

## **Definition of A Process of Forming Professional Communicative Competence of the Future Agrarian Experts**

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### **Abstract**

Modern requirements of future experts in the field of agriculture involve acquiring both theoretical and practical aspects of a future job. Good graduates must also be ready for professional and business communication activities; therefore, much attention should be paid to the formation of skills and abilities for further use at the workplace and communicative competencies within professional communicative competence, which is traditionally regarded as part of the professional competence of employees. The problem of the formation of professional communicative competence is solved to the greatest extent by means of the implementation of personality-centered education. Future experts in agriculture should take into account the fact that professional communicative competence can be improved in the process of self-development based on personal activities, and competence in its turn must be tested by autocompetition. So, professional communicative competence of a future agronomist primarily depends on the personality of the expert. Theoretical justification and analysis have enabled us to formulate a definition of the formation of professional communicative competence of future experts in the field of agriculture. By this definition, it is a process of establishing an integrative quality of a future agrarian, expressed by readiness and ability to implement professional communication and realize a professional communication strategy.

**Keywords:** professional communicative competence, expert in the field of agriculture professional communication, higher agricultural education, competence, competence approach.

## **Introduction**

The intensity of changes in the public life of Ukraine in the first decades of the XXI century, due to globalization of the world economy, its general informatization, as well as integration into the European community, leads to new, more rigid requirements for the professional competence of experts and, particularly future experts in agriculture. One of the important directions of intensification of general development processes is the improvement of professional training of future experts on the basis of a competence approach through a more thorough mastery of the communicative component of vocational education, which forms the basis of studies.

Current requirements for future experts in agriculture include in-depth professional knowledge and qualitative preparation for professional activities, various aspects of professional and business communication activities, formation of communicative competencies, skills and abilities for their further application at the workplace, as well as the formation of professional communicative competence, which is traditionally considered as an integral part of the professional competence of employees. The problem of formation of professional communicative competence is mostly solved in the process of implementation of personality-centered education. Future experts in agriculture should take into account the fact that professional communicative competence can be improved in the process of self-development based on personal activities, and competence in its turn must be tested by autocompetition. Therefore, the professional communicative competence of a future specialist primarily depends on the personality of the expert.

Improvement of this process based on a competence approach is one of the most important areas of modern professional education, because it is associated with the formation of students' competencies based on educational and cognitive abilities and skills to operate with elements of professional communication, functional lexis, and development of cognitive and creative abilities of students in the process of professional training.

At the same time, the analysis of scientific literature made it possible to find out that the professional communicative competence of the future specialist in agriculture on the basis of a competence approach has not yet received thorough scientific coverage. While solving general issues of professional training of future experts in higher agricultural educational institutions in the direction of forming professional communicative competence, we discovered that there is a conflict between the need of society in communicatively competent experts and the actual readiness of graduates of the classical agrarian universities to carry out their professional activities.

Relevant scientific and practical pedagogical tasks set before higher agricultural education, must be inextricably connected with the complex problems of professional training of highly skilled, self-actualized professionals, adapted to the current, unstable and constantly changing market challenges. There is no doubt about the need for continued readiness for decisive efficiency in rather difficult professional situations, and especially when they are dependent on professional communication. Thus, there is a direct correlation between professionalism of experts and the development of their professional communicative competences.

**The purpose** of the article is to theoretically analyze and determine the process of forming professional communicative competence of future experts in the field of agriculture.

## **Theoretical and methodological fundamentals of professional communicative competence**

Nowadays, future experts of different fields of education need deep professional knowledge and qualitative preparation for professional activities. Different aspects of professional and business communicative activity are also of great importance. More frequently, communicative competencies, skills and abilities for further use at the workplace, and the formation of professional communicative competence are becoming the subject of study. Not surprisingly, professional communicative

competence is traditionally regarded as part of the professional competence of employees. Researches of this type of professional communication were centered on understanding it as an intersubjective reciprocity, overcoming mono subjectness of communication in the process of teaching and education, studying of the structure, functions and types of this multifaceted phenomenon. Not coincidentally, recently problems of professional communications have been considered in the relevant studies of economists and agrarians (Baranovska, 2005), though the works of the researchers of the non-production sphere still predominate (Liventsova, 2002; Rembach, 2005). Each communicative competence presupposes communicative competency of future experts in the field of agriculture. Availability of these qualities is the core of the future specialist, which determines the effectiveness of his future professional communicative activity and characterizes him as a participant of professional communication.

