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MAIN METHODOLOGICAL APPROACHES TO THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF VETERINARY STUDENTS

Modern veterinary education requires students to have in-depth knowledge of specialized disciplines and a high level of foreign language communicative competence. In the context of globalization and the internationalization of science and education, the ability to communicate effectively in other languages is becoming an essential factor in the successful professional activity of future veterinarians. The study aims to identify and analyze the main methodological approaches to the formation of foreign language communicative competence of veterinary medicine students. An analysis of the scientific literature on the specified problem has shown that many Ukrainian and foreign scientists are engaged in the formation of students' foreign language communicative competence. The method involves shifting the target and content priorities of teaching English as a foreign language to students from accumulating linguistic knowledge to forming their ability to communicate effectively in various conditions and situations of professional activity. Given the above, we believe that the application of a competency-based approach to the training of students of veterinary specialties in higher education institutions makes it possible to ensure a change in the emphasis in the process of teaching them foreign languages, namely, from the usual translation of foreign language lexical, grammatical, etc. knowledge from the teacher to the applicant to the formation of a comprehensive ability for active speech activity as a kind of synthesis of knowledge, skills, value attitudes, interests, motives, etc., gaining practical experience in solving various communicative problems and tasks in the process of foreign language professional communication. Accordingly, we see its principal value in the possibility of strengthening the practical orientation of teaching a foreign language, which ensures the readiness of future veterinarians for foreign language communicative activity in various situations of professional life based on their characteristics and qualities. Implementing an activity-communicative approach to teaching a foreign language to students of veterinary specialties is the key to forming in them the ability for successful professional foreign language communication. Its use contributes to strengthening the practical focus of the foreign language course for future veterinary specialists and ensuring their readiness for active foreign language professional communication.

Key words: foreign language professional communication, veterinary education, foreign language communicative competence.

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КЛЮЧОВІ МЕТОДОЛОГІЧНІ ПІДХОДИ ДО ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ВЕТЕРИНАРНИХ СПЕЦІАЛЬНОСТЕЙ

Сучасна освіта в галузі ветеринарії вимагає від студентів не лише глибоких знань у спеціалізованих дисциплінах, але й високого рівня іноземної комунікативної компетентності. В умовах глобалізації та інтернаціоналізації науки і освіти, здатність ефективно спілкуватися іншими мовами стає важливим фактором успішної професійної діяльності майбутніх ветеринарів. Мета дослідження – визначити та проаналізувати основні методичні підходи до формування іноземної комунікативної компетентності студентів ветеринарної медицини. Аналіз наукової літератури з означеної проблеми продемонстрував, що багато українських та іноземних науковців займаються проблемою формування іноземної комунікативної компетентності студентів. Цей метод передбачає насамперед зміщення цільових та змістових пріоритетів навчання англійської мови як іноземної студентів із нагромадження лінгвістичних знань на формування у них здатності ефективно комунікувати в різних умовах і ситуаціях професійної діяльності. З огляду на наведене вище вважаємо, що застосування компетентнісного підходу до підготовки студентів ветеринарних спеціальностей у закладах вищої освіти дає змогу забезпечити зміну акцентованості

в процесі навчання їх іноземних мов, а саме зі звичного транслювання іношомовних лексичних, граматичних тощо знань від викладача до здобувача на формування в нього комплексної здатності до активної мовленнєвої діяльності як своєрідного синтезу знань, умінь, ціннісних установок, інтересів, мотивів тощо, набуття практичного досвіду розв'язання різноманітних комунікативних проблем і завдань в процесі іношомовного професійного спілкування. Відповідно його головну цінність вбачаємо в можливості посилення практичної спрямованості процесу навчання іноземної мови, що забезпечує готовність майбутніх ветеринарних лікарів до іношомовної комунікативної діяльності в різних ситуаціях професійного життя з опорою на їхні особистісні характеристики та якості. Реалізація діяльно-комунікативного підходу до навчання іноземної мови студентів ветеринарних спеціальностей є запорукою формування в них здатності до успішного професійного іношомовного спілкування. Його використання сприяє посиленню практичного спрямування курсу іноземної мови для майбутніх фахівців ветеринарної галузі та забезпеченню їх готовності до активної іношомовної професійної комунікації.

