



## **Slovak international scientific journal**

№49, 2021

Slovak international scientific journal

VOL.3

The journal has a certificate of registration at the International Centre in Paris – ISSN 5782-5319.

The frequency of publication – 12 times per year.

Reception of articles in the journal – on the daily basis.

The output of journal is monthly scheduled.

Languages: all articles are published in the language of writing by the author.

The format of the journal is A4, coated paper, matte laminated cover.

Articles published in the journal have the status of international publication.

The Editorial Board of the journal:

Editor in chief – Boleslav Motko, Comenius University in Bratislava, Faculty of Management

The secretary of the journal – Milica Kovacova, The Pan-European University, Faculty of Informatics

- Lucia Janicka – Slovak University of Technology in Bratislava
- Stanislav Čerňák – The Plant Production Research Center Piešťany
- Miroslav Výtisk – Slovak University of Agriculture Nitra
- Dušan Igaz – Slovak University of Agriculture
- Terézia Mészárosová – Matej Bel University
- Peter Masaryk – University of Rzeszów
- Filip Kocisov – Institute of Political Science
- Andrej Bujalski – Technical University of Košice
- Jaroslav Kovac – University of SS. Cyril and Methodius in Trnava
- Paweł Miklo – Technical University Bratislava
- Jozef Molnár – The Slovak University of Technology in Bratislava
- Tomajko Milaslavski – Slovak University of Agriculture
- Natália Jurková – Univerzita Komenského v Bratislave
- Jan Adamczyk – Institute of state and law AS CR
- Boris Belier – Univerzita Komenského v Bratislave
- Stefan Fišan – Comenius University
- Terézia Majercakova – Central European University

1000 copies

Slovak international scientific journal

Partizanska, 1248/2

Bratislava, Slovakia 811 03

email: [info@sis-journal.com](mailto:info@sis-journal.com)

site: <http://sis-journal.com>

# CONTENT

## PEDAGOGY

<b>Afnas A.</b>	
THE CONCEPT OF TEACHING CAREER PROFESSIONALIZATION IN THE CONTEXT OF LIFELONG LEARNING.....	3
<b>Fedorenko S., Sharanova Yu.</b>	
ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR DEVELOPING CITIZENSHIP OF THE US UNDERGRADUATE STUDENTS.....	8
<b>Volodavchyk V.</b>	
STRUCTURAL APPROACH TO DETERMINING THE PROFESSIONAL MOBILITY OF FUTURE SPECIALISTS..	13
<b>Kovalova K.</b>	
COMMUNICATIVE COMPETENCE OF AGRARIAN ENGINEERS: THE ESSENCE AND STRUCTURAL COMPONENTS .....	17
<b>Orlova H.</b>	
A SYSTEMIC APPROACH TO THE SELF-CONCEPT DEVELOPING IN JUNIOR SCHOOL CHILDREN: A CURRICULUM AND IT'S EVALUATION .....	20
<b>Yandola K., Protsenko V., Kolisnyk D.</b>	
DEVELOPMENT OF cadets' CRITICAL THINKING.....	26

## STATE AND LAW

<b>Alabuzhev V., Vilkova N.</b>	
FREE CUSTOMS ZONE IN THE TERRITORIES OF ADVANCED SOCIAL AND ECONOMIC DEVELOPMENT, THE FREE PORT OF VLADIVOSTOK AND THE ARCTIC ZONE AS AN OPPORTUNITY TO IMPROVE RUSSIA'S POSITION IN THE GLOBAL ECONOMY.....	29
<b>Abrakhimov M., Gegotaulina L., Kulakova L.</b>	
CONSTITUTIONAL AND LEGAL ASPECTS OF APPLICATION OF MODERN INFORMATION TECHNOLOGIES IN STATE AND MUNICIPAL ADMINISTRATION .....	32
<b>Zvierieva K.</b>	
INSTITUTE OF FORCE MAJEURE CIRCUMSTANCES IN INTERNATIONAL PUBLIC AND PRIVATE LAW: PRACTICAL ASPECTS.....	35
<b>Lysak L.</b>	
EUROPEAN EXPERIENCE OF TAX SYSTEMS MODERNIZATION: CHALLENGES AND PROSPECTS FOR UKRAINE.....	44
<b>Makashov V.</b>	
ANALYSIS OF THE CURRENT STATE OF THE POPULATION'S HEALTH-IMPROVING PHYSICAL ACTIVITY IN THE CITIES OF UKRAINE (BY THE EXAMPLE OF DNIPRO CITY).....	49
<b>Ostapenko Y.</b>	
MODEL OF EVOLUTION OF ECONOMIC LEGISLATION OF UKRAINE .....	53
<b>Shpakov V.</b>	
INVESTMENT SECURITY OF UKRAINE: REGULATORY ASPECT.....	59
<b>Shchurevych L.</b>	
INSTITUTIONAL AND LEGAL FRAMEWORK FOR THE AGRICULTURAL POLICY REALIZATION IN UKRAINE IN THE CONTEXT OF THE EUROPEAN INTEGRATION.....	64

