

*It is generalized that the purpose of the terminological component of vocational training of the future document managers in the conditions of university education is to develop skills to work with terms in accordance with the specialty, translate and use in the professional text clear and unambiguous terms. Cultural approach allows considering vocational training of the future document managers as a set of cultural components on a wide cultural background of society, taking into account the cultural situation. For the philological analysis on documentary-linguistic and culturological disciplines classes it is offered to familiarize with the works of modern poet and active public figure Serhei Zhadan, who works in the genre of postmodernism.*

**Key words:** *document, future document manager, university education, professional communication, vocational and communication training, vocational and communication skills, term, terminological component, culturological component, educational process.*

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## **DIAGNOSTICS OF MOTIVATION AND VALUE COMPONENT OF BUSINESS COMMUNICATION CULTURE OF THE FUTURE SPECIALISTS IN AGRICULTURE**

*The paper deals with the problem of evaluation of business communication culture levels of the future specialists in agriculture. The aim of the study is to research the state of development of motivation and value component of business communication culture of the agrarian university students. Motivation criterion indexes are studied with a complex of methods (survey, questionnaires, interviews with students and teachers, testing and pedagogical observation of students' communicative activity). The results of the research show that the current system of training in agrarian universities does not provide the appropriate level of the development of motivation and value component of business communication culture. It proves the necessity of the development of efficient methods and technologies to raise students' motivation to communicate both in native and foreign languages.*

**Key words:** *prospective specialists in agriculture, business communication culture, diagnostics, criteria, indexes and levels of development of motivation and value component of business communication culture.*

**Introduction.** A modern agriculture specialist should be an intelligent person and this fact calls for developing a system of profound training in agrarian universities in order to prepare competent specialists capable to perform their responsibilities professionally and possess high ethical values. This task becomes more complicated when it refers to the formation of the personality of the future specialists in agriculture as far as the system of their competences and professional strengths should include certain characteristics which enable them to

be effective in searching activities in their future job. Taking this into account, it is necessary to mention that the communicative aspect of training of prospective specialists in agriculture becomes really significant. Therefore, while training such specialists we should pay attention to the formation of business communication culture which is an important constituent of general culture of the personality and professional accomplishments.

**Analyses of relevant research.** The term “business communication culture”, that appeared in psychological and educational sources at the end of the XX century, often refers to a part of general culture of a specialist, a high level of business communication skills, a certain quality of communication, an ability to create a favourable atmosphere for a business talk (Baieva, 2001; Chmut & Chaika, 2007; Hooker, 2008; Mattock, 2003; Niemeier, Campbell & Dirven, 1998; Sellin & Winters, 2005).

Modern researchers consider professional and business communication culture of prospective specialists in different branches as: a personal professional integral dynamic quality, capable to self-development (Rembach, 2005); the main index of communication quality and effectiveness (Riabushko, 1999); a compositive ethical and professional formation (Vyshnevskaya, 2002); an integral dynamic structural and level quality of a personality (Ihnatenko, 2011); polystructural dynamic system formation of a personality (Danilova, 2008); an obligatory component of professional activity of specialists and a means of professional skills improvement (Baranovska, 2005).

The research of the theoretical base of the problem has shown that business communication culture (BCC) of prospective specialists in agriculture refers to an integral personal quality which involves a certain level of knowledge and skills of organizing communication in business and developed skills of verbal and non-verbal behavior in professional and business situations with local and foreign agrarian partners that allows to make psychological contact and organize an efficient professional cooperation.

On the basis of the analysis of structural components of BCC of specialists in different branches and a careful study of professional activity of agriculture specialists we distinguish three interrelated components in BCC structure, namely motivation and value, cognitive and educational, professional and communicative. In our opinion, these components describe the content of BCC of agriculture specialists and determine consequently the ways and means of its formation and correction.

Motivation and value component of BCC reflects an internal aspect of communication in professional activity of agriculture specialists, i.e. understanding of the necessity to develop business communication culture; communicative and ethical motives and needs; the system of values which determine specialist's orientation to partnership and cooperation in the process of solving professional and business tasks.

The function of motivation and value component is to consider business communication culture as a personal value and to stimulate students for business communication. It enables prospective specialists to interpret a sense of basic principles of professional cooperation and it has a positive impact on the development of system values that also stimulate the development of business communication culture.

