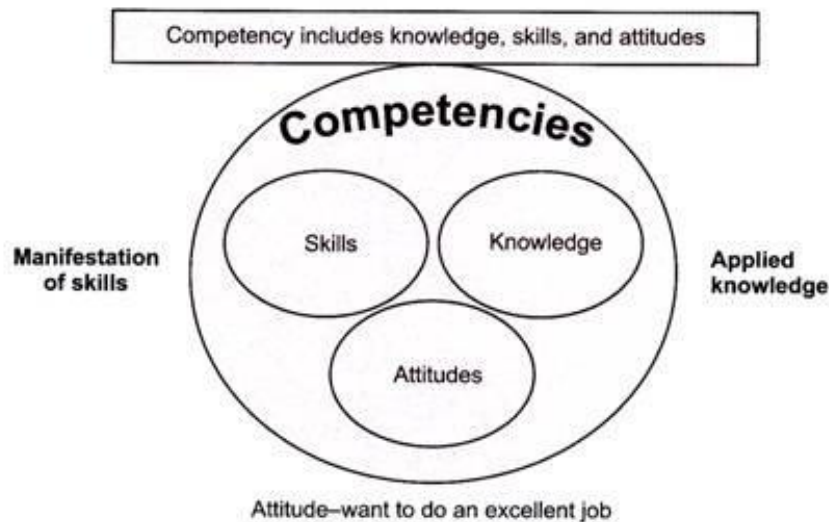
In order to determine the system of competencies, that shows the maturity of communicative culture of future agrarians, it is advisable to define the terms of «competency» and «competence».

In many current pedagogical researches, these terms are not distinguished and are often interchangeable. However, the meanings of competency and competence are not the same, but they mean two different meanings.

According to the key provisions of the International Board of Standards for Training, Performance and Instruction (IBSTPI) the concept of competency is defined as the capacity to perform professionally oriented tasks efficiently.

The concept of «competency» includes a set of knowledge, skills and experience of interpersonal interaction. This can provide successful job performance [14].

That the competency includes knowledge, skills and motives or attitudes is shown as follows:



D K Sihna states that knowledge and skills constituents of competency tend to be visible and relatively on the surface characteristics of the people and for that matter. As regards motives or attitudes as constituents of competencies, these are more hidden, «deeper» and central to one's personality.

We completely agree to the «formula» of competency according to D K Sihna: $\text{COMPETENCY} = \text{COMPETENCE} + \text{COMMITMENT}$ [13].

M. Orap [9] believes that «competency» is the body of knowledge in the system of experience of a person – the knowledge subjectively produced by an individual due to the acquisition and processing of the generally accepted rules. V. Luhovyi [8] defines the following main approaches to the interpretation of the term: competency as a general characteristic that contains of competence; competency and competence are used to characterize different groups of personal qualities; competency is considered a personality's integrated feature. Thus, we agree with the opinion of the researcher and consider his approach to be the most scientific based one. Many other researchers (O. Dakhin,

I. Zymniaia, O. Ivanova, A. Khutorskyi and others) have the similar interpretation of these terms.

So, pedagogy considers competence to be a set of knowledge, skills, experiences used to achieve success in a certain professional activity. There are special rules, the formal social requirements for specialist training, but competency, in turn, is an educational level, an integrative quality of a teacher's personality, that provides the ability to solve different problems (cognitive, value-oriented, communicative and transforming competencies) based on social experience [1].

According to competency-based approach to the FCC of future agrarians in the study of humanities, highly qualified specialists are trained with proper competencies that enable them to perform their professional activities successfully. In this sense, we have outlined five competences that compose the competency of future agrarians:

- information and gnostic competence – a set of psycho-pedagogical, ethical knowledge for effective communication in the professional activity of a specialist;
- language and speech competence: 1) phonetic knowledge (the sounds and other phenomena of speech), lexical knowledge (words and the relationships among them) and grammar knowledge (the role of grammatical features in the construction of meaning in the texts); 2) knowledge of co-occurrence of language units; knowledge of types of speaking methods and characteristics of their use depending on a speech act; knowledge of language forms according to a speaking type;
- social and perceptual competence – the ability to perceive the partners objectively and understand them in business communication;
- professional and business foreign-language competence – knowledge of professional and business terminology, foreign-language professional and business vocabulary and the ability to use this knowledge for

effective foreign-language and, therefore, cross-language, cross-cultural and interpersonal communication in the business world;

- intercultural communicative competence – specific ability of a professional to perform intercultural business communicative interaction, to perceive linguistic and cultural diversity, to reach cross-cultural understanding with imperfect foreign languages on the basis of knowledge, understanding, implementation of universal regulations and standards of behaviour that compose international etiquette of business communication.

