

IMPACT OF STUDENT MOBILITY IN AGRO-ENGINEERING UNIVERSITIES ON DEVELOPMENT OF VOCATIONAL SPEECH CULTURE

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Abstract. The article substantiates the essence of the phenomenon of vocational speech culture. It is emphasized that the professional-speech culture of the future specialist of the agro-industrial complex, acquired on the basis of speech culture, includes as an integral part in the professional-speech communication culture, which is realized in the form of conscious selection and use of those language tools that will help exercise professional speech impact in specific cases of speech communication. The undoubted factor in the development of students' vocational-speech culture is the mobility of students of agro-engineering universities. Occupational mobility is considered as an important component in the psychological and pedagogical portrait of a university student in an agro-engineering field. Considering the essential characteristics of professional mobility, it is seen that the researchers identify in its structure the internal and external component. Internal is submitted to the personal qualities of the student in determining his ability to quick and efficient development of new realities in the professional life. And the external component appears in the horizontal and vertical directions of the position of the future specialist in various social and professional social structures. The productivity of professional mobility is a reflection of the development of qualitative personality characteristics, including vocational speech culture. Mobility and vocational culture provide a sustainable interdependence of education and the labor market.

Keywords: vocational speech culture, mobility, communicational skills, future specialist.

Introduction

Addressing the problem of formation of vocational speech culture of future engineers through student mobility in the context of the methodological requirements of the modern educational paradigm requires clarifying the phenomenological and categorical analysis of the concepts "student mobility", "vocational speech culture" and "competence approach".

According to the Bologna process, two types of academic mobility are classified as "vertical" and "horizontal" ones. Vertical mobility implies full student education for a degree at a higher educational institution. Horizontal mobility is education for a limited period of time (semester, academic year) [1].

In a retrospective context, the development of the concept of student mobility took place within the framework of the scientific development of the fundamental category "mobility" [2]. Horizontal student mobility can be of two categories: academic and practical. Both categories motivate the rapid dynamics of the development of personal qualities, systematization of educational skills and abilities, as well as the development of students' professional qualities. The formation of vocational speech culture is strengthening of the practical orientation of the theoretical knowledge of vocational speech culture and communicational skills through their implementation in real conditions. The experience of European universities in solving problems of student mobility is also used in domestic practice. For example, in Germany there are more curricula in English that take into account the needs of foreign students. In addition, foreign students are given preference upon entering universities. With an appropriate level of knowledge, the chances of enrollment are very high. In Germany, the Academic Exchange Service (DAAD) operates. It is an organization uniting German higher education institutions and promoting the development of academic relations abroad, primarily through student exchanges [3].

In Sweden, foreign students' stay includes a set of carefully selected courses, an agreement on the transfer of credit points, housing, assistance in adaptation and social activities. The most extensive exchange system is the Erasmus Program. The aim of it is to promote student and teacher mobility in Europe. The program brings together 27 states of the European Union. A student participating in the Erasmus Exchange Program may spend from three months to a full academic year abroad [4].

The concept "mobility" is closely related to the concept "competence-based approach", because particularly this approach is the methodological continuation of the traditional knowledge educational paradigm. The experience of the European universities in solving problems of student mobility is also used in domestic practice. In the Stavropol State Agrarian University there are several student mobility programs. Students of engineering courses can choose the DAAD Program, the APOLLO Program

(agricultural practices in Germany, study in Germany), the Erasmus Exchange Program, summer school in Italy, etc.

The purpose of the research is to consider the possibility of the formation of vocational speech culture through the mobility of students in the context of the methodological requirements of the modern educational paradigm.

Materials and methods

The experiment was conducted at the Stavropol State Agrarian University, the Department of Electric Power Engineering through the course “Russian Language and Culture of Speech”. Two groups were formed. The training had the same educational program. After completing the course, the students of the experimental group participated in various student mobility programs. Later they were tested and questioned once again.

The professions related to engineering belong to such professions, in which speech competence is surely one of the main components of the professional competence of such a specialist, which must be taken into account when training students of agrotechnical universities. It must necessarily include training in effective speech communication on professional topics. The culture of speech is an integral part of the general culture of a person in professional training of a specialist in the agro-industrial complex.

Successful professional activity of a specialist is determined largely by the knowledge, skills and communication skills that should be mastered by future engineers. Acquired knowledge of speech culture will help correctly and accurately express their thoughts by means of language.

Analyzing the value of speech culture, we can highlight the main points, which are necessary for the further professional activity of the specialist:

1. mastering the basics of knowledge of language culture and speech communication;
2. abiding the basic norms of the modern literary language;
3. development of an intolerant attitude to the language of negligence;
4. ability to analyze their own speech and the speech of others;
5. understanding the causes of speech and grammatical errors and the ability to correct these errors;
6. enrichment of their own vocabulary at the expense of professionalism;
7. enrichment of vocabulary through the rules of good speech.