Considering that communication skills are a compulsory part of the professional competence of the expert, we share the opinion of V. Kruchek (2004) that an essential fault of the modern agricultural education system is that it does not provide the necessary level of communicative competence to students. They receive professional knowledge while studying academic disciplines and develop professional skills during work experience internship, but at the same time mastering the rules of professional communication occurs spontaneously. This “leads to a contradiction between the high level of theoretical training of the graduates of agricultural education institutions and the low level of liaison among participants of agricultural industry” (Kruchek, p. 4). Similar conclusions are made by other scientists, for example, V. Manko (2005) notes that young experts (graduates of the faculties of farm mechanization) possess knowledge of modern equipment and technology, but they are not prepared for real practice, like establishing business relationships and achieving effective teamwork. L. Baranovska (2005) developed the learning model for agrarians, which includes such stages as psychologically communicative phase (acquiring the knowledge and skills of psychological interaction); verbal-professional (improving skills related to the practical acquaintance with a language at the Ukrainian language lesson); professionally communicative (enriching the content of professional communication by mastering the conceptual construct of vocationally-orientated and specialist disciplines). Her final conclusion is of particular importance for our research. Teaching professional communication at agricultural universities is efficient in the case of organizing training as an integrated system and scientific-based guidance on the part of the academic staff.

The above-mentioned works indicate growing interest of researchers to issues of professional communication of experts in the field of agriculture. Researches highlighting some aspects of improving the quality of foreign language training of students at agricultural universities have recently appeared. However, we have to admit that this problem is not disclosed enough in scientific literature. There are no multicenter studies of training foreign language communication at agricultural universities. Under current conditions, professional competence of the employee and, consequently, his competitiveness in the global labor market largely depend on the level of professional communicative competence.

At the same time P. Lusan's study (2004) allows us to ascertain the existence of a robust relationship and interinfluence of professional communicative competence with knowledge-based and cognitive learning activity of future experts in the field of agriculture. A research study by H. Berehova (2003) reveals another aspect of the formation particularity of professional communicative competence of future experts in the field of agriculture. It deals with the problem of speech culture in a dialect environment dictated by the requirements of the present, because the task of higher agricultural establishment is to prepare highly qualified experts, who “are fluent in professional language: use official, scientific and conversational styles taking into account regional dialects; have a clear understanding of the terms and their rational usage in professional language, along with their dialect matchings; can speak on a professional topics, avoiding mixed and social dialects; have skills of professional communicational culture” (Berehova, 2003, p. 5). Author's emphasizing on the fact that oral and written speech of the same speaker has different sophistication is also important for our research. One must take into account the conditions of oral and written communication skills in the process of professional communicative competence formation by students of agricultural establishments. This is because for professional communication to be successful, it is not enough to

know “business language specific character, its vocabulary, grammar and stylistics. It is necessary to learn how to use your speech to make your interlocutor interested, influence him, make an ally of him, successfully talk with those who sympathize with you and with those who are against you, talk in private and in public” (Kuzin, 2000, p. 23).

For more substantive examination of the formation of professional communicative competence of future experts in the field of agriculture as a system of communication standards, knowledge, skills and values, that are realized in the process of intersubjective reciprocity between experts, we deem it advisable to consider researches of interpersonal relations and cooperations. According to the analysis of psychological and educational literature, professional communication was not the main subject of research of the classics of education and psychology, but some of its aspects were examined to some extent during the general consideration of a problem. The study of general and specific methodological issues of communication is particularly topical for forming professional communicative competence of future experts in the field of agriculture.

