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TRAINING OF FUTURE SPECIALISTS WITH HIGHER EDUCATION FOR PROFESSIONAL AND COMMUNICATIVE INTERACTION

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The research outlines important aspects of the preparation of highly qualified specialists aimed at increasing the efficiency of their professional activity by improving their communication skills, which are used to transfer significant amounts of information of crucial importance for professional decision-making.

The article studies the formation of personal competences of future specialists with higher education with the priority of communicative competence as the basic means of prospective students' training. The authors focus the attention on development of key competences that are formed in the

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process of learning humanitarian subjects as well as on determining the aspects of the competence approach in education. Thus, the main features of key competences of prospective specialists are distinguished and analyzed.

The article studies the concept and the essence of the competence approach and its practical implementation into the system of higher education. The authors have identified that the formation of the communicative competence is a reliable tool of creative-motivational thinking formation in the higher education seekers.

It is concluded that according to the results of the research conducted, professional self-realization is an important component of the system of personal self-development of the modern specialists, as well as the formation of professional competences. Communicative competence is identified as the activity aimed at improving future specialists' personalities in accordance with professional requirements. In particular, the professional culture of a student-foreigner is determined as a set of practical and spiritual attributes that determine the quality of their professional activity, which are closely related to their intellectual, general pedagogical and psychological, methodological, and informational, theoretical, practical and cultural activities as well.

Keywords: higher education, educational process, future specialists with higher education, professional development, professional and communicative interaction, innovative pedagogical approaches, methods and technology.

ПІДГОТОВКА МАЙБУТНІХ ФАХІВЦІВ З ВИЩОЮ ОСВІТОЮ ДО ПРОФЕСІЙНО-КОМУНІКАТИВНОЇ ВЗАЄМОДІЇ

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У дослідженні розглядається проблема формування компетентностей особистості майбутнього фахівця з вищою освітою, і, перш за все, комунікативної компетентності як ключової компетентності підготовки майбутніх фахівців, акцентується увага на розвиток ключових і предметних компетентностей у процесі вивчення дисциплін гуманітарного циклу. В дослідженні визначено деякі аспекти компетентнісного підходу в освіті, проаналізовано сутність основних ключових компетентностей майбутнього фахівця з вищою освітою. Визначено, що з переліку ключових компетентностей майбутнього фахівця найголовнішою особливістю є їх креативно-мотиваційна спрямованість.

Дійшли висновку, що професійна самореалізація є важливою складовою системи особистісного саморозвитку людини, професійної компетенції сучасного фахівця, оскільки вона є свідомою діяльністю, спрямованою на вдосконалення своєї особистості відповідно до професійних вимог. Зокрема, професійна культура майбутнього фахівця як сукупність практичних і духовних надбань, що визначають якість його професійної діяльності, тісно пов'язана з його інтелектуальною, загальною педагогічною та психологічною, методичною та інформаційною, теоретичною, практичною діяльністю, мовною та моральною культурою.

Ключові слова: вища освіта, навчальний процес, майбутні фахівці з вищою освітою, підвищення кваліфікації, професійно-комунікативна взаємодія, інноваційні педагогічні підходи, методи та технології.

Introduction of the issue. In recent years, the leading problem of pedagogy has become the process of future specialists' self-realization, which is interpreted as the result of conscious, expedient disclosure of their possibilities and creative-motivational abilities. This involves the introduction of the humanistic views and concepts aimed at forming free spiritual personality in the need of self-development into the educational process, as well as paying

close attention to each individuality. Thus, only high education institutions with a high scientific and methodical level can ensure provision of an effective educational process for students.

A modern specialist of any sphere must not only possess the knowledge of the technology of their professional activity perfectly, but also carry out the process of interaction while establishing subject-subject relations with different people and

in different spheres of future professional activity.

