

## ORGANISATIONAL AND PEDAGOGICAL CONDITIONS OF FOREIGN LANGUAGE PROFESSIONALLY ORIENTED STUDENT'S TRAINING OF HIGHER AGRICULTURAL EDUCATIONAL INSTITUTIONS

**Piddubtseva O. I.**

*Doctor of Philosophy in Pedagogy, Associate Professor,  
Associate Professor at the Department of Philology  
Dnipro State University of Agriculture and Economics  
Serhiy Yefremov str., 25, Dnipro, Ukraine  
[orcid.org/0000-0002-5958-750X](https://orcid.org/0000-0002-5958-750X)  
[poddubtseva@ukr.net](mailto:poddubtseva@ukr.net)*

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The relevance of the study is determined by the active processes of reforming higher education in Ukraine and current trends in language training of agricultural specialists, which stimulate the scientific and educational environment to improve and find new conditions for foreign language training. In this regard, the purpose of our scientific development is to determine the organisational and pedagogical conditions for foreign language vocationally oriented training of higher agricultural education students. To achieve this goal, we used a set of theoretical research methods to analyse, synthesise, generalise, compare and systematise theoretical data. After analysing the results of foreign and domestic studies, it is found that today there is no single approach to defining the content and quantitative component of organisational and pedagogical conditions. It is noted that the professional training of agricultural students has its own peculiarities, therefore, it provides for specific organisational and pedagogical conditions of foreign language vocationally oriented training. The paper defines the organisational and pedagogical conditions for the formation of readiness for foreign language professionally oriented communication as an integral system of factors that affect the effectiveness of mastering knowledge, skills and abilities. With the help of pedagogical conditions, an educational environment is created that promotes the creative development of students' personalities and the formation of professional competence of the future agrarian. It has been observed that the process of foreign language vocationally oriented training is effective if the following organisational and pedagogical conditions are met during the training: ensuring the gradual formation of a stable internal motivation to learn a foreign language for professional purposes; directing the foreign language training of future agricultural specialists to the gradual accumulation of professional experience in foreign language vocationally oriented communication; creating an active educational and communicative environment taking into account the peculiarities of foreign language teaching.

## ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ІНШОМОВНОЇ ПРОФЕСІЙНО ОРІЄНТОВАНОЇ ПІДГОТОВКИ ЗДОБУВАЧІВ ВИЩОЇ АГРАРНОЇ ОСВІТИ

**Піддубцева О. І.**

*доктор філософії з галузі знань Освіта / Педагогіка, доцент,  
доцент кафедри філології*

*Дніпровський державний аграрно-економічний університет*

*вул. Сергія Єфремова, 25, Дніпро, Україна*

*orcid.org/0000-0002-5958-750X*

*poddubtseva@ukr.net*

**Ключові слова:** педагогічні умови, мотивація, міждисциплінарність, зміст, освітньо-комунікативне середовище, аграрії.

Актуальність дослідження визначається активними процесами реформації вищої освіти України та сучасними тенденції в мовній підготовці фахівців аграрних спеціальностей, що стимулюють наукове й освітнє середовище до вдосконалення та пошуку нових умов для іншомовної підготовки. У зв'язку із цим мета нашої наукової розробки полягає у визначенні організаційно-педагогічних умов для іншомовної професійно орієнтованої підготовки здобувачів вищої аграрної освіти. Для досягнення поставленої мети ми використовували комплекс теоретичних методів дослідження для аналізу, синтезу, узагальнення, порівняння та систематизації теоретичних даних. Завдяки проведеному аналізу результатів зарубіжних і вітчизняних досліджень встановлено, що на тепер немає єдиного підходу до визначення змістовної та кількісної складової частини організаційно-педагогічних умов. Наголошено, що професійна підготовка студентів-аграріїв має свої особливості, тому передбачає специфічні організаційно-педагогічні умови іншомовної професійно орієнтованої підготовки. У роботі визначено організаційно-педагогічні умови формування готовності до іншомовного професійно орієнтованого спілкування як цілісну систему чинників, що впливають на ефективність опанування знань, навичок і вмінь. За допомогою педагогічних умов створюють освітнє середовище, що сприяє творчому розвитку особистості здобувачів і формуванню професійної компетентності майбутнього аграрія. Спостережено, що процес іншомовної професійно орієнтованої підготовки є ефективним, якщо під час навчання будуть дотримані такі організаційно-педагогічні умови, як забезпечення поступового формування стійкої внутрішньої мотивації щодо вивчення іноземної мови за професійним спрямуванням; спрямування іншомовної підготовки майбутніх фахівців-аграріїв на поетапне накопичення професійного досвіду в іншомовному професійно орієнтованому спілкуванні; створення активного освітньо-комунікативного середовища з урахуванням особливостей іншомовного професійно орієнтованого спілкування майбутніх аграріїв.