## COMMUNICATIVE COMPETENCE OF AGRARIAN ENGINEERS: THE ESSENCE AND STRUCTURAL COMPONENTS

**Kovalova K.**

*PhD, Associate Professor of the department of  
Ukrainian and Foreign Languages  
Vinnytsia National Agrarian University*

### Abstract

In the given article is examined the essence of the notion of «communicative competence» elaborated by Ukrainian and foreign scientists. In recent decades, the concept of "competence" has become increasingly apparent at the general didactic and general pedagogical level. Increased attention to this concept was also due to the recommendations of the Council of Europe in questions on the renewal of education. The authors define the structure of communicative competence of specialists differently (linguistic, speech, sociocultural, strategic and pragmatic competences; cognitive, emotional and behavior components), but it is indisputable that components, which investigators include in this notion, are inalienable from communicative competence. Considering the different approaches to the definition of "competence", we conclude in the article that competence is understood as the knowledge that a person must master in the learning process, the result of mastering the content of education, which should be manifested in future professional activities. According to the educational and qualification characteristics of an engineering specialist, students must have not only general technical and special skills, but also be able to find a common language with colleagues, perform a number of management functions.

**Keywords:** competency, agrarian education, communication, communicative competence, specialists.

### Actuality and formulation of the problem.

Ukraine's foreign and domestic policy, our country's entry into the European and world community pose new challenges for educators.

According to the Law of Ukraine "On Education", one of the main tasks of modern education is the formation of communicative competence based on the expansion of knowledge, skills and abilities which can increase productivity, as well as in life in general.

### Analysis of recent research and publications

Some scientists consider communicative competence as an integrated learning goal (O. Berdychevskyi, I. Bim, M. Vashulenko, V. Safonova, Y. Passov), others - as a component of speech (V. Skalkin) or foreign language (P. Serdyukov) competence.

The third group of researchers is convinced that communicative competence means a person's ability to communicate as a complex of multicomponent activity, the nature of which is influenced by various factors (A. Bogush, N. Galskova, O. Petraschuk, L. Bachman, A. Holliday, S. Savingnon).

**Formulation of the goals of the article.** The purpose of the article is to analyze the concept of "communicative competence" and determine the structure of communicative competence of future agrarian engineers.

**Presenting of the main material.** The quality of training of graduates of higher educational institutions, where the criterion is the professional competence, is considered from the standpoint of the UNESCO recommendation.

According to the educational and qualification characteristics of an engineering specialist, students must have not only general technical and special skills, but also be able to find a common language with colleagues, perform a number of management functions.

Engineers should carry out business communication in order to solve professional, social and production problems, establish contacts with partners, determine their own style of communication with managers

and colleagues, improve the psychological climate in the team, resolve labor conflicts, improve labor discipline, conduct business communication in a foreign language in oral and written forms in typical professional situations.

These tasks require a high and sufficient level of communicative competence of future engineers in today's conditions. First of all, it is necessary to define the essence of the complex concept of "communicative competence", which includes two concepts: "communicativeness" and "competence".

As for the concept of "competence", it is not new in foreign and domestic pedagogy. So, already in the 80s of the XX century the idea and term "competence" have been widely used in the United States and some European countries in connection with the problem of individualization of learning. Even then, an attempt was made to use the term "competence" in the sense of "educational result of the student."

In recent decades, the concept of "competence" has become increasingly apparent at the general didactic and general pedagogical level. Increased attention to this concept was also due to the recommendations of the Council of Europe in questions on the renewal of education. The Council of Europe has identified five groups of key competences. These include: communicative, technology, political, social and intercultural competencies, the ability to learn throughout life.

The meaning of the concept of "competence" was thoroughly developed by the British psychologist J. Raven in his works "Competence in modern society" and "Pedagogical testing".

Under "competence" he understands a set of cognitive and emotional components of effective human life and interprets this concept as motivated abilities [1; p. 224].