The process of transition to market relations, the new socio-economic conditions of the Ukrainian state's development encourage changes in all aspects of social reality, including the education system in particular. It is higher education that is the basis of the realization of the intellectual and spiritual potential of the people, a powerful means of solving the problems of the development of science and technology, culture, national revival, the establishment of statehood and the principles of democracy and the professionalization of the life of the country.

In this context, HEIs must not only carry out future specialists' professional training, which makes them capable to solve the complex issues of building a democratic state, but also to educate literate, spiritually enriched, nationally conscious specialists whose level of knowledge would correspond to the growing requirements of employers. At the same time, the problem of training of future specialists with a higher education becomes especially relevant [8].

Professional training involves the acquisition by students of basic theoretical knowledge of the relevant specialty and the development of practical skills and abilities necessary for carrying out professional activities. During the organization of the educational process in the higher educational institution it is essential to meet the state standards approved by the Ministry of Education and Science of Ukraine, which reflect the content of higher education. Future specialists with higher education have an imperfect knowledge of professional terminology and research methods, they do not know how to express their opinions correctly, substantiate their statements, motivate them, analyze, synthesize, compare, classify, highlight the most important facts among a large amount of information [5].

Current state of the issue. In the modern scientific literature, a significant attention is paid to social and pedagogical

components as the main parts of such a systemic phenomenon as the professional competence of a future specialist (O. Bodalov, N. Kuzmina, A. Markova, L. Mitina, O. Polunina, etc.), as they ensure the ability of the specialist for personal and professional self-development and self-improvement [4].

The scientists V. Andrushchenko, H. Vasyanovych, R. Gurevich, I. Zyazyun, A. Kolomiets, V. Kremen, O. Matyash, V. Shtifurak, etc. investigated general pedagogical aspects of training future specialists and the ways of stimulating the creative professional development of the future specialists' personality. The researchers O. Akimova, N. Kalashnik, N. Kichuk, O. Kobernyk, O. Kutsevol, S. Sysoeva, G. Tarasenko; V. Mulyar considered the self-realization of the individual as a social problem; M. Sadov describes psychological components of the potential of self-realization of the individual; G. Milchevska identified psychological and pedagogical approaches to the study of the problem of personal self-realization of an older teenager; N. Pylypenko reviewed the psychological features of self-realization of the individual in conditions of a professional crisis, etc. [7].

Various aspects of the problem of communication and the formation of the style of interpersonal interaction are highlighted in the research works of G. Andreyeva, L. Batkin, M. Bakhtin, M. Baker, M. Buber, G. Vasyanovich, P. Vaclavik, O. Hoykhman, V. Horyanina, M. Kagan, V. Labunska [2].

A lot of definitions of the general ability to adapt to new living conditions are given in research works (V. Stern, J. Piaget, L. Thurstone, E. Clapared); the method of acquiring knowledge (A. Binet, V. Diaborn, C. Spearman, V. Henmon); activity and self-regulation in solving tasks (M. Akimova, E. Golubeva); application of information and communication technologies in professional education (J. Ward, V. Gryn, P. Dev, V. Kalibabchuk, M. Koval, J. Lashofor and others). Control over the process and results of foreign language learning is revealed through the criteria

for assessing the coherence of oral monologue speech (I. Andreyan); the controlling function of the teacher in the process of learning spoken language (L. Shaverneva); control of monologic and dialogic oral speech (I. Antonova); determining the level of foreign language proficiency productive language (M. Astvatsatryan, O. Bashmakova); control of the basic level of success (L. Denisova, N. Dogonadze, N. Yefremova, E. Zhukova, N. Yelukhina, O. Polyakov, Ye. Ten, etc.); control of the level of formation of students' communication skills (V. Natal'in, S. Natal'ina, B. Parashchuk).

The problem of the formation of individual competencies in the future specialist in the pedagogical literature was reflected mainly in the studies of professional formation, development, and self-improvement of the individual as a subject of professional activity. (A. Markova, V. Semichenko, Yu. Fokin etc.).