**Statement of the problem.** The transformation of higher education in Ukraine and current trends in the language training of specialists in agricultural specialities stimulate the scientific and educational environment to improve and search for new conditions for foreign language training. The results of research by foreign and domestic scholars on the identification of pedagogical conditions that positively affect the process of mastering foreign languages make it possible to state a variety of approaches to

determining the content and quantitative component of these influential factors. The professional training of agricultural students has its own peculiarities, therefore, it provides for specific organisational and pedagogical conditions of foreign language vocational training. This determines the relevance of our research.

**Analysis of recent research and publications.** Theoretical and practical studies of the pedagogical conditions of professional training of future

specialists in various fields of training in higher education institutions are presented in the works of O.I. Baglay, S.L. Barsuk, I.A. Vyakhk, L.P. Gaponenko, M.O. Kovalchuk, K.T. Konchovych, N.V. Logutina, O.E. Mozharovska, J.M. Ragrina, M.V. Soter, O.V. Tynkaliuk. Pedagogical conditions for teaching students of agricultural higher education institutions are defined in the works of S.M. Amelina, L.V. Baranovska, Z.I. Dziubata, N.O. Zuenko, O.V. Lazarev, Y.O. Nikolaienko, K.G. Yakushko, etc. Despite the fact that many scholars have studied the issue of pedagogical conditions of professional training of various specialists, there is still a need to determine the organisational and pedagogical conditions for foreign language vocationally oriented training of future agricultural specialists.

**The purpose of the article** is to determine the organisational and pedagogical conditions for foreign language vocationally oriented training of higher agricultural education students. To do this, we used a set of theoretical research methods to analyse, synthesise, generalise, compare and systematise theoretical data.

**Presentation of the main research material.**

The New Explanatory Dictionary of the Ukrainian Language provides a fairly broad understanding of the concept of condition. On the one hand, a condition is a necessary circumstance that makes it possible to carry out, create, form something or facilitates something. On the other hand, it is the circumstances, peculiarities of the real world, under which something happens or is done. Also, conditions are considered as “existing or established rules in a particular area of life, activity that ensure the normal operation of something, or as a set of data, provisions underlying something” [2, p. 672]. The Dictionary of Professional Pedagogy provides the following definition: “Conditions are the circumstances on which a holistic productive pedagogical process of professional training of specialists depends and takes place, mediated by the activity of an individual or a group of people” [5, p. 243].

In the work of S.L. Barsuk, pedagogical conditions are considered as “a holistic integrative system of factors consciously created by teachers in order to ensure the productive course of the educational process and achieve the predicted result” [1, p. 107]. V.B. Smelikova interprets pedagogical conditions as “a set of organisational forms, methods, techniques, means of coordinating educational and upbringing influences on students in order to create favourable opportunities and incentives for students to gain new experience in professional activities, effectively form their skills and develop the abilities necessary for professionally oriented communication” [6, p. 99]. V.A. Trindiuk defines pedagogical conditions as “a set of necessary and sufficient measures (circumstances)

aimed at ensuring an effective process of achieving pedagogical goals, which have a mutual influence and exclude random ones that are not important for achieving a successful process” [7, p. 92].