Russian researcher V. Bezrukov understands competence as "mastering the knowledge and skills that al-

low you to express thoughts professionally and evaluate opinions." [2; p. 46]. N. Lavrychenko defines the competence of the individual "as a psychological and social quality, which means strength and confidence, the source of which is a sense of success.

Competence contributes to the individual's awareness of his own ability to interact effectively with others. [3; p. 434].

I. Yermakov, having analyzed the views of the scientists from Ukraine, Ireland, France, Switzerland, Scotland, Austria, Greece, Russia, came to the conclusion that, despite differences and different interpretations of the term "competence", we can see that for scientists from different countries skills that are necessary for real life are considered: professional, skills of adequate application of knowledge, obtaining information, updating knowledge and continuing education, self-education, social and communication skills, ability to solve problems and controversial issues or conflicts, work in a team, feel responsible, etc. . [4; p. 114].

O. Kucher defines competence "as a general ability of an individual, which is characterized by the presence of specific skills and abilities based on knowledge, to effectively perform certain activities or perform a certain function." [5; p. 235–236].

A. Bogush interprets competence "as a complex characteristic of the personality, which absorbs the results of previous psychological development, knowledge, skills, abilities, creativity, initiative, independence, self-esteem, self-control." [6; p. 3].

Considering the different approaches to the definition of "competence", we can conclude that competence is understood as the knowledge that a person must master in the learning process, the result of mastering the content of education, which should be manifested in future professional activities.

There is also no common point of view in Ukrainian and foreign pedagogical literature on the definition of key competencies that should have a modern educated person, but most researchers, including I. Zymnya, V. Kraevskiy, A. Khutorskiy identify communicative competence as key.

As noted above, the concept of "communicative competence" encompasses two concepts: "communicativeness" and "competence".

Let's move on to consider the concept of "communicativeness". Yu. Khanin defines "communicativeness" as the unity of three components: the need for communication, emotional state before, during and after communication, communication skills and abilities [7; p. 138].

V. Kan-Kalik characterizes communicativeness as a multifaceted phenomenon that combines a number of components, among which sociability, social unity, and altruistic tendencies are of special importance.

The author emphasizes that "sociability" should be understood as a person's ability to feel pleasure from the process of communicating with other people. Altruistic tendencies in a person's emotions are related to the desire to bring joy to the people with whom he communicates, to empathize with the joy of another, and so on.

When studying the concept of "communicative competence", we can not ignore the process of communication, because they are interconnected. According to B. Parigin, "communication is a complex and multifaceted process, which can be both a process of interaction of individuals and information; to be considered as the attitude of people to each other and to be a process of their mutual influence and a process of their empathy and mutual understanding".

The role of communication is important in the learning process, as the latter has a pronounced communicative and interactive nature.

Personality is formed in the activities carried out by him and which is an indicator of its mental and social qualities, which shape its language behavior [8; p. 187].

The conceptual foundations of the study of the phenomenon of communication have been developed in the works of V. Bekhterev, O. Leontiev and other psychologists, who consider communication as a necessary condition for human development, socialization and individualization.

A. Derkach and N. Kuzmina point out that communication acts not so much as an exchange of information, but as a process of interaction and mutual influence.

During communication as a result of systematic contacts in the course of joint activities, its participants receive a variety of knowledge about themselves, their friends, ways to most rationally solve problems.

For all the variety of approaches of scientists to the role and function of communication, we can say that they all come down to the uniqueness of the role of communication in both the development and functioning of the individual.

The above analysis of the categories "communication", "communicativeness", "competence" serves as a methodological basis for considering the essence and structure of communicative competence of the individual.

The term "communicative competence" was first introduced into scientific usage by D. Heims, who defined it as "knowledge that provides an individual with the opportunity to carry out functionally-oriented speech communication, and what speakers need to know to achieve success in communication in a foreign culture". [9; p. 271].

In the works of L. Petrovska "communicative competence" is interpreted as a complex formation that includes knowledge of socio-psychological factors and the ability to use them in specific activities, understanding motives, behavioral strategies, frustrations, the ability to understand group socio-psychological problems, understanding of possible obstacles on the way to mutual understanding, mastering the technology and psychotechnics of communication.

The composition of communicative competence includes a certain set of knowledge and skills that ensure the effective course of the communicative process [10; p. 178].

A. Dobrovych considers communicative competence as a constant readiness for contact. This is explained by scientists from the standpoint of consciousness, thinking. The scientist believes that a person

thinks and this means that he lives in a mode of dialogue, taking into account the ever-changing situation in accordance with his intuitive expectations of his partner.

L. Stolyarenko characterizes communicative competence as the ability to establish and maintain the necessary contacts with other people.