Recent research in the field of vocational education states that the training of experts in the institutes of higher education and the formation of professional communicative competence should also take into account the cultural foundation of the professional-educational process. L. Butenko (2002, p. 20) notes that it is not simple and uniform, and contains many contradictions: a) reduction of the general cultural level and mental outlook of today’s youth; b) intensification of the integrative processes of the modern industrial sector and, as a result, activation of professional and personal communication between people of different professions and business segments; c) domination of niche specialism in vocational education that leads to the inability to communicate with other experts in other professions, that is general cultural level. V. Vvedenskii (2003, p. 54) believes that the expedience of introducing the concept of “professional competence” is determined by the breadth of its content, integrated characteristics that combine such widely used concepts as “professionalism”, “qualification”, “vocational abilities” and others, that cover the patterns of formation of professionalism, professionally significant qualities, and personality psychology. Such scientists as N. Shalamova (2014, p. 28) believe that the concept of professional competence is closely related to the notion of professional readiness. Professional readiness of a personality is a difficult, multilevel consistent mental formation, and, first of all, a personal one. There is a cause-and-effect link between the two concepts “competency and competence”: if competency is formed, then an expert becomes competent, or, in other words, possesses a competence. It can be observed in his willingness to successfully carry out real professional activity.

In foreign literature, professional competence is defined as “the ability to perform operations instantly” (Blank, 1982, p. 12); “in-depth knowledge” (Lansheer, 1988, p. 32-33); and “the way of suitable task performance” (Brittel, 1980, p. 25). It means that there is a new vision of the process of acquiring knowledge, skills and competences. Foreign researchers (Tucker, 2003; Müller, 1994; Simon, 2005) emphasize its applicability. The notion of “qualification” was introduced by a group of experts from UNESCO for denotation of certificate or diploma, documents that certify successful completion of the education program by a person. An appropriate educational qualification, supported by the document about the accomplishment of professional training, enables a graduate to claim a certain position without appropriate work experience, but it doesn’t indicate his high professional competence and it cannot guarantee a successful performance without long adaptation (Bednar, 1991).

The concept of “lifelong learning” (LLL) is a leading concept of vocational education in modern society, as it meets our requirements optimally. It was proclaimed by The Magna Charta Universitatum (2004) and is based on the statement that for life, work and competitive ability it is vital to get advanced training, retrain independently and even training for a new occupations, that appear because of global scientific and technological development. The competence approach is actually the basis of standards and educational programs of leading foreign and domestic higher educational establishments.

Considering that professional communication of future experts in the field of agriculture is connected with the material sphere of society activity, we consider the concept of American psychologist E. Meyo to be important. He underlines the importance of a person and culture in socio-economic development of a society. At the same time, he thinks that a) a human is a social being focused on group behaviour; b) strict subordination is incompatible with human nature and his desire for freedom of expression; c) managers should rely more on the cultural essence of a person rather than on the means of production and products; and d) the main way to overcome socio-economic contradictions in a society is rationalization of business and organization with the obligatory consideration of socio-economic factors of human activity (Dzundza, 2003, p. 247). Hereby, the scientist believes that the success of the economy is in direct relationship with the cultural aspects of human (as a social being) activity, including communication. A. Dzundza (2003) favours his idea, and she claims that socio-economic culture plays a very important role in the process of socialization of future experts and at the same time extends the sphere of influence of cultural values and norms on the personality of a future specialist and, thus, makes “a significant contribution to improving the human potential which is one of the basic conditions for economic and social development of Ukraine”.

### **Ways of Solving the Problem of Forming Professional Communicative Competence of Future Experts in The Field of Agriculture**

The problem of formation of professional communicative competence of future experts in the field of agriculture has recently become especially important not only in national agricultural higher educational establishments, but also in foreign educational institutions. Western pedagogical and psychological science defends the argument concerning the necessity for re-orientation of specialist training from the formation of an economic man to the formation of a social person. The differences between these two types of experts are that an economic man always acts according to established norms and standards, and a social person – a person who takes responsibility and has self-motivation, self-organization and self-control. A social person is able to perform professional tasks unconventionally, adapt to changing operating conditions, work with different sources of information, and communicate with different specialist groups and psychological types.

