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**DEVELOPMENT OF LANGUAGE AND CULTURAL COMPETENCES
OF STUDENTS AS PART OF PREPARATION FOR INTERNATIONAL
PROFESSIONAL INTERNSHIPS**

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ФОРМУВАННЯ МОВНО-КУЛЬТУРНИХ КОМПЕТЕНЦІЙ СТУДЕНТІВ В РАМКАХ ПІДГОТОВКИ ДО МІЖНАРОДНИХ ПРОФЕСІЙНИХ СТАЖУВАНЬ

Abstract. The study is based on the practical experience of preparing students for international internships. It considers the issue of extreme importance for students to be able not only to express themselves in a foreign language on a certain topic and to have professional terminology, but also to distinguish between formal and informal styles of speech, to understand the peculiarities of the use of language means in accordance with the purpose of speech, social status, age, gender of the interlocutor, i.e. possess linguistic and cultural knowledge and skills. In general, all work on preparing for a competitive interview and internship in another country is aimed at: improving general speaking competence, mastering professional terminology and forming foreign language communication skills in a different professional and socio-cultural environment.

Key words: language and cultural competences, project method, professional internships, professional terminology.

Анотація. Дослідження базується на практичному досвіді підготовки студентів до міжнародних стажувань. Зроблено акцент на важливості того, що студенти мають вміти не тільки висловлюватися іноземною мовою на певну тему і володіти професійною термінологією, а й розрізняти офіційний і неформальний стилі мовлення, розуміти особливості вживання володіти мовними засобами відповідно до мети мовлення, соціального статусу, віку, статі співрозмовника, тобто володіти мовно-культурними знаннями та вміннями. Загалом уся робота з підготовки до конкурсної співбесіди та стажування в іншій країні спрямована на: підвищення загальної мовленнєвої компетенції, опанування професійної термінології та формування іншомовних навичок спілкування в іншому професійному та соціокультурному середовищі.

Ключові слова: мовно-культурні компетенції, метод проектів, професійні стажування, професійна термінологія.

Considering the importance of integration processes in the European space, the State University of Biotechnology has been actively developing international cooperation projects. The University cooperates with European partners and partners from the USA on the organization and provision of educational and scientific international programs. The students undergo educational and industrial practical trainings and internships at enterprises in Great Britain, the United States of America, Denmark, France, Germany, Austria, Finland, Turkey, Switzerland, Sweden and Norway. International agreements provide for cooperation in the field of organizing internships in other countries for students, teachers, and university researchers, as well as organizing internships in Ukraine for students of partner educational institutions, representatives of institutions that accept interns, and the implementation of any projects aimed at developing exchanges between European countries and the United States of America and Ukraine in the field of competence of each of the partners. Thus, our university has significant achievements in the field of providing educational services and educating young people in the context of modern requirements of pan-European integration.

As an example, for more than 25 years, University students have had the opportunity to participate in the advanced training program with the support of the Federal Ministry of Food and Agriculture of Germany. Young agrarian experts improve their qualifications not only in their profession, but also in social and cultural aspects, which plays an important role in international business contacts. As a result of the development of the international network, opportunities for professional development of graduates are improved and bridges are built between graduates-young specialists and employers.

At the beginning, training is carried out at an educational and research agricultural institution with the aim of providing participants with a general idea of the agriculture of Germany and the European Union, as well as theoretical and practical knowledge in

the field of animal husbandry and crop production, as well as training at an agricultural technical school on the rational use of agricultural techniques. An important part of the training is a one-day training on intercultural communication. After completing the training courses, interns are assigned to agricultural enterprises. Trainees are placed on family farms, live and work together with the family in order to study the structure and organization of the German family agricultural enterprise [8]. Therefore, it is important and necessary to form not only speech, but also sociocultural communicative competences (for example, acquiring a basic idea of social and household order).

In order to successfully implement the practice, representatives of the foreign side pay special attention to the selection of program participants. Therefore, all future interns undergo an individual interview in a foreign language, during which the availability of real practical work experience and readiness for practical work at a German enterprise is determined.