V. Andrushchenko, G. Vasyanovych, R. Gurevich, I. Zyazyun, M. Kademiya, A. Kolomiets, V. Kremen, O. Matyash, V. Shtyfurak, V. Shakhov and a lot of other scientists investigated the general pedagogical aspects of future specialists' training; ways of creative professional development of professionals' personality – O. Akimova, N. Kichuk, O. Kobernyk, O. Kutsevol, S. Sysoeva, G. Tarasenko; V. Mulyar considered the self-realization of the individual as a social problem; M. Sadova writes about psychological components of the potential of the individuals' self-realization; G. Milchevska analyzes psychological and pedagogical approaches to the study of the problem of an older teenagers' personal self-realization; N. Pylypenko describes psychological features of individual's self-realization in conditions of a professional crisis [7].

Outline of unresolved issues brought up in the article. The results of the analysis of psychological and pedagogical works indicate a large number of scientific studies devoted to the theory and practice of competence formation based on the competence approach (N. Bibik,

R. Grishkova, D. Demchenko, O. Zelenska, V. Kuzmenko, O. Kulikova, O. Malkova, L. Maslak, O. Ovcharuk, L. Pershina, A. Khutorskoi, M. Cherkesova, D. Chernilevsky, etc.), the scientific works of O. Akimova, M. Ivanova, S. Klauček, O. Kobernyk, O. Korotun, I. Kushnir, N. Logutina, L. Moskalova, L. Rybachenko, Ya. Tsekhmister, and others [2: 20].

One of the important aspects of the formation of highly qualified specialists' formation, future specialists with higher education, which contributes to increasing the efficiency of the individual's professional activity, is communication, which is used to transfer a significant amount of information important for professional decision-making. Modern Ukrainian and foreign researchers deal with issues of the competence approach in education, in particular S. Honcharenko, I. Zymnyaya, I. Zyazyun, T. Ivanova, N. Kolomynskyi, S. Klepko, A. Markova, N. Nychkalo, O. Ovcharuk, A. Khutorskyi. Currently, there are some research works in which certain problems of specialists' professional communication formation are analyzed (L. Baranovska, S. Goncharenko, L. Nechyporenko, N. Nichkalo), certain aspects of communicative competence are developed (H. Danchenko, S. Kozak, V. Kunitsyna, Yu. Yemilyanov, Yu. Zhukov, I. Zymnyaya, M. Lisina, L. Petrovska, etc.).

The problem of teaching students of foreign language professional communication became the subject of analysis in the research works of I.M. Berman, G.K. Borozenets, E.P. Komarova, T.S. Serova, O.B. Tarnopolskyi, S.K. Folomkina. At the end of the 20th and the beginning of the 21st centuries, many dissertation studies appeared, devoted to certain aspects of training specialists of various profiles for professional foreign language communication (T.V. Alekseeva, O.V. Bernatska, V.V. Volkova, L.P. Dariichuk, Y.M. Druz, S.V. Kozak, V.S. Kolomiets, V.A. Liventsova, L.I. Morska, I.V. Nekož, N.R. Petrangovska, S.V. Radetska, G.S. Skurativska, I.A. Fedorova). The analysis of these works proved that in modern conditions there is a change of

emphasis in the foreign language training of non-language students. Based on the analysis of psychological and pedagogical sources, it was found that the effectiveness of the interaction of specialists in a foreign language society depends on the level of their readiness for professional foreign language communication. As a result of the study of psychological and pedagogical literature, it was proved that readiness for foreign language professional communication environment occupies an important place in the structure of readiness of future specialists for future professional activity.

Thus, there is an insufficient level of future specialists' professional communicative training with higher education in Ukraine. The formation of professionalism when a person realizes his/her potential, the real definition of a life goal and the gradual achievement of outlined prospects characterizes the process of future specialists' self-realization today.

Aim of research is to analyze the latest scientific research on the problem of professional communicative training of future specialists with higher education and, based on this analysis, to characterize the ways of qualitative training of such specialists for professional and communicative interaction in future professional activities.