Thus, we can observe that implementing competency-based approach in the system of the FCC of students in the process of studying the humanities promotes the effectiveness of the educational process, development and improvement of professionalism of future agrarians.

Discussing progressive and promising approaches in modern higher education we need to look over acmeological one. Acmeology is an integral science that studies phenomenology, regularities and mechanisms of the human personality development at the stage of his/her highest peak of professionalism [5]. The main field of acmeology research is the study of professionalism as a higher level of human development.

According to A. Derkach, Acme is a multi-dimensional human condition, covering considerable period of his/her life; it always shows really the successfulness of the person as a citizen and as a professional [4].

Acmeological approach is described in many pedagogical researches by V. Vakulenko, N. Guzii, G. Danylova, O. Dubaseniuk, M. Zazhyrko, N. Kuzmyna, O. Shmeliova and others.

The scientists emphasize the reasonability and the perspective of introduction of pedagogical acmeology based on the principles of humanizing education and oriented towards personality self-development and self-improvement.

V. Vakulenko defines acmeological approach as a basic umbrella term for acmeology that accumulates many principles, methods, techniques and ways of organization and development of theoretical and practical activities, oriented on qualitative training result and high level of productivity and professional maturity. The author points out that one of the important conditions for the «acmeologization» of the pedagogical process is the creation of special «acmeological environment» – an environment of comfortable teaching and learning that stimulates the drives for self-realization, creativity, success and reflection [2].

Thus, acmeological approach to the FCC of future agrarians in the study of humanities provides:

- recognition a human being as the highest value of society, grounded in his/her spiritual world;
- formation of the internal drive to achieve success in professional activities; the pursuance of increasing professional competency, spiritual and moral perfection;
- development of creative abilities, personal qualities etc.

Implementing acmeological approach in the system of training of future agrarians is through the application of acmeological educational technology that promotes the activation of the internal potential of students (the motivational sphere of personality and his/her volitional qualities etc.) as a condition for reaching the acme of skill.

Today, in psychological and pedagogical literature, more and more attention is being paid to the problem of using the concepts of synergetics in educational system. Although it is necessary to highlight the ambiguity of scientific positions among the scientists regarding the ideas of the *synergetic approach* in pedagogical studies.

We believe that synergetics as a progressive branch of scientific knowledge is an alternative direction of the methodology of scientific cognition,

and the use of its concept for the study of the FCC of future agrarians is fully justified.

Synergetics deals with cognition and explanation of complex structures, principles of their self-organization, generation of order from chaos, evolution and co-evolution. Synergetics as an interdisciplinary research field has far going applications to understanding of human being and development of social systems [15].

Synergetic approach is used to create the characterization of psychological and pedagogical phenomena in the studies of Russian (O. Bochkariov, V. Vinenko, T. Denysova, S. Simonov and others), and Ukrainian (O. Vozniuk, A. Yevdotiuk, V. Kremen, O. Robul, T. Sadova and others) scientists.

V. Kremen and V. Ilin identify three important components of the application of the concept of synergetics in pedagogical education: didactic aspects of adapting of synergetic ideas in the content of education; their use in modelling and forecasting effort of the development of educational systems; involvement in management of teaching and educational process [7, p. 190].

I. Ziaziun claims that synergetics is «useful for removing some psychological barriers, in particular fear of complex systems, fear of chaos, will help to see and feel the beauty and duality of nature, the constructiveness and destructiveness of chaos» [6].

The subject of synergetics is the mechanisms of self-organization. Conceptual and methodological novelty of employing the principles of synergetics is intimately connected with the efficiency of self-development and self-organization systems not only by external factors, but also by using their internal abilities.

Thus, the process of the FCC of future agrarians through synergetic approach is considered as a complex system characterized by the following features: integrity (a set of interrelated structural elements, united by a common purpose, that forms an integral unity of the process); openness (in the learning process there is a constant exchange of information, energy, etc. between the

participants of the pedagogical process); dynamism (personality development under the influence of both external and internal factors; non-linear (variable ways of development); self-organization.

On the basis of our research the conclusion can be made about the effectiveness of using person-oriented, communicative, competency-based, acmeological and synergetic approaches to the FCC of future in the study of humanities. The proposed system of the approaches helps to organize the most «positive educational environment» that empowers students to: 1) develop interests not only in learning process but in FCC in particular; 2) create communication culture skills in native and foreign languages; 3) understand the competencies they need to master to achieve their professional goals; 4) activate the potential of learners to achieve the optimal results in professional development; 5) promote self-learning and self-development of a future agrarian specialist.

So, to optimize the process of FCC in learning humanities means to improve the quality of learning culture and values of professional communication in modern agrarian students and to promote personal motivation of future agrarians at the humanities classes. Finally, good quality education is essential in achieving the level of economic growth of our country and make sustainable development a reality.

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