In our study, we understand the organisational and pedagogical conditions for the formation of readiness for foreign language professionally oriented communication as “an integral system of factors that affect the effectiveness of mastering knowledge, skills and abilities” [3]. With the help of pedagogical conditions, an educational environment is created that promotes the constructive development of students’ personalities and the formation of professional competence of the future agrarian.

The analysis of scientific literature and clarification of the specifics of training of applicants for agricultural higher education institutions made it possible to identify the organisational and pedagogical conditions that become the key to successful foreign language vocationally oriented training of future agrarians, including: ensuring the gradual formation of a stable internal motivation to learn a foreign language for professional purposes; directing the foreign language training of future agricultural specialists towards the gradual accumulation of professional experience in foreign language professional communication; creating an active educational and communicative environment taking into account the peculiarities of foreign language professional communication of future agrarians. Let us consider each organisational and pedagogical condition in more detail.

Ensuring the gradual formation of a stable internal motivation to learn a foreign language for professional purposes is made possible through active interpersonal interaction on a dialogue basis and emotionally positive communication between teachers and students, as well as involving higher education students in professional self-realisation in the process of educational dialogue. When constructing the learning process in a foreign language classroom, a teacher must take into account the fact that there may be students with different types of motivation in an academic group. The scientific literature distinguishes between the following types of motivation: success-oriented motivation and failure-oriented motivation. Learners who are motivated to succeed in learning a foreign language are more active and creative in the classroom, they persevere in medium and difficult tasks. The productivity of their educational and cognitive process and the level of activity do not fully depend on the teacher’s control, they direct their efforts to achieve positive results. In the event of failure, students motivated to succeed do not lose their enthusiasm and continue to persistently seek ways to solve their tasks. Unlike their success-motivated colleagues, students with the second type of

motivation – failure motivation – are usually passive in class, choose simple tasks, and often fail to achieve the expected result. Such students need constant attention and control from the teacher. Therefore, we agree with the opinion of O.S. Rezunova, who believes that the main function of the teacher is to “stimulate positive motivation of each student in the process of organising various activities” [4, p. 384]. According to the researcher, “positive motivation can be created through situations that stimulate students to find solutions to problems” [4, p. 384].

The interaction between the teacher and the student is also very important. During the positive interaction of the teacher with the students of the academic group, the process of forming a friendly team and a stable interest in the discipline “Foreign Language (for Specific Purposes)” and the future profession in general takes place, difficulties related to the organisation of the educational process are overcome, professionally significant personality qualities and a system of professional self-education are built. In our opinion, “establishing interaction between the teacher and students will not only create a favourable microclimate in the team, but will also have a positive impact on the process of forming readiness for foreign language professional communication” [3].

The second organisational and pedagogical condition is to focus the foreign language training of future agricultural specialists on the gradual accumulation of professional experience in foreign language professionally oriented communication. First of all, this condition is implemented through teaching a foreign language for professional purposes on the basis of subject and language integrated teaching. The peculiarity of this approach is the observance of interdisciplinary links between the humanitarian, socio-economic and professional-practical training cycles. Today, most scholars have concluded that interdisciplinary teaching can increase the level of knowledge acquisition in disciplines and interest of students. Interdisciplinarity plays a special role in planning the content of non-core disciplines of the speciality, which include “Foreign language (for professional purposes)” in an agricultural higher education institution.

The second condition is also implemented by updating the content of the discipline. When preparing the curriculum for the discipline “Foreign language (for professional purposes)”, teachers should familiarise themselves with the curricula of the professional disciplines taught in the first year (“Introduction to the speciality”, “Technology of agricultural production (crop and animal husbandry)”, “Agrophysics”, “Organic chemistry”, “Mechanisation of gardening and park management”). Integration of the content of these disciplines into the foreign language curriculum for professional purposes will

provide a professional component and interest first-year students in learning a foreign language.