Results and discussion. Competence, translated from Latin (*competentia*, ae f), means "a range of issues in which a person is well-versed, has knowledge and experience". A person who is competent in a certain field has the relevant knowledge and abilities that allow him to reasonably judge this field and act effectively in it.

Currently, there are a number of attempts to define the concept of "competence" from an educational point of view. For example, at the meeting of the conceptual group of the "Standard of general education" project, the following working definition of the concept of "competence" was formulated: "A student's readiness to use acquired knowledge, educational skills and

abilities, as well as methods of activity in life to solve practical and theoretical problems". It should be noted that there is no single agreed definition and list of key competencies. Since competences are primarily an order of society for the training of its citizens, such a list is largely determined by the agreed position of society in a certain country or region [4].

The analysis of scientific sources proves that the concept of "competence" is already quite established and presented in psychological and pedagogical science. Most modern scientists identify it as a set of knowledge, skills, acquired by the subject in the process of learning [2].

It should be noted that in the process of studying philological disciplines, (namely the Ukrainian for a professional usage and a foreign language), the knowledge and skills of future specialists with higher education are formed, which they use throughout their lives during their professional activities. These educational disciplines directly affect the future specialists' professional and personal development. In this context, foreign language communicative training in higher educational institutions of Ukraine is expedient and methodically justified, focusing on the fact that in the era of the information society, with the expansion of migration processes throughout the world, the most important asset and value should remain the personality with its vital needs for the optimization of international relations.

Under the current conditions of global geopolitical and integration changes, the flourishing of international relations and the establishment of international business connections, it is important to develop professional communication skills (PCS) in an intercultural environment during the specialists' professional language training in various fields of economic activity. It is also worth adding that modern requirements for the future specialists imply presence of knowledge of a common foreign language for communication with international partners, as well as awareness of essential cultural components needed for

full comprehension of the culturological context of communication. Professional communication has its varieties according to the field of activity, but in any case, **professional communication** is an organized process of exchanging messages aimed at establishing mutual understanding and recognition between participants of professional interaction in a certain type of activity. Professional communication in an intercultural environment is a process of professional communication between representatives of different cultures with the help of verbal means of the language for common communication and common systems of signs of non-verbal communication. One of the foundations of successful professional communication in an intercultural environment is not only perfect knowledge of the profession, but also sociolinguistic and sociocultural competence, which are one of the elements of foreign language communicative competence (CC), and which are formed during the study of a foreign language as a common language of communication in a multicultural environment. During professional communication in an intercultural environment, interpersonal cognition takes place between participants in the communication process, which is characterized by emotional-rational and abstract-logical assessment of some participants by others, empathic understanding and acceptance, interpretation of information and actions of other participants in communication, formation of a holistic view of representatives of other cultures as personalities, predicting changes in the behavior of their colleagues, building their own behavior strategy [9].

Every year, the changes that take place in modern HEIs put much higher demands on the professional culture and competence of a specialist with higher education. In particular, the professional culture of a future specialist with a higher education as a set of practical and spiritual assets that determine the quality of their professional activity is closely related to his intellectual, general

pedagogical and psychological, methodical and informative, theoretical, practical activities, linguistic and moral culture as well. Such education will provide the possibility of the specialists' adaptation to dynamic changes in nowadays conditions, qualifications' improvement, change of profession and competitiveness in the labor market. In the foreground it is not only a certain set of knowledge and skills that the future specialists must learn, but also the acquisition of the necessary basic complex essential information and skills by future specialists and formation of their preparedness for independent research and development, introduction of new techniques and methods, i.e. formed professional competence. Therefore, for students, learning is a reference point in self-organization and self-control for the quality of mastery of professional activities [6].