In order to estimate motivation and value component of BCC of prospective specialists in agriculture we distinguish motivation criterion which allows to determine the level of the development of motives to improve business communication culture as well as the level of development of communicative needs, personal and professional values and positive attitude to business communication culture that contributes to the process of self-improvement of prospective specialists and leads them to be successful.

According to the results of theoretical and experimental research, we distinguish the following indexes of motivation and value component:

1) strong (internal and external) motivation of business communication culture (it appears and develops on the basis of the needs which are the source of activity of a young personality, regulate his or her behavior and determine his or her feelings and willpower);

2) availability of cognitive and communicative needs (interest to solve complicated tasks in business communication (by the means of native and foreign languages);

3) development of system of values in professional cooperation (acquired social norms and requirements that determine the activity of prospective specialists in agriculture and the choice of means to represent their views and personal attitude to people, events and circumstances in business, nature, environment and everyday life);

4) understanding of the significance of business communication culture to succeed in the future career (how a student imagines himself or herself as a successful skilled specialist with high level of professional culture, it leads to making decisions and performing appropriate actions and then results in personality changes) (Silchuk, 2016).

**The aim of the study** is to research the state of development of motivation and value component of business communication culture of prospective specialists in agriculture in agrarian universities.

In order to make diagnostic research it was necessary to solve the following tasks: 1) to develop methods of research of motivation and value component of the development of business communication culture according to the distinguished criterion and indexes; 2) to estimate the level of development of motivation and value component of business communication culture of prospective specialists in agriculture under the conditions of the traditional system of professional training in agrarian universities.

**Research methods** include analysis of scientific works concerning problems of development of communication culture of prospective specialists and namely agriculture specialists, a complex of diagnostic methods, such as a survey which was done with the help of questionnaires; talks to students and teachers; testing and pedagogical observation of students' communicative activity.

The diagnostic stage of research involved 100 Master course students specialized in such branches as "Agronomy" and "Technologies of environment protection" at Poltava state agrarian academy.

In order to run diagnostics of the development of motivation and value component of BCC of prospective specialists in agriculture we researched such characteristics as motivation to develop communication culture, availability of cognitive and communicative needs, development of system of values in professional cooperation and understanding of the significance of business communication culture to succeed in future career. The students were offered: 1) a questionnaire to estimate students' motivation to develop business communication culture; 2) a questionnaire to evaluate the availability of cognitive and communicative needs; 3) a questionnaire to estimate the significance of business communication culture for future career; 4) a test to appraise the development of system of values of prospective specialists in agriculture.

**Results.** In order to collect data concerning the first index of motivation and value component of BCC we interviewed the future specialists in agriculture. The table 1 shows the examples how the students of experimental groups answered the questions.

*Table 1*

**General answers of students in the questionnaire to estimate motivation to develop BCC**

Questions	Typical answers (%)
1. In your opinion, does the development of BCC depend on a person or a teacher who must teach communication culture?	- it depends on a person – 17 % - it depends on a teacher who must teach communication culture – 34 % - it depends both on a person and a teacher – 49 %
2. Can you develop business communication culture on your own without anybody's help?	Positive answer – 49 % Negative answer – 51 %
3. Is enough attention paid to the development of BCC at your university?	Positive answer – 37 % Negative answer – 63 %
4. What role does BCC play for students in the process of studying at university?	- BCC plays an important role for Master course students – 67 % - BCC represents the level of professional competence of Master course students – 12 % - BCC is a means to succeed in future career – 21 %

5. What is necessary to do in order to make the process of the BCC development more efficient?	<ul style="list-style-type: none"> <li>- to add a special subject to the training program at universities – 40 %</li> <li>- to increase a number of classes for humanities – 17 %</li> <li>- to have a special subject “Business communication culture” – 43 %</li> </ul>
6. Are you interested in the improvement of your level of BCC?	<p>Positive answer – 45 %                  Negative answer – 55 %</p>
7. Do you want to become proficient in modern innovative technologies to develop your business foreign language competence?	<p>Positive answer – 54 %                  Negative answer – 46 %</p>
8. What does self-development of BCC involve, in your opinion?	<ul style="list-style-type: none"> <li>- to use Internet resources – 55 %</li> <li>- to attend a library – 5 %</li> <li>- to read scientific works concerning this problem – 7 %</li> <li>- to attend workshops offered by successful businessmen – 15 %</li> <li>- to talk to experienced specialists in BCC – 18 %</li> </ul>
9. How do you evaluate your BCC level?	<p>Low level – 16 %                  Intermediate level – 84 %                  High level – 0 %</p>
10. Do you have a need to improve your business communication skills in Ukrainian and English?	<p>Positive answer – 51 %                  Have not decided – 7 %                  Negative answer – 42 %</p>
11. Do you read scientific psychological and pedagogical works concerning this problem?	<p>Positive answer – 49 %                  Negative answer – 51 %</p>
12. Do you agree that business communication culture is an essential component of specialist professional competence?	<p>Positive answer – 44 %                  Have not decided – 6 %                  Negative answer – 50 %</p>