Effective communication is characterized by the achievement of mutual understanding by partners, better understanding of the situation and the subject of communication.

Communicative competence is considered as a system of internal resources needed to build effective communication in a range of situations of interpersonal interaction [11; p. 256].

M. Zabrotskyi and S. Maksymenko interpret communicative competence as a certain integral characteristic of communication, which indirectly expresses the moral and ideological attitudes of the individual.

It is clear that even today scientists do not have a single point of view on the interpretation of communicative competence in training and education in general.

Some scholars consider communicative competence as an integrated learning goal (I. Bim, M. Vashulenko), others - as a component of speech (V. Skalkin) or foreign language (I. Serdyukov) competence, others - as a person's ability to communicate as a complex multicomponent speech activity, the nature of which is influenced by various factors (A. Bogush, L. Bachman, S. Kozak, O. Petraschuk, A. Holliday).

The views of scientists also differ on the structure of communicative competence.

For example, L. Bachmann identifies three main components in the structure of communicative competence: linguistic, strategic and psychomotor skills (cognitive processes).

According to M. Vyatyutnev, communicative competence includes: "1) knowledge of grammar and vocabulary; 2) knowledge of the rules of communication (you need to know how to start and end a conversation, what topics can be discussed in different types of speech events); 3) usage of speech means". [12; p. 54-60].

Unlike M. Vyatyutnev, N. Gez in the composition of communicative competence, in addition to the above components, has mentioned such a component as the ability to relate language tools to the tasks, conditions of communication and understanding of relations between communicators.

The most extensive structure of communicative competence was proposed by Yu. Fedorenko, highlighting:

- a) language competence (language knowledge: lexical, grammatical, phonetic and spelling);
- b) speech competence, which covers four types of communication (listening, speaking, reading, writing);
- c) competence related to the process of speaking (dialogic and monologue speech);
- d) lexical competence, in particular knowledge of vocabulary and speech lexical skills; grammar - knowledge of grammar and speech grammar skills;
- e) phonetic, which involves phonetic knowledge and speech-hearing-pronunciation skills;

f) socio-cultural competence related to the country studies and linguistics. The author is convinced that the phenomenon of communicative competence and its nature require the inclusion of many elements in its structure. [13; p. 65].

Yu. Fedorenko considers communicative competence as a set of linguistic, speech, sociocultural, sociolinguistic, strategic, discursive competences. According to I. Vorobyova, communicative competence consists of linguistic, sociocultural, sociolinguistic competence.

Among foreign scientists who study the problem of formation of communicative competence, there are also differences in views on its structure. M. Svein proposed a model of communicative competence with three components: grammatical, sociolinguistic and strategic competence.

D. Larsen-Freeman identified such components in the model as: linguistic form, pragmatic competence, interacting patterns and strategic competence.

S. Savignon names four components of communicative competence, they are: 1) grammatical competence (grammatical level of a sentence); 2) sociolinguistic competence (understanding the social context in which language is used); 3) discursive competence (understanding how to connect separate language forms into a single whole); 4) strategic competence (compensation for imperfect knowledge of the rules, imperfect mastery of something). [14; p. 130].

S. Bloom-Kilka and I. Levenstone proposed to expand the concept of "communicative competence", involving in its structure semantic competence, which, according to scientists, consists of an understanding of homonymy, antonymy; ability to avoid specific terms by means of paraphrases; ability to recognize degrees of paraphrase equivalents.

According to D. Izarenkov, communicative competence is formed through the interaction of three basic components:

- language competence associated with the linguistic organization of communicative units
- subject, which is responsible for the content of statements and provides knowledge about the fragment of the world that is the subject of speech;
- pragmatic, which reveals the communicative intentions of the speaker, the conditions of communication, forms the ability to use utterances in certain speech acts, correlating them with the intentions and conditions of communication. [15; p. 56].

Conclusions. Thus, on the basis of the analyzed scientific sources and professional literature the essence and structure of communicative competence of the future agrarian engineers are specified. It is defined as the possession of communicative knowledge, skills and abilities necessary for the agrarian engineers to carry out speech activities in the educational and professional sphere. The authors define the structure of communicative competence of specialists in different ways (linguistic, speech, sociocultural, strategic and pragmatic competence; cognitive, emotional and behavioral components), but there is no doubt that the components that researchers include in this concept are an integral part of communicative competence.

