

УДК 378

DOI: 10.26140/anip-2020-0903-0069

**ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАТИВНОЙ  
КОМПЕТЕНЦИИ МАГИСТРАНТОВ АГРАРНОГО ВУЗА**

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SPIN-код: 6871-6102

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**Аннотация.** В сентябре 2003 года российская система высшего образования присоединилась к Болонскому соглашению, что обусловило переход на двухступенчатую модель образования: бакалавриат и магистратура. В связи с этим, студент магистратуры стал считаться молодым ученым, обязанным проводить собственное научное исследование, завершая цикл обучения подготовкой и защитой магистерской диссертации (выпускной квалификационной работы, имеющей исследовательский характер). Комплексное раскрытие исследуемой магистрантом проблемы позволяет дифференцировать образовательный уровень обучающегося, дать оценку аналитическим навыкам и способности к самостоятельному решению научных задач. В ходе подготовки магистерской диссертации, обучающийся магистратуры аграрного вуза сталкивается с необходимостью не только изучать аутентичные статьи и монографии по тематике своего исследования на иностранном языке, но и самому публиковать результаты изысканий на языке оригинала, в таких базах данных как Scopus, Agris и Web of Science, чтобы оставаться конкурентным научному обществу. Это не удивительно, ведь на современном этапе развития научной мысли и междисциплинарных контактов процесс международной кооперации, коллаборации и партнерства сфере создания передовых научных разработок является императивом. Необходимость поддержания высокой конкурентоспособности в научном и профессиональном сообществе ставит перед российскими магистрантами, аспирантами и учеными следующие задачи: знакомиться с новейшими иноязычными разработками в сфере своих научных интересов, изучать и анализировать опыт не только российских, но и зарубежных коллег по статьям не имеющих переводных аналогов. Нередко именно иностранные ученые выступают новаторами в той или иной области знаний. Электронные средства перевода не могут достоверно перевести узконаправленные профессиональные аутентичные тексты, соответственно иноязычная профессиональная компетенция магистрантов, а в последующем и ученых, приобретает особую значимость. Английский прочно удерживает пальму лидерства среди языков научного коммуникации. В виду упрочения международных контактов среди ученых по всему миру, знание английского языка и умение писать на нем научные статьи способствует расширению границ распространения научного знания и ускорению прогресса в различных областях науки, в том числе и в сельскохозяйственных. Цель статьи состоит в теоретическом обосновании необходимости интенсификации процесса формирования иноязычной профессиональной коммуникативной компетенции магистрантов аграрного вуза как средства повышения их конкурентоспособности в научной среде. Автор ставит перед собой задачи изучить явление иноязычной профессиональной коммуникативной компетенции, проанализировать ее компоненты и поделиться практическим опытом формирования данной компетенции у магистрантов направлений подготовки: 35.04.06 «Агроинженерия»; 38.04.02 «Менеджмент» (направленности: «Логистика» и «Экспорт сельскохозяйственной продукции»); 19.04.02 «Продукты питания из растительного сырья», представив содержание дисциплины «Профессиональные коммуникации на иностранном языке».

**Ключевые слова:** иноязычная профессиональная коммуникативная компетенция, студент магистратуры, аграрный вуз, формирование, научная статья, аутентичный текст, формирование компетенции, компоненты иноязычной компетенции, наука, научное исследование.

**THE FORMATION OF FOREIGN LANGUAGE PROFESSIONAL COMMUNICATIVE COMPETENCE  
IN MASTER DEGREE STUDENTS OF AGRARIAN UNIVERSITY**

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**Abstract.** In September 2003, the Russian higher education system joined the Bologna agreement, which led to the transition to a two-stage model of education: Bachelor's and Master's degrees. In this regard, the Master degree student was considered to become a young scientist, obliged to conduct his own scientific research, completing the training cycle by preparing and defending a Master's thesis (a final qualifying work of a research nature). A comprehensive disclosure of the problem under study by a Master degree student allows to differentiate the educational level of the student, to assess analytical skills and the ability to independently solve scientific problems. During the preparation of a Master's thesis, a graduate student of the agrarian university is faced with the necessity not only to study authentic articles and monographs on the subject of their research in a foreign language, but also to publish the results of the research in a foreign language, in such databases as Scopus, Agris and Web of Science, in order to remain congruent to the scientific society. This is not surprising, because at the present stage of scientific thought development and interdisciplinary contacts, the process of international cooperation, collaboration and partnership in the field of creating advanced scientific developments is an imperative. The need to maintain high competitiveness in the scientific and professional community sets the following tasks for Russian undergraduates, postgraduates and scientists: to get acquainted with the latest foreign language developments in the field of their scientific interests, to study and analyze the experience of not only Russian but also foreign colleagues in articles that do not have translated analogues. Often it is foreign scientists who are innovators in a particular field of knowledge. Electronic translation tools cannot reliably translate narrowly targeted professional authentic texts, so the foreign-language professional competence of undergraduates, and later scientists, becomes particularly important. English firmly holds the palm of leadership among the languages of scientific communication. In view of the international contacts strengthening among scientists around the world, knowledge of English and the ability to write scientific articles in it helps to expand the boundaries of scientific knowledge and accelerate progress in various fields of science, including agricultural ones. The purpose of the article is to theoretically substantiate the necessity to intensify the process of forming foreign-language professional communicative competence of Master degree students of agrarian university as a means of increasing their competitiveness in the scientific