Usually, the interview is held 3-4 months before the internship start date. During the interview, candidates are checked for their level of foreign language proficiency, as well as their professional and personal suitability, motivation for participating in the program. The candidate must demonstrate interest and awareness of certain professional issues, and therefore have professional terminology and be prepared to discuss professional topics. Already at the time of the selection round, candidates must have good basic knowledge of a foreign language. In the case of successful completion of the selection tour, during the following months before departure, candidates should improve their language skills, which will ensure a more comfortable stay abroad and successful completion of the internship program.

Therefore, a student's preparation for an international internship takes place in two stages: 1) preparation for an interview (the duration depends on the candidate's initial level of language training); 2) actual preparation for internship (lasts about 4 months).

Based on the analysis of scientific literature and the practice of pedagogical activity, we believe that at the stage of preparation for the interview, it is necessary to pay great attention to methodical, competently constructed pedagogical work with video and audio material [10, p. 5]. It is here that the teacher has a wide range of

opportunities to apply new methods and techniques to diversify work with students, which fully corresponds to the modern trend to strengthen the communicative direction of foreign language learning. Therefore, the development of audio accompaniment of video materials should include three stages: preparatory, text and demonstration.

At the preparatory stage (before watching the video), students can be asked to familiarize themselves with the vocabulary of the film, try to imagine what the film will be about based on the title. Such exercises are a kind of introduction to the topic and are conducted in the form of a conversation. During the review, students are offered exercises to find information, such as finding certain words or their equivalents; decide whether the information presented in the exercise coincides with the viewed video material; supplement the sentence with certain information (the end, middle or beginning of the sentence is missing); arrange the numbers in accordance with the logical sequence of the video. The last post-demonstration stage includes exercises of a reproductive, semi-reproductive and productive nature aimed at checking the understanding of the reviewed plot. At this stage, you can easily vary the work with students who have different levels of foreign language competence. For example, students with a low level can be offered exercises of the reproductive type - to answer questions about the film, to determine whether this or that statement is true or not, etc. Students who speak the language at a much higher level can be offered tasks of a more creative nature - retelling the plot of the video clip, discussing the problems discussed in the film, solving problematic tasks, such as searching for information with a specific purpose, analysis, argumentation, objection, proof. After viewing, discussing and performing the exercises, students are offered additional information for independent study, project tasks or a role game.

The business game learning methodology is mainly based on experimental and active learning. Solving speech tasks creates conditions for the student's communicative practice during the game. Communicative practice actualizes the development of beginners concretely, to formulate statements logically, to be able to generalize, to find analogies, to determine priorities, to find reasons, to participate in a conversation, dialogue, discussion - that is, to be able to listen and express one's

thoughts clearly and in a targeted manner. An important part of the business game is control over its course and critical assessment of the dynamics of students' speaking skills. [3, p. 197]. The business game requires the creative implementation of competencies in realistic and meaningful activities to solve professional tasks. Under the condition of appropriate careful preparation and design, business educational games are fruitful: students are fully involved in dynamic role-playing communication with problem solving and critical thinking activities. The direct educational result is either improvement or mastery of the target foreign language professional and communicative competence based on an interdisciplinary approach, creativity and strategic thinking [3, p. 195].

The task of professional communication is, first of all, to prove certain propositions, to argue, to accurately present problems in order to describe, define and explain them. A modern specialist, as a rule, is aware of both cognitive and pragmatic characteristics of the term. In the process of professional communication, terms act as cognitive and informational models related to the conceptual and subject-thematic spheres of the relevant fields of science, technology and production/ Knowledge of professional terms, the ability to analyze them allows not only to accurately perceive special information, but also to vary the ways of expression thoughts in the process of professional communication, which will certainly contribute to success in further professional activity [2, p.79]. Accordingly, in the process of language preparation of students for the competition for international internships, extreme attention is paid to monitoring the productivity of assimilation of terms, their correct understanding and active use in oral and written professional communication.

Special attention when preparing for internships in teaching a foreign language for professional communication is paid to project work as a method that helps to bridge the gap between learning a language and using it and is a valuable way of real use of communicative skills acquired in the classroom [4, p. 25; 9, p. 4; 10, p. 82].