The most important feature of the future specialists with higher education CC is that the priority is not the knowledge itself, but their ability to apply it in practice in the process of problem solving in various professional situations (transformation of knowledge into action). Ukrainian educators consider communicative competence to be one of the most important parts of future specialists' competence. Thus, the term "*communicative competence*" can be defined as the final result of students' training, which can be evaluated. In the process of analyzing the scientific literature on the competence approach, the authors discovered various interpretations of the main terms introduced in the Ukrainian didactics. At the same time, in our opinion, the methodological connection of CC with its basis (communication) remains insufficiently researched. Communicative competence of future specialists with higher education is developed as a theory of speech behavior [4].

Every year, the changes that take place in a modern higher education institution set higher demands on the professional culture of a specialist with a higher education. In particular, the professional

culture of a FSWHE as a set of practical and spiritual assets that determine the quality of their professional activity is closely related to his intellectual, general pedagogical-psychological, methodical-informative, theoretical, practical activities, linguistic and moral culture. Such kind of higher education will provide the possibility of students' adaptation to dynamic changes in conditions, improvement of qualifications, change of profession and competitiveness in the labor market. Thus, it is not only a certain set of knowledge and skills that the future specialist must possess, but also the ability to apply them in the process of carrying out practical activities as well as to transition theoretical knowledge into practical professional problem-solving. Moreover, the specialist's extraordinary flexibility is also achieved via constant lifelong sustainable development [6].

The expediency of the research is highly motivated by the resolution of contradictions between society's demands for improving the quality of CC formation and corresponding communicative training of future specialists with higher education and the insufficient level of mastery of foreign language skills of communicative interaction in professional activities, which interferes with effective professional growth and development; the importance of professional training of students in the educational environment of HEIs in Ukrainian and abroad, as well as the insufficient level of training on the basis of theory and practice in higher educational institutions of Ukraine. Also, there is a need for purposeful symbiosis of the above principles of future specialists with higher education in professional activity and the lack of appropriate content and methodical support which contradicts with society's need for highly qualified specialists with a high level of professional training.

The main objective of the educator is to ensure the acquiring of the appropriate level of language knowledge required for successful future professional activity. Linguistic competence (LC) is a prerequisite of a sustainable ability to

communicate using a foreign language. The content of the LC implies assimilation of categories and units of language and their functions, the study of patterns and rules for mastering system-structural formations of a semantic, syntactic, morphological, phonological nature, which are necessary for understanding and constructing speech, it is the ability to understand and implement the grammatically practical nature of speech.

The formation of students' LC depends in many cases on the work of lexicographers in Ukrainian language classes. For this purpose, we offer the use of the method of language competence's test control, the study of the most common language constructions of the professional language during the performance of various tasks and exercises. Among the important means of forming students' communicative culture are folk art, art, non-equivalent vocabulary, etc. This determines the introduction of certain didactic material into the educational process.

The efficiency of assimilation of foreign language terms and their active use in oral and written professional speech largely depends on the appropriate system of training exercises, consistently aimed at both translation and thoughtful assimilation of terminology, as well as speaking and listening skills activation which is necessary for the application of this terminology in specific work situations.

The basis for the mobility of young people, their adaptation to dynamically changing living conditions, is readiness, which attracts them to worldly achievements, expands the possibilities of self-realization in the space of cultures.

The analysis of scientific research on the problem under consideration made it possible to determine that readiness for professional foreign language communication is an important component of general professional competence, which determines the ability to establish productive interaction with partners in their joint activities, to effectively use verbal and non-verbal means of foreign language

communication. Thus, the student's readiness for professional foreign language communication should be understood as a special integrative quality of the individual, the essence of which is the interaction of motivational, substantive and operational components, the functions of which ensure interest and information awareness, as well as psychological professional armament [9].