environment. The author aims at studying the phenomenon of foreign-language professional communicative competence, analyzing its components and share practical experience in the formation of this competence among Master degree students in the following areas of training: 35.04.06 "Agroengineering"; 38.04.02 "Management" (profiles: "Logistics" and "Export of agricultural products"); 19.04.02 "Food from plant raw materials", presenting the content of the discipline "Professional communications in a foreign language".

**Keywords:** foreign language professional communicative competence, Master degree student, agrarian university, formation, scientific article, authentic text, formation of competence, components of foreign language competence, science, scientific research.

## INTRODUCTION

Modern society is commonly referred to as a "life-long-learning" society, where knowledge, communication and information are the main transformative and driving forces and constitute personality being. The most important characteristics of life are know-how, novelty, acceleration and transience. This type of society is called "information society", and most of its members working nowadays are engaged in the production, storage, processing and implementation of information, especially its highest form – knowledge itself. Even such industries as "Knowledge management" and "Data science" have appeared recently.

In comparison to the previous industrial society, information society produces and consumes intelligence and knowledge. Accordingly, the share of intellectual labor percentage increases. The renovation cycle for social and industrial technologies is very short, for this reason the never-ending, life-long-education is an indispensable component of guaranteeing the personality social and scientific status. A graduate of a higher education institution, whether it is a Bachelor or a Master degree student, requires the ability to show creativeness, the ability to apply critical thinking in everyday life and professional activity, as well as should possess emotional intelligence, so the demand for knowledge increases.

One can observe a certain kind of reorientation in the evaluation of the higher education result from the concepts of "preparedness" or "being ready", to the concepts of "competence" of students. As part of the ongoing processes of globalization, integration, and involvement in global communication through a large number of different gadgets, foreign language proficiency provides a number of advantages to undergraduates of an agrarian university. Krasnoyarsk state agrarian university trains Master degree students in the following areas of training: 35.04.03 "Agrochemistry and agro-soil science", 35.04.04 "Agronomy", 21.04.02 "Land Management and cadaster", 35.04.06 "Agroengineering", 38.04.02 "Management", 38.04.01 "Economy", 38.04.04 "State and municipal management", 38.04.08 "Finance and credit", 40.04.01 "Jurisprudence", 36.04.02 "Zootechnics", 19.04.02 "Food from vegetable raw materials", 19.04.03 "Food of animal origin" [1]. We can safely say that the knowledge of a foreign language increases the competitiveness of future graduates in the international labor market and in scientific sphere. Thus, training in the Master's program plays a special role in the process of becoming a professional in the field of agriculture, since this stage is the final one in terms of the formation of basic skills of scientific, professional, pedagogical (meaning pedagogical practice of undergraduates), scientific activities, using the English language.

The Department of Foreign language at the Krasnoyarsk state agrarian university and faculty members working in the Master's program, do their best to maintain and implement inter-subject approach to teaching. Moreover, we consider it necessary to help future scientist adapt and socialize, and develop creative personal abilities due to which he will be able to behave, analyze, interpret the information in a non-standard way. A Master degree graduate program has to be a professional, competent researcher in the sphere of agricultural systems who is ready to use high-tech technologies in the sphere of food production, mechanical engineering and management.

In the course of training in the Master's program, according to the approved curricula, future specialists form

a number of competencies, ranging from universal and general cultural, to general professional and professional. It is noteworthy that the formation of a large number of these competencies can be carried out by attracting such a discipline as a foreign language, in particular the subject "Professional communications in a foreign language". The purpose of this discipline is to combine the cross-cultural knowledge with the ability to use a foreign language in the professional and scientific sphere. The students are taught to express their scientific ideas, using the existing language instruments. They are constantly mastering their professional discourse according to their field of research. This is especially important in light of the fact that the results of research activities of undergraduates, and later graduate students and young scientists, are usually published in conference materials and in journals included in databases such as Scopus and Web of Science. In addition, the formed foreign language competence will help young scientists get acquainted with the latest achievements of the chosen specialty in the original language.