Ключові слова: іношомовна професійна комунікація, ветеринарна освіта, іношомовна комунікативна компетентність.

Introduction. Trends in globalization and internationalization in all areas of professional activity in our time, including in the field of veterinary medicine, put forward fundamentally new requirements for the personality of specialists of this profile and the system of their foreign language training in higher education institutions of Ukraine to ensure competitiveness in the conditions of the modern open labor market and full integration into the international professional environment. Accordingly, the modern stage of teaching foreign languages to students of veterinary specialties is marked by active searches for ways and methods of their optimal preparation for foreign language professional communication, primarily with the help of English, which appears as a lingua franca due to its undoubted prevalence in modern world communication processes. These searches involve active rethinking, reassessment of established practices of teaching English to students of veterinary specialties and substantiation of new methodological principles of this process following the current priorities of higher education in general and the linguistic features of modern English-speaking veterinary discourse, and the psychological patterns of mastering English-speaking professional speech in particular.

The aim of the research is to determine and analyze main methodological approaches to the formation of foreign language communicative competence of veterinary students.

The analysis of literature on the problem allowed us to establish several approaches proposed by researchers as the basis for increasing the efficiency of the process of training future specialists in various fields for professional communication using a foreign language, including competency-based, personality-oriented, activity-communicative, etc. (Hnapovska et al. 2021; Protsyk, 2023; Rodgers, 2009; Richards, & Rodgers, 2014; Jendrych, 2013; Gvelesiani, 2023; Littlewood, 2014; Jande, & Ibrahim, 2021). Scientists associate implementing these approaches with better opportunities for ensuring the readiness of a future specialist for foreign-language professional commu-

nication as one of the crucial indicators of a high level of professionalism in the conditions of the current globalized, open world.

Presentation of the material. One of the fundamental pedagogical approaches to the professional training of specialists of various profiles in general and the teaching of their foreign languages, including English, is considered by scientists to be competency-based (Yasnogurska, 2020; Marcellino, 2005; Chelli & Khouni, 2010). It primarily involves shifting the target and content priorities of teaching English as a foreign language to students from accumulating linguistic knowledge to forming their ability to communicate effectively in various conditions and situations of professional activity. Scientists associate its implementation with a “paradigmatic shift” in the theory and methodology of teaching a foreign language, namely, a departure from the traditions of passive memorization of its units in favor of gaining practical experience of communicative behavior in various situations of professional life (Hodgson, Pelzer, & Inzana, 2013, p. 102).

In particular, Gerasymchuk, Kovalchuk, & Melnychuk (2024) see the essence of the competency-based approach to teaching a foreign language to students of higher education institutions in shifting the focus of attention from the accumulation of linguistic, in particular phonetic, lexical, and grammatical knowledge, to the formation of the ability to engage in foreign language communicative activity in all its types and forms, the readiness to constructively use various types of foreign language means in typical and non-standard situations of professional practice. At the same time, the researchers aptly note that this approach does not reduce the value of foreign language knowledge but emphasizes the importance of the ability of future specialists in various fields to effectively apply it to solve a wide range of communicative problems in the process of further professional activity.

Important ideas on preparing students of various specialties in higher education institutions for profes-

sional, including foreign language and communication-based on a competency-based approach, are also presented in the study by Shkolyar (2023). In particular, we are impressed by the researcher's assessment of this approach as one of the effective ways to modernize the goals and content of teaching foreign languages following the real needs of further professional practice. According to her, it directs the process of teaching a foreign language to the development of foreign language communicative competence of the future specialist as an integrative quality of his personality, which integrates knowledge, skills, value orientations, motives, etc. and on this basis ensures readiness to successfully implement various communicative intentions in the process of professional activity.

At the same time, we agree with the opinion of scientists (Komar, 2022; Marcellino, 2005; Chelli & Khouni, 2010) about the importance of rational implementation of the competency-based approach to the preparation of students of higher education institutions for professional foreign language communication. In particular, their warnings against a simplified understanding of the concept of foreign language communicative competence as a set of specific speech skills seem to be correct, which is associated with the potential risk of primitivization, schematization of the process of their preparation for professional foreign language communication. Therefore, implementing this approach must go beyond purely practical communicative foreign language skills and involve personal aspects, in particular interests, motives, values, etc., which are essential components of a full-fledged ability for foreign language communication in a particular professional field.