Modern authors consider professional competence as a personality-forming property, which demonstrates readiness and ability to carry out social and professional tasks and presents various professional competence models of the specialist. All the above mentioned proves that in modern conditions, the problem of forming professional communicative competence of experts in different fields is current and of practical importance. But at the same time, the formation of professional communicative competence of future experts in the field of agriculture requires a separate multicenter study, because of their low-level mobility with communication mostly within the framework of “person to nature” than “person to person” and orientation to the knowledge of a specialist in the field of agriculture. To solve the problem of forming professional communicative competence of future experts in the field of agriculture means to demonstrate the specificity of their communicative activities, normal speech peculiarities, prevailing styles of speech they use, vital problems of their communication, attitude toward them and communication in general. But the requirements for experts in the field of agriculture have greatly changed recently because of the human factor that became a key concern and domination of the role of communication in the course of professional activities. Inappropriate communicative training, inability to communicate in the professional environment, and the lack of appropriate skills dramatically reduce the assessment of an agriculture expert in the labor market, his chances of employment, and the effectiveness of professional capacity, especially in unusual situations.

The number of higher agricultural education researches devoted to the specific issue of professional communication is growing, and it illustrates the urgency of an issue under study. However, due to the complexity, this problem is insufficiently explored, there is no terminological unity concerning the essence of the concept “professional communicative competence of future experts in the field of agriculture” and thereafter a set of criteria, data and its level of formation are not specified; the process technology of forming professional communicative competence of students of higher

agrarian education establishments is not developed, and factors and conditions of its development are partially analyzed. Sharing researchers' opinions, we consider formation of professional communicative competence of students of higher agricultural education establishments to be one of the most important constituents of future agriculture expert training.

The peculiarity of communicative competence of agriculture experts is that they realize other professional tasks by means of professional communication. Their professional communication is related to both material and non-material spheres, and as a result is activity-based and industry-focused. Another feature of professional communicative competence of farmers is caused by the fact that their everyday professional activity is in fact their lifestyle. Unlike the city dwellers, villagers have less purely professional liaisons that are much more stable.

In terms of humanization and democratization of society and the relative improvement of life, economic, and particularly agro-commodity, situations, the questions devoted to strengthening different aspects of professionalism and professional competence of a future expert in the field of agriculture are of great interest. Rapid development of social processes and scientific and technological progress lead to the fact that agriculture experts need to act under conditions of complicated phenomena and work with a huge flow of information.

The appropriate level of vocational training of a future expert in the field of agriculture is determined by the availability of professional qualities, and successfully overcoming the problems of forming professional communicative competence of future agriculture experts is impossible without understanding and summarizing the gathered experience in this field. The development of professional communicative competence is achieved in the process of teaching and learning activities and provides a psychological and professional knowledge system, as well as a set of professional and communication skills.

Professional communicative quality is a precondition for the effective formation of communicative competence of the future experts in the field of agriculture, which is a combination of professionally-oriented, individually-psychological and moral qualities. It characterizes psychological and personality orientation, which is a psychological profile of a future agriculture expert. Professionally-oriented qualities include love for profession, sociability, ability for cooperation, rapport, tact, listening skills, professional memory, independence, ability to make decisions, ambition, persistence, responsibility, discipline, emotional stability, and high level of self-control. Social skills of future experts in the field of agriculture should be characterized by brainwork plasticity to help in the selection of effective means of persuasion and influence the interlocutor.

Individually-psychological qualities of future experts in the field of agriculture (initiative, emotional stability, self-reflection, rapport) characterize his psychological readiness to perform professional communication activities, involve objective professional self-esteem and self-assuredness, and confidence in knowledge and skills. Moral qualities determine cognition and attitude towards the subject of professional communication. They include such qualities as self-reflection, tact, discernment, tolerance, culture, politeness, solicitude, benevolence, sympathy, respectability, humanity, honesty.

We believe that insinuation and ability to attract people's sympathy and respect greatly influence future agriculture experts' capability to communicate in general, but other traits are also important. First of all, they are self-confidence and communicative activity. The more a person socializes, the more communicative skills are required and the more confident a person feels in different situations.

A prerequisite for a productive professional dialogue of a specialist in the field of agriculture is observance of the tolerance principle. Tolerance, as a part of personal qualities of future agriculture experts, is one of the norms of his communicative competence. It implies the existence of some settings related to the understanding of the subjects of professional communication. A tolerant person should possess such qualities as humanity, responsibility, empathy and self-confidence. A good expert in the field of agriculture must have these qualities, as he has to show tolerance and patience

towards the interlocutor, understand his psychological state, and be able to adapt to it. A tolerant attitude is characterized by the ability of a future expert in the field of agriculture to adequately respond to conflict situations in the process of communicative interaction with subjects of communication.