Foreign language education for Masters in the agrarian university is, first, the deployment of individual personality and of forming a professional capacity; secondly, a means of constructing individual learning paths within a student-centered approach to teaching; thirdly, a means of socialization and professional adaptation of Master program graduates.

Based on the above-said, it can be discussed that the formation of foreign language professional communicative competence of Master degree students will contribute to meeting the need for self-actualization and self-development (which, according to the hierarchy of needs of A. Maslow is the highest level of satisfaction of needs), revealing the creative potential and allowing to create optimal conditions for the full development and formation of the future specialist's personality.

Modernization of language education increases the importance of forming foreign-language professional communicative competence for undergraduates of agricultural universities. We can say that this competence is the fundamental one for the acquisition of other, general professional and professional competencies.

The topicality of the issue is proved by the fact that the phenomenon of communicative competence is of interest to many scientists. For example Azimov E. G., Shchukin A. N. [2] and Zimnaya I. A. [3] consider it to be the ability to carry out speech activity, implementing communicative speech behavior on the basis of language, sociolinguistic, subject and country-specific knowledge, in accordance with various tasks and situations of communication within a particular sphere of communication. Matienko A.V. supposes that: "foreign language communicative competence is considered as "knowledge" not only declarative (demonstrating knowledge in the form of using or recognizing language rules and examples), but also procedural (using language to achieve communicative goals and results)" [4]. Buteva V.E. analyzes strategic competence as a component of foreign language communicative competence [5]. Kuklina S. S., Ogorodnikova N. V. reveal the component composition of language competence as a component of foreign language communicative competence of a medical university student [6]. Pershutina S. V. adds the emotional competence to the structure of foreign language communicative competence [7]. Musaelyan I. F. gives special attention to the actual problems of formation of foreign language communicative

competence in a non-linguistic university [8] and it is of great interest for us as KSAU is an example of the non-linguistic university. Artemenko O. A. looks at innovative technologies for the formation of foreign language communicative competence among students of technical universities in the context of continuing education [9] while Khokhlenkova L. A. draws attention to the relationship of foreign language communicative competence and intercultural competence in the process of teaching a foreign language to students of non-linguistic universities [10]. Such scientists as Zhuravleva I. V. [11], Kondrashova N.V. [12], Choporova E.I. [13], Sergeeva N.N. [14] consider the foreign language communicative competence as a component of the general professional competence of a graduate of a non-linguistic university. Andriukhina T. V. reveals the formation of foreign language professional communicative competence in the course of "English for special purposes" [15]. Aleshchanova I. V., Frolova N. A. analyze the place of the foreign language communicative competence in the structure of professional competence of students of a non-linguistic university [16] and Drabinyastaya O. A. gives some approaches to the definition of communicative foreign language competence in the framework of professionally-oriented foreign language training [17]. Dvoretzkaya E. V., Ziyatdinova Yu. N. show the importance of the formation of foreign language communicative competence of postgraduates for the development of international academic mobility [18]. Anisimova A. T. researches the specificity of formation of professionally oriented foreign language communicative competence among students of the Master degree program in the field of "Jurisprudence" [19]. Novoselov M. N. conducts the analysis of the foreign language professional communicative competence and gives definition of the concept in the logic of level education (Bachelor and Master degree) [20]. So, one can see that there is a large amount of information on the researched phenomenon but the specificity of forming this type of competence in Masters of agrarian universities is not deeply studied.

#### METHODOLOGY

*The goal* of the article is to provide a theoretical justification for the necessity to intensify the process of forming foreign language professional communicative competence of Master degree students at the agrarian university as a means of increasing their competitiveness in the scientific society and labor market.

*The tasks* of research are as follows: to reveal the essence, nature and features of foreign-language professional communicative competence of undergraduates of agricultural universities; to justify the need to intensify the formation of this competence as an important task of training Master degree students at the agrarian university; to determine the structure and content of foreign-language professional competence of Master degree students; to select and organize the content of the discipline "Professional communications in a foreign language", aimed at the formation of foreign-language professional communicative competence in undergraduates; show the practical experience of the "Foreign Language" Department of the Krasnoyarsk state agrarian university on the formation of foreign language professional communicative competence for Master degree students in the such fields of training as 35.04.06 "Agroengineering", 38.04.02 "Management" (profiles: "Logistics" and "Export of agricultural products"), 19.04.02 "Food from plant raw materials".