In this context, scientists (Yasnogurska, 2020; Chelli, & Khouni, 2010; Griffith, & Lim, 2014; Boukhentache, 2020) identify a number of essential features of foreign language communicative competence, which must be taken into account in the process of its formation in students of higher education institutions, regardless of the profession being studied, namely: 1) dynamism, as it develops and improves throughout professional activity in accordance with the sustainable needs of foreign language communication in the conditions of the current globalized world and professional environment; 2) implicitness, as it is implemented in speech activity through semantic information that conveys the communicative intentions of participants in professional communication in a particular field; 3) integration, as it involves combining different types of communicative activity; 4) multidimensionality, since it is projected onto various qualities and personal characteristics of a future specialist in a specific professional field – knowledge, skills, values, interests, etc.

Given the above, we believe that the application of a competency-based approach to the training of students of veterinary specialties in higher education institutions makes it possible to ensure a change in emphasis in the process of teaching them foreign languages, namely, from the usual translation of foreign language lexical, grammatical, etc. knowledge from the teacher to the applicant to the formation of a comprehensive ability for active speech activity as a kind of synthesis of knowledge, skills, value attitudes, interests, motives, etc., gaining practical experience in solving various communicative problems and tasks in the process of foreign language professional communication. Accordingly, we see its principal value in the possibility of strengthening the practical orientation of learning a foreign language, which ensures the readiness of future veterinarians for foreign language communicative activity in various situations of professional life based on their characteristics and qualities.

Given the close relationship between a specialist's foreign language communicative competence of any profile, including veterinary, and his structures and characteristics, a personally oriented approach is also essential in its formation. In modern professional pedagogy, its essence is reduced to directing the educational process to the formation of professionally significant personal traits of future specialists as a key prerequisite for their success in professional activities and the need to consider their unique qualities and capabilities during training. Accordingly, in the context of the problem of training students of veterinary specialties for foreign language communication, this approach proves the importance of assigning exceptional importance to the development of their potential and taking into account their psychological characteristics.

According to scientists (Bezkorovayna, 2014; Pradivlyanny, 2016; Chen et al., 2021), a personality-oriented approach directs the professional training of students of various specialties in general and the teaching of their professional foreign language skills in particular, primarily in the area of personal development and the development of relevant character traits, such as sociability, friendliness, tolerance, etc. Thus, it requires increased attention in the process of teaching them a foreign language to the disclosure of the essential strengths of their personality, including not only intellectual potential but also moral qualities, value orientations, communicative interests and needs, and the ability to freely navigate in various situations of professional interaction with a wide range of clients or colleagues.

Similarly, Leshchenko et al. (2023) and Yenuri (2025) substantiate the significance of a personal-

ity-oriented approach in the process of training students – especially applicants for linguistically active professions, such as teacher or doctor – for professional communication, including foreign language communication, through the prism of the direct dependence of success in the chosen professional field not only on the presence of a system of professional knowledge and skills, including communicative ones but also on the formation of personal traits given the need for close interpersonal interaction with a relatively wide range of people, such as ethics in communication, empathy, responsibility for one’s communicative behavior, etc. The development of such qualities of specialists in such fields as an imperative of a personality-oriented approach to their training is determined by researchers as one of the essential prerequisites for achieving significant professional achievements.

In the context of teaching a foreign language to students of higher education institutions, scientists (Sinekop, 2022; Leshchenko et al., 2023) rightly speak of the development of a “secondary linguistic personality,” which involves not only the formation of skills to perceive and produce foreign language speech but also the assimilation of sociocultural norms of successful interpersonal interaction in the modern not only multilingual but also multicultural international professional space. Thus, the secondary linguistic personality is manifested through the ability to communicate in a foreign language professionally at the intercultural level, that is, taking into account not only the linguistic but also the cultural affiliation of the communicants, and therefore implies the need to arm students with both the “technique” of professional foreign language communication and their familiarization with extralinguistic information necessary for mutual understanding with foreign clients or colleagues at the intercultural level and the cultivation of qualities that allow for professional communication mediated by different cultures, in particular respect for others, tolerance, etc.