The analysis of the students' answers allows distinguishing the following levels of motivation to develop BCC of prospective specialists in agriculture: 1) a low level – the interviewees do not show any interest in business communication culture and are not motivated to develop it – 51 %; 2) an intermediate level – it is characterized with unstable motivation to develop communication culture which is represented in personal sphere mainly – 48 %; 3) a high level – conscious motivation to develop BCC, these students consider business communication culture to be an integral component of professional competence of modern specialists – 1 %.

The development of motivation and value component of BCC of prospective specialists in agriculture also involves the availability of cognitive and communicative needs. In order to estimate the availability of this index of BCC

interviewees were offered to answer the following questions: 1) Are you interested in communication problems? 2) What is the role of communicative skills in your future job? 3) Do you think that your future professional activity will allow you to demonstrate your communicative skills? 4) Which communicative skills do you want to develop? 5) What is the role of communication in English in your future professional activity? 6) Are you good at business talks? 7) Do you often feel confused while talking to new partners? 8) Do you always find it difficult to deal with critical situations? 9) Would you like to be engaged in research or practical activity in future? 10) Do you like being engaged in volunteer work?

The answers to these questions were evaluated on a scale from one to five according to such characteristics as accuracy, completeness, thoroughness, solidity and logic.

The analysis of the answers showed that the majority of students are interested in communication problems, although not all of them can explain the role of communicative skills in their future career. 15 % of students suppose that communicative skills are necessary for modern specialists in agriculture and can be useful to do well. 67 % of students answered that professional knowledge and skills were more important than communicative skills. 16 % of interviewees admit that communicative skills are significant to make contacts with colleagues. Only 2 % of students consider communicative skills to be the index of culture and proficiency of modern specialists.

Here are the students' answers to the question "Which communicative skills do you want to develop?": "to prove that I am right", "to give reasons to my point of view", "to speak clearly", "to get a partner interested", "to understand a partner", "to be reserved", "to have business communication style", etc. The received data prove that the majority of students do not have a clear vision of the term "communicative skills" and confuse it with such terms as "type of communication", "form of business communication", "character trait", etc.

The interviewees' answers to the question "What is the role of communication in English in your future professional activity?" show that foreign language communication:

- 16 % – will help to find a prestige job in Ukraine or abroad and is an important factor of a successful career;
- 14 % – will allow communicating with foreign partners, facilitate mutual understanding and improve cooperation;
- 68 % – is not a key skill in their future professional activity;
- 2 % – raises intellectual, cultural and professional level.

With reference to the analysis of the data received in the process of diagnostic research concerning students' cognitive and communicative needs, we can state that more than half of the interviewees have a need to communicate in their future professional activity. However, this need is not vital for them while studying at agrarian university. Therefore, while studying

the humanities (e.g. “Business English”, “Science philosophy, psychology and pedagogy”) students satisfy those needs that are more currently important for them, such as needs for prestige, cognition, safety, self-respect, respect to others etc. So, we can conclude that cognitive and communicative skills of Master course students are not enough developed.

The values, which determine the orientation of business communication of prospective specialists in agriculture, were studied with the help of testing. Each correct answer to the test questions got one point.

According to the test results, we can distinguish several groups of students' values in business communication: orientation to do professional tasks efficiently; self-orientation, orientation to one's own achievements and self-esteem; orientation to a partner, to establish favourable personal relations with colleagues.

51 % of interviewees are oriented to do professional tasks efficiently. These students suppose doing professional tasks successfully and achieving high efficiency of their professional activity to be the main tasks of business communication. They are focused on the improvement of their professional competence and increasing their proficiency level. However, the importance of establishing favourable personal relations with colleagues is not enough realized. These students are pragmatic, straightforward, determined, energetic and goal-oriented.