To solve the identified tasks, the following well-known methods have been used: examination of theoretical and practical fundamental works in the field of cross-cultural communication, linguistics, communicative competence, pedagogy, psychology, didactics and methodology; experience of foreign language teachers' compiling and collating in the institutions of higher education, experiment, observation, questioning, testing.

#### RESULTS

When it comes to components of foreign language

professional communicative competence, it is necessary to mention the possession of both lexical and grammatical means of the language, and the ways of communicative use of language means, which are certainly interrelated and interdependent. They provide Master degree students in the such fields of training as "Agroengineering", "Management" (profiles: "Logistics" and "Export of agricultural products"), "Food from plant raw materials" with speech skills and determine the success of foreign language communication. In addition to the above-mentioned, the components of the studied competence include the ability of Master degree students to construct and understand professional texts, scientific articles in the chosen specialty, and to transmit and perceive communicative content. For more than 25 years, Krasnoyarsk state agrarian university has been inviting foreign professors from Slovenia, Croatia, China, Germany and other countries to deliver highly professional lectures in a foreign language. Accordingly, Master degree students, as novice scientists, should be able to achieve the goal of speech communication and interact with representatives of a different culture.

Numerous attempts to study the composition of foreign language communicative competence have shown the presence of linguistic, discursive, pragmatic, strategic, cross-cultural and psychological components. The linguistic component of a foreign language communicative competence is the knowledge of language tools, including grammar, vocabulary, and phonetics, and the willingness to use them in oral or written communication. It is necessary to identify such a component as discursive that describes the construction of texts. This process is called discourse helps the language "actualize". Thus, the information presented and stored in the scientific texts is transferred and perceived [21].

If a Master degree student possesses the foreign language professional communicative competence it means that he can express own thoughts using language instruments. Moreover, he is able to do it so accurately and adequately that the recipient understands them in a proper way. This component is called pragmatic. Pragmatically competent students are able to effectively solve communicative-receptive tasks, accurately transmitting and clearly perceiving the meaning of oral or written communication. Pragmatic competence involves the implementation of speech functions (prohibition, wish, message, persuasion, apology, invitation to action, attitude, etc.), social interaction with other participants in communication. The acquisition of this component by our students is proved by the fact that annually more than 20 Master degree students take part in the work of international scientific conference: "Innovative trends development of Russian science" and prepare their reports in English. They are supposed to answer the questions after their presentations and use adequate foreign language skills.

One more component is the strategic one. It guarantees the adequate decision-making of how to reach the communicative goal. It often happens that the communicative situation requires some kind of flexibility in the language use during the speech interaction. The cross-cultural component of communicative competence combines cross-cultural knowledge, social and linguistic peculiarities. KSAU nowadays has more than 10 Master degree students from Egypt and other Arab countries, so Master degree students in the such fields of training as "Agroengineering", "Management" (profiles: "Logistics" and "Export of agricultural products"), "Food from plant raw materials" have the opportunity to implement real communication in a foreign language.

The psychological component is studied by many researchers. It is considered to be the psychological readiness for certain types of professional and scientific activity. It is as a multi-faceted construct comprising a set of qualities, properties and states that allow the young scientist to implement some specific activities in the field of agricultural science.



Another important issue that researchers of foreign language communicative competence consider in their works is the problem of forming the professional component of the university Master degree student competence. It is indispensable for Masters to be prepared for scientific-research activities. The system of higher education should a-priori imply the scientific research conducting as the percentage of people with scientific degrees should be more than 60% in order for the university to get the state accreditation and be competitive. It should be added that in the General Educational Standard of Higher Education, scientific-research activity is defined as one of the main types of professional activity. The formation of a foreign-language professional communicative competence will contribute to the involvement of Master degree students in research activities with their scientific supervisors or in collaboration with other students. Our Master constantly become the co-authors in the scientific articles that are indexed in Scopus database (for example, Agritech I and Agritech II IOP Series conferences conducted by the Krasnoyarsk House of Science and Technology). So, the combination of the professional components and communicative ones reveals wider opportunities of cross-cultural professional and academic interaction in joint research.

So, we can see that the foreign language professional communicative competence of a Master degree student can be characterized as a new psychological formation of the personality formed by the disciplines of the subject block, the basic and variable parts of the professional cycle. They must be supplemented by specialized courses of research and professional orientation in the process of higher foreign language education. Their interdependence and interrelation leads to a long-term ability to conduct professional and research activities in a foreign language.