### **Formulation A Definition of The Formation of Professional Communication Competence of a Future Agrarian**

Professional communicative competence is a systemic feature of person-centered learning, as relates solely to the identity of the learner and manifests itself during the carrying out of complex actions. Therefore, the problem of formation of professional communicative competence is mostly decided in the process of implementation of person-centered learning. The person-centered approach in education is aimed at the personality of the student, his motives and goals, abilities and activeness. The interaction between students and teachers as subjects of the educative process is changing fundamentally. We also believe that at the final stage of higher vocational education, we should talk about personality-oriented vocational education whilst the source of professional development is in the early stages, first of all, based on the level of personal development. The purpose of personality-oriented education is the development of an individual in the process of vocational training, mastering a profession and conducting professional activity.

The peculiarities of individual development, soleness (unicity) of the person's inner world and working environment allow us to talk about the unique structure and content of professional communicative competence factors. There are some other things which influence the structure of professional communicative competence, viz. job characteristic (individual, collective and so on); type of enterprise; work organization peculiarities, status and role of an expert . One can even say that professional communicative competence has specific "context" content, so it must be considered within the framework of an enterprise, staff, specialist's category, and so on. As a result both general norms and rules of conduct in the business sphere are distinguished. In this case, professional communicative competence should be subjected to the development in the process of socio-psychological training.

Professional communication skills contribute to the rapid and accurate representation of the professional communicative situation, as a future agricultural expert should be able to listen, establish positive relationships with people prevent and resolve conflicts, and be fluent in internal resources of verbal and nonverbal behavior. This proficiency involves the expert's ability to quickly and easily establish business contacts with colleagues, subordinates, and employees of the agricultural sector. This means that professional communicative competence is made up of the individual psychological characteristics of future experts, in our case in the field of agriculture, which ensure successful implementation of professional communication activities.

So, according to theoretical analysis, in the context of high-quality professional communication, future experts in the field of agriculture should also be able to establish professional communicative contacts with other people, have the capacity to cooperate with colleagues, agricultural producers, representatives of agricultural enterprises and those who work closely with the agricultural sector of production; anticipate interpersonal relationships; accurately formulate and express their opinions; prevent and constructively resolve conflicts, avert and overcome setbacks to mutual understanding; correctly understand the interlocutor, his motives and purposes of professional communication; carry out personal penetration into the professional conversation content; and use personal modes of communication automatically.

Professional communicative competence is an indisputable component of professionalism of the future expert, and of anyone whose job involves professional interaction with others. Its content is determined by specificity of the staff and the occupational situation, as well as the status and social role of the individual employee. Thus, we determine formation of professional communicative competence of the future expert in the field of agriculture as a "*process of establishing integrative*

*quality of a future agrarian, expressed by readiness and ability to implement professional communication and realize professional communication strategy”.*

## Conclusions

A future agriculture expert should take into account the fact that professional communicative competence can be improved through self-development on the ground of personal activity and competence should be tested through self-improvement (autocompetition). Professional communicative competence of an expert in the field of agriculture first and foremost depends on the personality of the expert. Therefore, activities on improvement and increase of professional communicative competence of a future expert in the field of agriculture may be conducted diversely, first of all, through language culture acquisition, consciousness of teaching and learning activities, improvement of skills, focus on self-development of research interests and experience. Substantiation of competencies that form a component structure of professional communicative competence of future experts in the field of agriculture, specifying their list and structure, are closely connected with the content of education, as competencies are acquired by future experts in the process of training.

Thus, professional competence of a future agriculture expert should always have a communicative background, because his professional activity provides for making contacts and a web of relationships, cooperation, interaction and teamwork. We consider a new tendency in pedagogy for formation of a communicative competence of future experts in the field of agriculture to be extremely important, as today the subject matter of pedagogical science is centered around a specialist's personality, including the characteristics of his professional communication. They will be analyzed in our further studies.

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