During professional communication in an intercultural environment, interpersonal cognition takes place between the participants of the communication process, which is characterized by emotional-rational and abstract-logical evaluation of some participants by others, empathic understanding and acceptance, interpretation of information and actions of other communication participants, formation of a holistic view of representatives of other cultures as personalities, predicting changes in the behavior of their colleagues, building their own behavior strategy. The basics of intercultural communication knowledge and formed sociocultural, sociolinguistic, intercultural communicative and other types of competences obtained during the study of a foreign language are the basis for the success of future professional activities in general and intercultural professional communication in particular. And that is why it is extremely important to provide measures in the educational process that would, first of all, allow forming the amount of knowledge and skills necessary for further professional activities in an intercultural environment, and, secondly, at the same time, the psychological readiness of future specialists for such activities. Among the final results of foreign language learning in a professional sphere, it is worth highlighting a set of abilities that are key to effective professional communication in an intercultural environment, and a kind of guarantee of psychological readiness for this type of activity; namely, attentiveness, tolerance for ambiguity (words, phrases, actions, gestures, etc.), the ability to overcome anxiety, the ability

to emphasize, the ability to adjust the course of the communication process, the ability to make accurate predictions and explanations. All of these abilities can also be attributed to the components of the strategic component of communicative competence [10].

Students' educational and research activities are an effective method of training qualitatively new specialists in a higher educational institution. It develops creative thinking, individual abilities, and research skills of students, allows training of proactive specialists, develops scientific intuition, depth of thinking, a creative approach to the perception of knowledge and their practical application to solving tasks and scientific problems, and also educates students in the ability to work in a team. Today, the ideal of an erudite person is being replaced by the ideal of a highly cultured person [6: 108].

Thus, knowledge of the logical foundations of various types of communication, command of a business and professional foreign language is a mandatory condition for successful educational and future professional activity of students-future specialists with higher education.

Recognition of the important role of communication, business, and professional speech in the formation of personality is evidenced by the fact that these topics have been covered repeatedly by scientists and methodologists (H. Boyarko, M. Gordienko, V. Yevtushok, L. Zhukova, S. Kozhushko, S. Starovoi, O. Tarnopolskyi). In these scientific works, the conceptual foundations of professional education, the use of language tools in accordance with the conditions of communication, and complex cases of English-Ukrainian translation are considered.

Research on the problems of professional pedagogy, dedicated to the work in which the following are substantiated: methodological foundations of professional education (S. Goncharenko, I. Zyazyun, N. Nychkalo), pedagogical technologies (V. Bezpalko, S. Sysoeva), professional training of specialists in higher

educational institutions (A. Aleksyuk, V. Slastyonin, L. Khomych), peculiarities of pedagogical systems (S. Batyshev, A. Kyveryalg, N. Kuzmin).

Works devoted to the problem of communication, in particular: philosophical works (K. Apel, M. Bakhtin, M. Buber, L. Bueva, M. Kagan, V. Sokovnin, Y. Habermas), sociological (S. Borysnev, M. Weber, G. Simmel, A. Kapska), psychological (B. Ananiev, H. Andreeva, O. Bodalyov, O. Leontiev, O. Leontiev, B. Lomov, V. Myasishchev, V. Semichenko). The problem of pedagogical communication was studied by S. Amonashvili, G. Ball, M. Zabrotskyi, I. Zymnyaya, I. Zyazyun, V. Kan-Kalyk and a lot of other Ukrainian scientists.

The problem of professional communication teaching became the subject of analysis in the research of I. Berman, G. Borozenets, E. Komarova, T. Serova, O. Tarnopolskyi, S. Folomkina. At the end of the 20th and the beginning of the 21st centuries, many dissertation studies appeared, devoted to certain aspects of training specialists of various profiles for professional foreign language communication (T. Alekseeva, O. Bernatska, V. Volkova, L. Dariichuk, Y. Druz, S. Kozak, V. Kolomiets, V. Liventsova, L. Morska, I. Nekozy, N. Petrangovska, S. Radetska, G. Skurativska, I. Fedorova). The analysis of these works proved that in modern conditions there is a change of emphasis in the foreign language training of students of non-language majors.