Projects are distinguished according to the following criteria:

- 1) the purpose of project activities: informational, research, educational, production, etc.;

- 2) choice of subject: projects of free choice and semi-free choice;
number of project participants: individual and collective (in pairs or groups);
- 3) duration: short, medium duration, long;
the level of implementation of inter-subject connections: mono-subject, inter-subject, supra-subject;
- 4) participation of the teacher: controlled, semi-controlled.

Despite the different types and forms of projects, project work has certain common characteristics. First of all, this is an interesting work on solving the problem, on the content, and not on specific language units. In the process of project activities, theoretical knowledge and practical skills are integrated. Students cooperate in microgroups (2-4 people), exchange resource materials and ideas, thus supporting each other for the final product, which can be an oral or poster presentation, a display of materials, a report at a scientific conference. It is this end product that gives project work real meaning.

Work on the project has the following stages:

1. preparatory: choosing a topic, dividing into microgroups, formulating a goal, drawing up a work plan, determining the final product of the project;
2. executive: data collection, processing and analysis of information, discussion of project progress in a microgroup between students and the teacher;
3. presentation: final design of projects and actual presentation;
4. final: analysis and evaluation of project activity in microgroups and the project as a whole, which is performed not only by the teacher (teachers), but also by the students themselves according to a certain number of indicators [9, p.9].

In the process of learning a foreign language for the purpose of international internships, project work is widely used already at the first stage of education. At the first stage, priority is given to informational and educational projects, at the second - scientific research and production projects. At various stages of project activity, regardless of the type of project, students show great interest in completing the task set before them, which is a means of increasing students' motivation to learn a foreign language [9, p. 9].

Project learning stimulates the acquisition of knowledge, the search for certain information to solve practical problems, and the search for a way to solve practical problems activates the need for knowledge acquisition, cognitive activity. The implementation of project work in foreign language learning contributes to the development of elements of scientific and research activity, which is an organic part of education, the driving force of its development, ensures compliance of the content of education with modern achievements of the field [10, p. 85]. Project activities provide a chance to awaken, develop and realize the personal qualities of a young person in a team, to strengthen individual and collective responsibility, to prepare for work in production as a specialist.

Designing is based on planning, forecasting, decision-making, development, scientific research, that is, on those aspects of activity that the future specialist needs, and teaches to acquire knowledge independently through self-organization and self-education.

In the process of project implementation, favorable conditions are created for the comprehensive development of all basic types of students' speech skills, both productive (speaking and writing) and receptive (listening and reading).

It should be mentioned that the work on the project models the elements of scientific and research activity, which forms the basis of the professional creative work of the future specialist. High motivation is ensured by the fact that the project is planned and implemented by the students themselves, and speech communication is organically combined with intellectual and professionally oriented activities.

The development of teaching aids and methodological recommendations, focused on the formation and consolidation of foreign language skills in a professional environment, is of particular importance for the methodical provision of courses for preparing students for international internships. The content of the manuals should be based on current authentic sources and contain practical tasks related to business communication, drafting basic business papers (such as CV, cover letter, business letters), special questions on the analysis of communicative situations (for example, an interview when passing a competitive interview or an interview at employment),

methodical advice on translating, annotating and referencing professional texts, control tests, a unit for independent work, advice on working on an individual project [1, pp. 1-2], recommendations for mastering and practical application of intercultural communication skills.

Thus, from the experience of preparing students for international internships, we consider it extremely important for students to be able not only to express themselves in a foreign language on a certain topic and to have professional terminology, but also to distinguish between formal and informal styles of speech, to understand the peculiarities of the use of language means in accordance with the purpose of speech, social status, age, gender of the interlocutor, i.e. possess linguistic and cultural knowledge and skills. In general, all work on preparing for a competitive interview and internship in another country is aimed at: improving general speaking competence, mastering professional terminology and forming foreign language communication skills in a different professional and socio-cultural environment.

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**ПРОБЛЕМА ФОРМУВАННЯ ЕГАЛІТАРНО-ОСВІТНЬОГО
НЕДИСКРИМІНАЦІЙНОГО СЕРЕДОВИЩА В УКРАЇНІ:
РЕАЛІЇ ТА ПЕРСПЕКТИВИ**

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**THE PROBLEM OF CREATING AN EGALITARIAN EDUCATIONAL NON-
DISCRIMINATORY ENVIRONMENT IN UKRAINE: REALITIES AND
PROSPECTS**