47 % of interviewees have a predominant self-centered orientation in business communication that involves striving for one's own well-being, leadership and prestige. These students appreciate their own achievements, career promotion, top positions, awards and honours. The most important things for them are self-esteem, establishing a dominating position among colleagues and development of their own potential. In comparison with other students, they pay less attention to creating positive emotional environment in the process of professional cooperation. These students are self-confident, possess high self-esteem and well-developed imagination, they can influence other people and stimulate them to some actions.

Only 2 % of students are oriented in business communication to establish favourable personal relations and positive psychological environment in the process of professional cooperation. These students possess their personal integral system of values and orientations, realize objective rules of their hierarchy, their place and role in future professional activity. This type of values can be called interpersonal, since the students consider establishing favourable conditions for other people to use their own potential to be a significant task of business communication and the criterion of its efficiency is comfortable relations with partners and colleagues. In business communication they are oriented to cooperation, individual approach, taking into account interests, emotional states and characteristics of communication partners, establishing

trustful personal relations with them. Their attention is focused on people's relations. These students are eager to take part in discussion of needs and motives, cooperation in teams, communication problems, values and expectations. Interpersonal orientation involves a desire to understand situations and other people's behavior, to come to an agreement and avoid conflicts, to adapt to current rules, to be on equal positions with a communication partner and accordingly it is expressed in appropriate verbal and non-verbal forms of behavior.

The efficiency of the future professional activity depends substantially on the understanding of the significance of business communication culture by agriculture specialists. The evaluation of the level of development of this index was done with the help of a questionnaire. The students were asked to evaluate twelve statements concerning the place and functions of business communication culture in the professional activity of agriculture specialists according to the scale of importance.

With reference to the analysis of the interviewees' answers, we can make a conclusion that the predominant number of student have a low level of this index (52 %). 48 % of students have an intermediate level of the understanding of the significance of business communication culture to succeed in their future career. The results of the research show that these students ignore questions concerning public speeches, presentations and speaking etiquette. It confirms the inadequate level of students' understanding of aims and functions of BCC (rhetoric, business etiquette, professional speaking, communicative behavior, etc.) in professional activity of agriculture specialists. At the same time we found out that the students are interested in professional training of high quality and want to become competitive specialists with thorough understanding of their responsibilities and high level of business communication culture.

**Conclusions.** With reference to the analysis of the data received in the process of diagnostic research, we can make a conclusion about the inadequate level of the development of motivation and value component of business communication culture of prospective specialists in agriculture. We observed: 1) predominance of external motives to develop business communication culture; 2) lack of cognitive and communicative needs; 3) task-oriented values in business communication (underestimation of the significance of establishing favourable interpersonal relations with colleagues); 4) insufficient understanding of aims and functions of business communication culture in professional activity.

Our research shows that the current system of humanitarian training in agrarian universities does not provide the appropriate level of development of motivation and value component of business communication culture and it has a negative effect on professional competence, mobility and competitiveness of

prospective specialists in agriculture. Accordingly, there is a requirement to continue research that will be focused on working out some efficient methods to raise the level of development of motivation and value component of BCC of prospective specialists in agriculture, i.e. introduction of special modules, topics and questions to the content of the humanitarian subjects and preparation of certain tasks to form students' motivation to develop business communication culture.

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### РЕЗЮМЕ

**Сильчук Олеся, Николаенко Юлия.** Диагностика мотивационно-ценностного компонента культуры делового общения будущих специалистов аграрного профиля.

*Статья раскрывает результаты экспериментального исследования уровней сформированности мотивационно-ценностного компонента культуры делового общения студентов аграрных вузов. Авторами разработан методологический инструментарий для изучения показателей мотивационного критерия. Доказано, что существующая система подготовки в аграрных вузах не обеспечивает достаточного уровня мотивационно-ценностного компонента культуры делового общения у будущих специалистов аграрного профиля. Учитывая вышеизложенное, возникает необходимость разработки инновационной продуктивной методики повышения мотивации студентов развивать культуру делового общения на родном и иностранном языках.*

**Ключевые слова:** будущие специалисты аграрного профиля, культура делового общения, диагностика, критерии, показатели, уровни сформированности мотивационно-ценностного компонента культуры делового общения.

### АНОТАЦІЯ

**Сільчук Олеся, Ніколаєнко Юлія.** Діагностика мотиваційно-ціннісного компонента культури ділового спілкування майбутніх фахівців аграрного профілю.