Based on the analysis of psychological and pedagogical sources, we found out that the effectiveness of the interaction of specialists in a foreign language society depends on the level of their readiness for professional communication in a foreign language. As a result of the study of psychological and pedagogical literature, it was determined that readiness for professional communication in a foreign language environment occupies an important place in the structure of readiness of future specialists for professional activity [8].

It is obvious that any changes taking place in a higher education institution should affect the main indicator of a

higher education institution – the quality of specialist training, the understanding of which includes not only professional knowledge, but the nature and level of education in general, culture, professional skills, and the ability to independently find a solution to the problem, etc.

Readiness for professional communication in a foreign language environment includes three interdependent and interconnected components:

– motivational (combination of motives that guide communicators, attitude to professional foreign language communication, and personality's focus on interaction);

– operational (professional communicative speech competence);

– normative-reflexive (the ability of communicators to normatively regulate their actions and to evaluate their communicative behavior).

Based on the selected criteria, three levels of readiness for professional communication in a foreign language environment are defined – elementary, medium, and high [2].

It was concluded that the basic factor in this interaction is the professionalism of the future specialist with higher education, which is determined by a number of professional requirements of the new age for the specialist's personality, as well as the expansion of intercultural contacts in personal and professional spheres, which leads to the transformation of education.

Thus, we found out that an important condition for the future specialists with higher education training is the construction of the educational process, which is based on the competence approach, the essence of which we understand as the focus of the educational process on the development of key and future specialists' subject competencies.

Conclusions and research perspectives. Verbal language is the main means of communication, with the help of which the worldview of any people is organized, therefore, in the process of

solving communication problems, language also conveys information about its ethnic culture to the communication subjects. In this context, the necessary characteristics of a future specialist in socionomic specialties with a higher education are: foreign language communicative competence in professional activity at the level of European and world standards, mobility, competitiveness, creativity and responsibility, flexible, independent and critical thinking, mastery of foreign languages, new information technologies, able to operate in conditions of uncertainty and change, orientation to effective self-education, self-improvement throughout life. Only by forming and developing the above-mentioned characteristics, we will be able to prepare a highly qualified specialist of the new generation, ready to implement the ever-growing and complicated tasks of education and upbringing, able to adapt to social changes, ready to respond to external challenges and minimize emerging challenges [3].

Learning outcomes must meet the following criteria: be clear and unambiguous, allowing to outline the content of the requirements for a higher education student; be diagnostic (that is, learning outcomes must have objective signs of their achievement or non-achievement), be measurable (there must be a method and scale for measuring the achievement of the result by direct or indirect methods, the degree of achievement of complex results). To control the implementation of standards, a system of internal quality assurance of higher education is being developed, which should function in higher education institutions through the implementation of a certain list of procedures and measures, which should be aimed at reforming the higher education system [4].

For especially gifted and talented students, we offer to create individual programs of a higher level of "advanced level" education, separate and special methodical recommendations with the involvement of innovative teaching technologies.

We associate the prospects for further research with the features of professional self-realization and the conditions for the readiness formation in the process of professional training. The specified factors of our research on foreign language communicative training of future specialists with higher education significantly reduce the quality of specialist training. That is why this problem remains relevant and needs further solution.

It should be noted that in the process of studying philological disciplines, namely the Ukrainian as a foreign language, as well as the Ukrainian for a professional usage and any foreign language, the knowledge and skills of future specialists with higher education are formed, which they will use throughout their lives during their future professional activities. These educational disciplines directly affect the personality development of a future specialist with a higher education. The educational and developmental potential of the language is huge. It teaches, educates, develops, prepares for continuing education both in our country, and is a starting point for continuing education abroad. After all, higher professional education involves the formation of not only highly specialized knowledge for direct entry into the labor market, but also effective long-term knowledge, which can be provided only under the condition of their fundamentality. Raising the status of fundamental training also requires the humanization of education, which is declared as a key trend of the paradigm of modern education.

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