### References

1. Raven John. Competence in modern society: identification, development and implementation / John Raven; [trans. with English] /. - M.: Kogyto-Center, 2002. - (Original work).
2. Bezrukov V. S. Dictionary of new pedagogical thinking / VS Bezrukov /. - Ekaterinburg: Alternative pedagogy, 1996.
3. Pedagogical socializations: European outlines. - Kyiv: VIRA, 2000.
4. Life competence of the individual: science. - method. manual / for ed. L.V. Sokhan, IG Yermakova, G.M Nesen. - K.: Bogdana, 2003.
5. Kucher O.A. To the problem of formation of civic competence of secondary school graduates / O.A. Kucher // Proceedings of the First International Socio-Pedagogical Conference, Lutsk, April 26-27, 2006. - Lutsk, 2006.
6. Bogush A.M. Speech development of children: essence and ways of realization / AM Bogush // Pre-school education, 1999. - № 6.
7. Khanin Yu.L. On the question of assessing the communicativeness of the individual. Communication as a subject of theoretical and applied research / Yu.L. Hanin. - L., 1972. - (Original work).
8. Philosophical Dictionary / ed. I.T. Frolova. - 5th ed. - M.: Politizdat, 1987.
9. Hymes D. On Communicative competence/Sociolinguistics by J.B. Pride, J. Holmes. - Harmondsworth: Penguin, 1972.
10. Petrovskaya L.A. Competence in communication. Socio-psychological training / L.A. Petrovskaya/. - M.: MSU, 1989. - (Original work).
11. Stolyarenko LD Pedagogy: a textbook / L.D. Stolyarenko /. - Rostov-on-Don, 2003.
12. Vyatyutnev M. N. Traditions and innovations in the methodology of teaching Russian as a foreign language / M.N. Vyatyutnev // Russian language abroad. - 1985. - № 5.
13. Fedorenko Yu.S. Communicative competence as the most important element of successful communication / Yu.S. Fedorenko // Native school. - 2002. - № 1.
14. Savignon S. Evolution of Communicative Competence: The ACTFL "Provisional Proficiency Guidelines" / S. Savignon // The Modern Language Journal. - 1985. - Vol. 59.
15. Izarenkov D.I. Basic components of communicative competence and their formation at the advanced stage of training of non-philological students / D.I. Izarenkov // Russian language abroad. - 1990. - № 4.

## A SYSTEMIC APPROACH TO THE SELF-CONCEPT DEVELOPING IN JUNIOR SCHOOL CHILDREN: A CURRICULUM AND IT'S EVALUATION

*Orlova H.*

*postgraduate student, Institute of Problems on Education of the NAES of Ukraine, Kyiv*

### Abstract

The content of the self-concept, self-evaluation and self-regulation are the main components of the systemic approach to the self-concept developing. Despite being accepted theoretically, this principle is under-represented in empirical studies, including those discussing the methods of developing children's self concept in a school setting. Based on these principles, we suggested a curriculum for developing children's self concept in after school activities. The curriculum was tested on 64 primary school students, who were divided into control and experimental groups. In the experimental group we observed significant increase in the volume and differentiation of the self-concept, self-esteem and value attitude to the self, levels of aspirations, perseverance and desire for independence. We concluded that the systemic approach targeted at the content of the self-concept, self-evaluation and self-regulation promises good outcomes.

**Keywords:** self-concept, self-esteem, systemic approach, primary school, curriculum, pedagogical technology.

### 1. INTRODUCTION

Forming a holistic personality is one of the main tasks of the modern educational system. Harmonious development and reaching the full personal potential is impossible to imagine without a high level of self-awareness and a well developed realistic, positive and comprehensive self-concept. And taking into account that the foundation of personality development is laid in sensitive periods of early childhood, attention to the self-concept should be paid since the first days of a child's life.

The importance of the self-concept of children has led to a significant interest of scientists in this phenomenon. The development of self-concept in younger children is well studied (e.g. Shaidenkova, & Peshkova, 2017; Pyrmagomedova, Nagiyeva, & Suleymanova, 2015; Vitushkina, & Kruzhilina, 2014; Egorov, 2002).

The self-concept of a child is formed in his or her active interaction with the world. In this process a child faces positive and negative emotional experiences and receives feedback from the environment. Based on this information the totality of all child's ideas about himself or herself, combined with their assessment (R. Burns, 1979) is built. As the child ages, his or her self-concept becomes more precise and it's content becomes more differentiated.

By age 5 most children are ready to start attending school. Learning in a school setting brings development of a child's self-concept to the next level, as their daily activities become more dense, structured, and by design focused on their development. In such a setting specialists have time, space and power to intentionally direct the development of children's self-concept. It leads to a higher level of responsibility, as in this still overly