When planning the teaching material, it is necessary to take into account the previous level of language training of future agrarians. Given that the initial level of foreign language training of first-year agronomy students is low, the discipline should begin with the repetition of simple grammatical and syntactic structures, common vocabulary and gradually increase the complexity of tasks, introduce students to the terminology of professional direction. This approach will help to deepen professional knowledge without overloading students with material for independent study.

In our opinion, cooperative learning has all the necessary tools to activate students, intensify the educational process and increase its effectiveness. A significant difference between cooperative learning and traditional foreign language teaching technologies is that in cooperative learning, the teacher’s personality fades into the background, there is no competition between students, and learning takes place in cooperation. Cooperative learning is not just about completing a structured task or achieving a goal by group members; cooperative learning is when a task or activity is structured in a way that requires the participation of every member of the group. This makes it possible to distribute responsibility for the task among all group members. Cooperative learning is characterised by the following elements: face-to-face interaction, positive interdependence of all group members, individual responsibility, collaboration skills and group work.

The use of elements of cooperative learning in the classroom will make it possible to implement the third organisational and pedagogical condition - the creation of an active educational and communicative environment, taking into account the peculiarities of foreign language professionally oriented communication of future agrarians. This condition implies joint actively organised activities of higher education students in order to acquire professional knowledge, skills and abilities to enhance their professional and personal development.

Thanks to such an element of cooperative learning as face-to-face interaction, students acquire the ability to communicate both literally and by phone, email or through various social communicators (Skype, Zoom, Messenger, Viber, Telegram). The second element of cooperative learning is the positive interdependence of all group members. Students learn to work in a team to achieve collective success, but each participant in the interaction understands their own responsibility for a certain part of the work. Practicing collaboration is extremely important, as higher education students usually do not know how to work in a team. This issue is especially acute in



distance learning. Therefore, the task of the teacher is to develop these skills in students using real-life situations from their future professional activities. The essence of group work is that students must control themselves while performing tasks.

The use of active learning methods focuses the process of learning a foreign language on communicative interaction. Students learn to trust and take responsibility for the truthfulness of the facts they are told, which is extremely important for their future professional activities. In addition, students develop a culture of communication. In the process of implementing this condition, it is very important to develop digital competence in applicants, because “the use of modern digital tools and learning platforms can improve the learning process and provide knowledge that can be applied in the practical activities of a specialist and increase his or her value in the labour market” [8].

**Conclusions and prospects for further developments in this area.** Thus, the process of foreign language vocationally oriented training is effective if the following organisational and pedagogical conditions are met during training: ensuring the gradual formation of a stable internal motivation to learn a foreign language for professional purposes, which is realised through active interpersonal interaction on a dialogue basis, emotionally positive communication between teachers and students, and involvement of students in professional self-realisation in the process of educational dialogue; focusing the

foreign language training of future agricultural specialists on the gradual accumulation of professional experience in foreign language professionally oriented communication, which involves foreign language training on the basis of subject and language integrated learning; updating the content and methods of teaching that direct the educational process to the communication needs and demands of a modern agricultural specialist; holding various discussions, round tables with the involvement of representatives of agricultural companies; conducting lectures and discussions on the possibility of internships and training at foreign enterprises; using innovative pedagogical technologies that model different situations of foreign language professional communication of future agrarians; creation of an active educational and communicative environment, taking into account the peculiarities of foreign language professionally oriented communication of future agrarians. This organisational and pedagogical condition involves joint actively organised activities of students in order to acquire professional knowledge, skills and abilities to enhance their professional and personal development; combining different forms of learning to develop students' communication skills; raising the level of culture of foreign language professionally oriented communication. Prospects for further research are seen in the experimental verification of the proposed organisational and pedagogical conditions of foreign language vocationally oriented training of future agricultural specialists.

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