Culture, education, professionalism of the specialist is largely based on the fluency of expressive means of oral and written speech.

Thus, professional and speech culture is an integrative property of the personality, which helps regulate speech activity in the process of solving professional problems, has an active impact on the process of development and self-development of social and value characteristics of the personality, which allows to perform professional and communicative functions in various speech situations, to prevent and eliminate negative manifestations of behavior.

Studying the concept “mobility”, we are faced with the definition “professional mobility”. In modern science interpretations of professional mobility are given in the narrow professional and broad social meanings of the word. For example, M.I. Dyachenko and L.A. Kandybovich actualize only generalized professional knowledge in the basis of professional mobility, skills and abilities of a specialist, which are necessary to solve production problems effectively [3;4].

D.V. Chernilevsky, conceptually defining professional mobility, considers it as necessity of structuring it not only with knowledge, abilities and skills of production character, but also with the system of knowledge, abilities and skills, which are necessary for the specialist to protect and strengthen his mental and physical health, demographic development, which determine the ability of the employee to preserve national traditions and relevant culture, rational use of natural resources and environmental protection. In such a definition, professional mobility is interpreted as a multifaceted concept that integrates diverse areas of human knowledge and the corresponding most generalized skills and abilities [5].

L.A. Amirova gave the formulation to the basic understanding of professional mobility in the context of actualization of a certain method of a specialist’s reaction to the objective reality, which

determines his ability to implement a specific life strategy of behavior and activity, a certain life position of his personality in the aspect of relations to the socio-cultural world and the world of the profession, which is the kind of foundation of professional human activity. At the same time, the researcher interprets the concept of professional mobility as an existential orientation of the worker's personality, defined as a value-semantic construct that creates at a certain point in professional life, the necessary forms of personal mobilization of a specialist, adequate to the specific conditions of the socio-cultural and professional environment. In this regard, professional mobility, which is an existential orientation of the employee's personality, in the implementation of the relevant process of vocational training is transformed into an integrative personal quality of a specialist, manifested in the conditions of a particular profession and relevant activities as a potential and actual mobility of his personality [1;6;7;8].

Turning to the consideration of the essential characteristics of the phenomenon of professional mobility, it is necessary to pay attention to the fact that domestic researchers actualize the internal and external components in its structure. The inner one is represented by the personal qualities of a specialist, which determine his ability to master new realities in professional life quickly and effectively. In this regard, internal professional mobility is understood by domestic authors as a set of personal characteristics of specific forms of professional behavior (creative aspirations, motivation for continuous self-improvement and self-actualization, the ability to reasonable professional risk, initiative, entrepreneurship in society, in the workplace, etc.). In turn, the external component of professional mobility is manifested in horizontal and vertical transformations of the positions of specialists in various socio-professional social structures.

In this context, the update of modern paradigmatic foundations of Russian vocational education involves the methodological use of competence-based approach. In its significance, the competence approach is a methodological alternative to the traditional knowledge educational paradigm. It is obvious that the effectiveness of vocational education currently makes no sense to evaluate only the sum of the qualitative levels of training in various disciplines. Such effectiveness should be determined by the degree, to which future professionals are introduced to the whole system of their professional activities. The concept of competence is broader than the concepts of knowledge and skills. It certainly integrates them into itself. Without any doubt, the concept refers to the phenomena of a different semantic order, as it includes not only cognitive and operational-technological components, but also motivational, ethical, social and behavioral ones.

Results and discussion

As noted earlier, the course, on which the experiment was conducted, was divided into two groups. The control group consists of 60 students and the experimental group includes 20 students. Both groups mastered the same program, passed the test successfully. The results are shown on Fig. 1 and 2.

The test identifies three main research criteria: language competence, speech competence and behavioral competence. Language competence is expressed in the knowledge of phonetics, vocabulary, grammar and style. Speech competence includes professional competence: it is the construction of logical speech, presentation with a scientific report, conducting of own strategy and tactics to influence the opponent. Behavioral competence is characterized by the ability to control emotions, guide the dialogue in accordance with the needs of professional activity, compliance with etiquette standards. After completion of the course, the following sections were tested and surveyed: test on grammar, presentation of a scientific report and participation in professional discussion. The results at the beginning of the experiment did not have large differences. But it was seen that the tasks of the theoretical block students performed much better than the tasks containing the communicative component in both groups. Communication skills are manifested in cooperation and collective production activities. Communicative abilities include:

- correctness, content, logic, clarity, relevance and expressiveness of speech;
- knowledge and understanding of oneself, one's own motives and possibilities in the sphere of professional-speech culture of communication;
- ability to predict interpersonal events;

- knowledge of basic communication techniques;
- possession of public speaking skills and the ability to avoid conflicts in communication.