Given the above, we can state that a personally oriented approach to teaching foreign languages to students of veterinary specialties puts their personal growth at the forefront. Therefore, this process primarily supports students in realizing their potential. The implementation of this approach in the practice of training students – future veterinarians in foreign language communication is inextricably linked with providing them with an individual educational trajectory, shifting its target priorities from foreign language knowledge skills to the plane of individual personal achievements, creating conditions for the development of personal and communicative qualities, acquiring a variety of subjective experience of

communication in a globalized multilingual, multicultural professional environment.

Among the methodological approaches to teaching foreign languages to students of higher education institutions, the activity-communicative approach is of great relevance today, given the impossibility of their formation as communicatively competent individuals without active, practical practice in various types of speech activity. Therefore, its significance in the theory and practice of teaching foreign languages to students of various specialties is substantiated in the scientific literature (Shmyr, 2016; Rusalkina, 2017; Lier, 2007; Glenberg & Gallese, 2012) primarily by its clear focus on activating their foreign language speech activity as a key prerequisite for gaining practical experience in solving a variety of communicative tasks in the process of professional interaction.

The essence of the activity-communicative approach to teaching a foreign language, in general, is manifested primarily in the possibility of acquiring competence in foreign language communication only through direct speech practice. Accordingly, implementing this approach in training higher education applicants in various areas and specialties for foreign language professional communication requires its orientation towards active foreign language communicative activity to gain practical experience in its implementation in a professional context. Thus, it provides a clear orientation for teaching a foreign language and involving future specialists in various types of foreign language speech activity in all its forms and types. Only in the process of speech activity, scientists note (Calvert & Sheen, 2015), is it possible to realize the phenomena and resources of a foreign language and learn to use them appropriately and correctly.

Scientists (Glenberg & Gallese, 2012) rightly note that it is the practical experience of foreign language speech activity that is the basis for the formation of the future specialist’s ability to successfully communicate in a foreign language professionally, to confidently perform not only typical communicative tasks, but also to overcome non-standard, sometimes contradictory communicative situations, and to choose the most optimal ways to solve communicative problems. Gaining such experience, in turn, is possible only through direct involvement in foreign language communicative practice, through active participation in solving various communicative situations close to the realities of professional foreign language communication, and practical testing of various means, strategies, and tactics of foreign language professional interaction in specially simulated and actual conditions.

The activity-communicative approach sets the system of training students of various specialties for foreign language professional communication, first of

all, the task of forming the ability to active communicative activity using a foreign language. At the same time, researchers (Romanenko, 2010; Shmyr, 2016; Lier, 2007) quite appropriately note that the activity paradigm does not at all reduce the role of theoretical knowledge about foreign language phenomena, but it emphasizes their importance, first of all, as the fundamental basis of effective professional communication. It does not deny the need to consider foreign language units of different levels but emphasizes the special significance of their understanding in a functional sense. Thus, this approach involves a rejection not of the acquisition of foreign language knowledge but of its recognition as an absolute intrinsic value and requires its subordination to the mastery of practical communicative skills to facilitate the transition for students from educational and training to actual foreign language professional communication.

At the same time, scientists (Glenberg & Gallese, 2012; Calvert & Sheen, 2015) aptly, in our opinion, emphasize the importance of providing conditions for activating not only speech but also other types of students' activity in the process of preparing for foreign language communication, primarily intellectual, which, on the one hand, serves as a trigger mechanism for the perception or production of foreign language utterances, and on the other hand, ensures the

assimilation of units and norms of a foreign language in the unity of their form, meaning and functions in speech. Therefore, they emphasize the importance of developing tasks not only for active, communicative activity in learning a foreign language but also cognitive and mental, in particular for solid assimilation of various types of language units and structures and rules for their adequate use in speech practice.

Conclusions. Given the above, we believe that implementing an activity-communicative approach to teaching a foreign language to students of veterinary specialties is a guarantee of forming in them the ability to communicate in a foreign language successfully. It creates the prerequisites for revealing their subjective position in mastering foreign language knowledge and gaining valuable practical experience of foreign language speech activity in various professional life situations. Its use contributes to strengthening the practical direction of the foreign language course for future specialists in the veterinary field and ensuring their readiness for active foreign language professional communication. It focuses on the selection, development, and use of methods, organizational forms, and means of teaching a foreign language to students of veterinary specialties in higher education institutions, which ensures their intellectual and communicative activity activation.

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