When considering the issue of the specificity of the formation of foreign language professional communicative competence of Master degree students in agricultural areas of training it was concluded that the content of training aimed at the formation of foreign-language professional communicative competence should be organized adequately to the goals and conditions of the educational process in higher education. The most rational way of methodological organization of educational material is such a unit of educational material that would include an introduction to the topic; lexical and grammatical block; different types of reading (introductory, viewing, studying, search) with an authentic text in the specialty; professional-oriented speech exercises (language, analytical, conditional speech, speech exercises); preparation of a report or essay on the research topic and its presentation in a foreign language; discussion of the presented report. Such organization of the material provides a gradual increase in difficulties, as well as a consistent and continuous formation of educational and research competence by means of a foreign language and allows to master the foreign language educational and research competence on a conscious basis, which contributes to its effective and optimized formation.

As we have already noted, the subject "Professional communications in a foreign language" is included in the cycle of general education disciplines. The communicative-oriented and professionally-oriented nature of the discipline "Professional communications in a foreign language" in the Master degree program of the agrarian university, presupposes the achievement of the following goals. Our young scientists should develop the capability to extract, process and organize the secondary data that was obtained from scientific literature in the English language. That is why the mandatory condition for Master degree students in the such fields of training as "Agroengineering", "Management" (profiles: "Logistics" and "Export of agricultural products"), "Food from plant raw materials" is to find the original book on their specialty, translate it, analyze the information connected with their own research and to present the received information in different forms: articles, abstracts, reports,

power-point presentations, etc. As a result, the discipline "Professional communications in a foreign language" is filled with new tasks, special content of training and special educational technologies. Control over the Master student's acquisition of this competence can be carried out by tracking the formation and presence of the following components.

First of all, the cognitive component implies the ability to actively learn through the use of foreign language tools. This ability is based on a professionally oriented foreign language knowledge system. Masters of agricultural training directions should understand the essence of the main research methods. It will be necessary for them to extract knowledge from foreign-language scientific literature. Moreover, it is indispensable to be able to use analytical skills and transform the acquired knowledge as well as to present it in the English language. Secondly, the faculty member should control the presence of the predictive component which is expressed in the ability to forecast the research results. Thirdly, there exists the organizational component. It implies the ability of Masters to perform scientific-research activities in the English language, as well as the ability to manage their own scientific activities (planning, organization, coordination, direction, control). A graduate of the Master's program must be able to use English-language scientific databases (Agris, BioOne, Scopus, Web of Science); know the rules for preparing independent scientific articles; be able to carry out logical operations: translation, interpretation, generalization, analysis, synthesis, complimentary and non-complimentary commenting. Next, the creative component is represented by the ability of Masters to understand the goals of research activities interpret them and present them in a foreign language. A Master degree student should be able to set goals, put forward a hypothesis, classify data in a foreign language, structure foreign-language material on the topic of research, process, analyze the results obtained and express the complimentary or non-complimentary opinion in the English language. During the participation in the work of international scientific conferences conducted by KSAU Master degree students of agricultural training directions make a presentation on their subject of research in a foreign language. When attending the lectures of foreign professors they are forced to construct their own communication strategy in order to successfully communicate with foreign scientist. Finally, the motivational component implies the presence of motivation and cognitive activity, the ability to overcome cognitive difficulties, independence in the process of cognition, decision-making, their evaluation, and self-esteem. Thus, a Master should be able to plan independent work based on the means of a foreign language, overcome cognitive difficulties using the means of a foreign language and critically evaluate the results achieved.

#### CONCLUSIONS

In conclusion, it should be mentioned that a foreign-language professional communicative competence is an integral component of professionally-oriented and practically-oriented training in the system of higher education. It can be considered as a complex ambivalent phenomenon that includes specific set of scientific knowledge, research skills, and communicative abilities in the field of agricultural scientific research. At the same time, the skills of foreign language communication are a mandatory component of the named competence of a Master degree student in the agrarian university. The acquisition of this competence will allow to develop the ability to correctly and accurately understand and interpret oral and written foreign language speech and be successful in conducting scientific-research activities. This, will consequently lead Master degree students to having the competitive advantage in the sphere of agricultural research sphere.

The inclusion of elements of professional and research activities in the process of teaching foreign languages is intended to ensure the development of an integrated system of professionally-oriented training for undergraduates of agricultural universities.

Foreign language professional communicative competence is an indispensable component of professional competence of Master degree students that will enable: to interact and collaborate with native speaking scientists in the modern scientific worldview, based on professional peculiarities, values and norms of behavior; to create a positive attitude and motivation to professionally and scientifically-oriented foreign language communication; to successfully choose appropriate situations of professionally-oriented communication.

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Статья поступила в редакцию 24.02.2020

Статья принята к публикации 27.08.2020