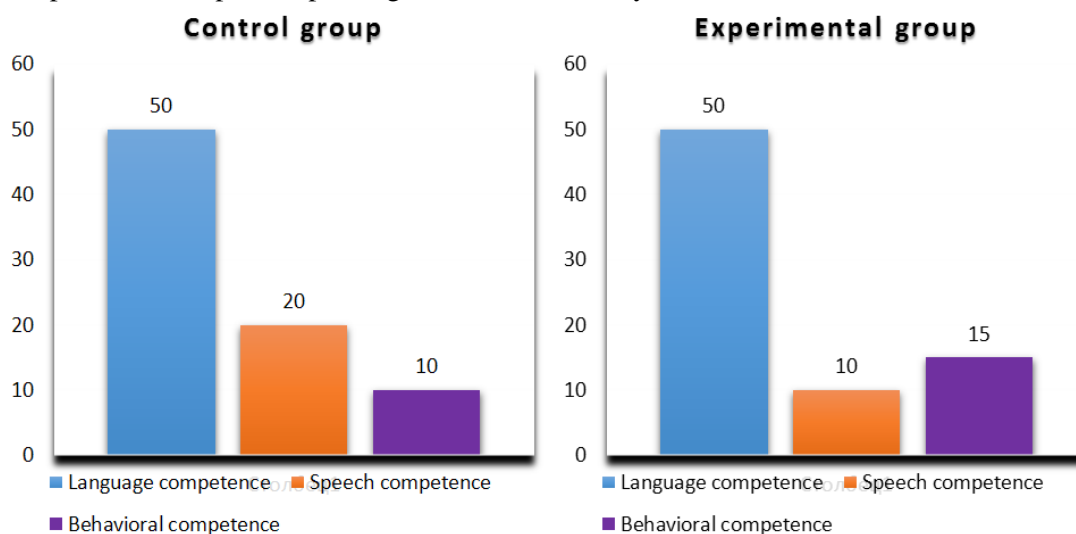


Fig. 1. At the beginning of the experiment

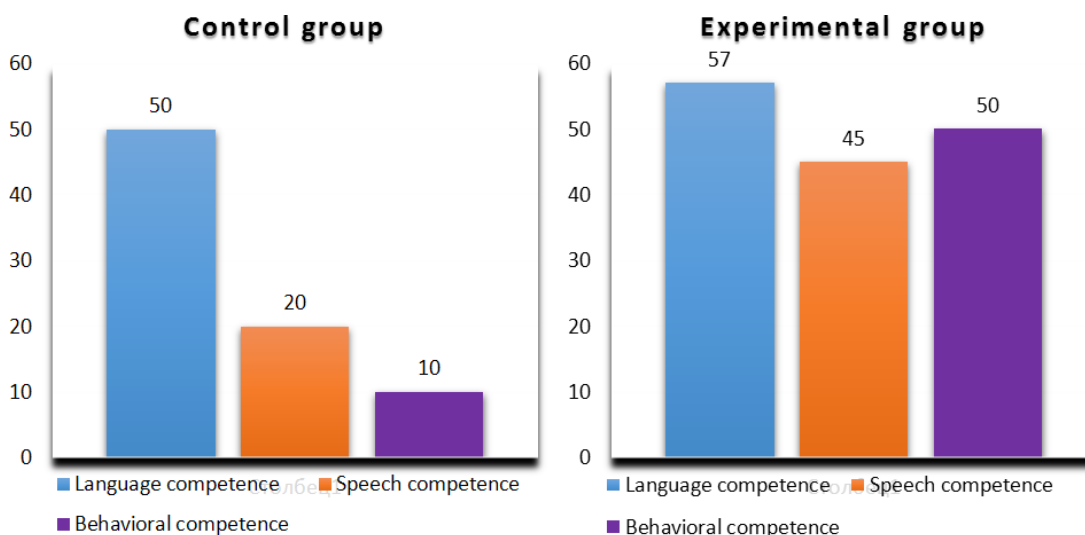


Fig. 2. At the end of the experiment

The control group continued their education. The students of the experimental group were included in different mobility programs.

On return to the university, two groups were tested and surveyed in the same sections again.

It should be noted that the results of the control group have not changed. The results of the experimental group have reached a sufficiently high level in all sections. We can say that there is a communicative portrait of the competence approach of a competitive specialist.

Also in the field of activity of the specialist of agro-industrial complex the competence approach also includes the ability to advise, discuss the project, plan, program and the process, to make a report. These skills were successfully demonstrated by the students of the experimental group after the completion of the mobility program.

Conclusions

In the context of the problem of formation of vocational speech culture through the mobility of the students the competence approach allows:

1. Structure the designated mobility of the future specialist in the form of a holistic set of specific competencies that can be formed, updated and activated in educational activities as significant life and educational and professional problems;
2. Provide a stable interdependence of education and mobility, focusing the first component on the need to integrate into the process of training future professionals practice-oriented, life-professional problems and situations.

Thus, in relation to professional and speech culture, student mobility within the competence approach, which is researched by us, allows the right to assert that changes in the conditions of education and life have an effective impact on the development and self-development of future engineers, specialists of agriculture.

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