*У статті представлено результати експериментального дослідження щодо визначення стану сформованості культури ділового спілкування у здобувачів вищої освіти аграрних ВНЗ. В умовах сьогодення фахівець аграрного профілю має володіти комунікативними вміннями в діловій сфері для організації спільної діяльності, ефективної співпраці з колегами, обміну досвідом із партнерами. Тому культура ділового спілкування є важливим чинником успішної самореалізації фахівця, показником його мобільності й конкурентоспроможності на ринку праці. Мета статті – дослідити стан сформованості мотиваційно-ціннісного компонента культури ділового спілкування здобувачів вищої освіти аграрних ВНЗ. На основі аналізу змісту і структури культури ділового спілкування було виділено мотиваційний критерій, що характеризується такими показниками: мотивація розвивати культуру ділового спілкування, наявність пізнавально-комунікативних потреб, сформованість системи ціннісних орієнтацій у професійній взаємодії та усвідомлення значущості культури ділового спілкування для успішної майбутньої професійної діяльності. Для дослідження цих показників було розроблено комплекс методів, що включав: опитування, яке здійснювалось через анкети; бесіди зі студентами та викладачами; тестування; педагогічне спостереження за комунікативною активністю студентів. Результати проведеного дослідження свідчать, що існуюча система підготовки у вищих аграрних навчальних закладах не забезпечує формування достатнього рівня мотиваційно-ціннісного компонента культури ділового спілкування в майбутніх фахівців аграрного профілю. Про це свідчать переважання зовнішніх мотивів розвивати культуру ділового спілкування, відсутність у більшості студентів пізнавально-комунікативних потреб, діяльнісна спрямованість ціннісних орієнтацій у діловому спілкуванні, поверхневе усвідомлення*

цілей та функцій культури ділового спілкування у професійній діяльності тощо. З огляду на це виникає необхідність удосконалення комунікативної підготовки майбутніх фахівців аграрного профілю у вищих закладах освіти, зокрема: доповнення змісту навчальних гуманітарних дисциплін спеціальними модулями, темами і питаннями та розроблення завдань, спрямованих на формування у студентів позитивної мотивації щодо розвитку культури ділового спілкування.

**Ключові слова:** майбутні фахівці аграрного профілю, культура ділового спілкування, діагностика, критерії, показники, рівні сформованості мотиваційно-ціннісного компонента культури ділового спілкування.

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### **ЕКСПЕРИМЕНТАЛЬНА ПЕРЕВІРКА ЕФЕКТИВНОСТІ МЕТОДИКИ ФОРМУВАННЯ ХУДОЖНЬО-ГЕРМЕНЕВТИЧНОЇ КОМПЕТЕНТНОСТІ МАГІСТРІВ МУЗИЧНОГО МИСТЕЦТВА ТА ХОРЕОГРАФІЇ**

У статті представлено апробацію методики формування художньо-герменевтичної компетентності магістрів музичного мистецтва та хореографії. Ефективність методики обґрунтовано результатами порівняльного аналізу попереднього й остаточного діагностування рівнів сформованості художньо-герменевтичних умінь респондентів експериментальних і контрольних груп, а також виявлено позитивною динамікою в експериментальній групі в порівнянні з контрольною. Вірогідність експериментальних даних підтверджено результатами їхньої обробки методами математичної статистики за розрахунками  $\phi^*$ -критерію Фішера та  $t$ -критерію Стьюдента.

**Ключові слова:** художньо-герменевтична компетентність, методика формування, магістри, педагогічний експеримент, апробація, діагностика, критерії.

**Постановка проблеми.** Сучасна педагогіка вищої школи зорієнтована на зростання якості підготовки педагогічних кадрів на ґрунті створення методик ефективного досягнення студентами компетентностей, відповідних майбутній професійно-фаховій діяльності. Адже суспільство потребує спеціалістів освітньої галузі, здатних не тільки кваліфіковано виконувати свої обов'язки, а й спроможних компетентно та ефективно аналізувати ситуації та вирішувати проблеми, що виникають у ході педагогічної практики. Не є винятком і майбутні викладачі музичного мистецтва та хореографії.

Основою нашої концептуальної позиції є впевненість у тому, що окрім теоретичних, методичних, виконавських знань та вмінь у майбутніх викладачів мистецьких дисциплін має бути сформована фахова художньо-герменевтична компетентність та відповідні до неї герменевтично-інтерпретаційні вміння. Теоретичні припущення, як наслідок дослідження означеної пробле-