

при переході від імперії до повнокласового/класократичного суспільства, а також те, що останнє само постає оптимальною формою національної держави, яка найбільш відповідає культурному та соціально-економічному рівню розвитку України.

Тому більшість теоретичних соціально-філософських та історичних праць Липинського переслідують загалом єдину головну мету: обґрунтування й створення рівноваги громадсько-політичних сил, тобто закладення основ і початків громадянського суспільства в Україні.

І нарешті, підводячи узагальнюючий висновок, слідом за В. Липинським стверджуємо: ніхто не збудує держави, якщо українці самі її не збудують. Ніхто не зробить з українців нації, якщо вони самі нею не стануть.

Таким чином, державницькі монархічні погляди в сполученні з засадами християнства, етики і консерватизму складають зміст політичної та історичної концепції В. Липинського, концепції, яка відтворила новий, державницький, консервативний напрям в українській суспільній думці.

## ЛІТЕРАТУРА

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*O. Sytnyk. Political doctrsne V. Lypinsky: conceptual basis. – Article.*

*Summary.* The basic conceptual foundation of the political science doctrine of V. Lypynskyi are considered: ukrainian statehood, elite state, elite, traditionalism and conservatism.

*Key words:* tradition, conservatism, elite, classocracy, religion, church, national aristocracy.

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## LEARNING ENGLISH IN AGRICULTURAL UNIVERSITIES (PROBLEMS AND DIFFICULTIES)

*Summary.* The modern world of the labor market is very saturated with specialists in a wide variety of fields, as people have realized that they can build a career not only in their country, but anywhere. This means that all future specialists must be fluent in foreign languages, especially English, since it is the official language of the entire planet. Sometimes learning a foreign language in technical (agricultural) higher education institutions is a problem, because students themselves, and sometimes even parents, do not consider it necessary to pay due attention to language learning. But for agricultural higher education institutions, professional language training is a priority, as we understand that it will help future specialists to become more competitive specialists who will be able to solve their professional tasks and problems at the international level without intermediaries.

*Key words:* communication, professional communication, exchange of information, business communication, foreign language, motivation, language barrier, attention, memory, comprehensive approach.

Learning foreign languages today is a unique process for each person. Students may have various difficulties and problems when learning English. They may make various mistakes in pronunciation, grammar, spelling and vocabulary usage. There is a connection between the student's mother tongue and particular difficulties in learning and using English, as well as the mistakes that the student usually makes in pronunciation, grammar and vocabulary. When learning English, we unwittingly use our native language.

Kaznacheeva S.M. claims that the amount of linguistic knowledge most often seems "limitless" to a technical university student due to their specific complexity and his lack of the necessary skills and abilities. Sometimes this leads to pessimism and giving up trying to learn linguistic knowledge. And low self-esteem also negatively affects learning a foreign language. It seems to them that they will never speak the language well, that they will never learn so many rules, etc. [1, p. 45–48]. In philosophy, the concept of communication was interpreted in different ways. At the same time, it should be noted that the term itself entered scientific circulation in the 20th century. This term was first used by C. Cooley, who defined this concept as "the mechanism by which the existence and development of human relations becomes possible – all the symbols of the mind together with the ways of their transmission in space and preservation in time" [2, p. 8–67]. At the turn of the 20th century, communication was considered as the implementation of communication and, therefore, everything that contributed to the development of relationships for people. The problem of studying the process of professional communication and defining the concept of professional communication is primarily related to the lack of a precise definition of this term. A.V. Sokolov distinguishes 4 types of communication: material, genetic, mental and social. Professional communication belongs to social. Vdovych S.M. and Palka O.V. agree with him [3, p. 32]. Communicative learning appeared in the 1970s and 1980s, when a pronounced pragmatic orientation of scientific research manifested itself both in the general conceptual position of the methodology as a science and in the technology of foreign language learning. Methodical approaches have acquired a pronounced communicative character. This led to a radical turn to natural communication in the process of language learning, the focus of this process on the formation of communicative competence, and later – the ability to communicate is studied, which is carried out taking into account situational and personal factors that determine the specifics of foreign language behavior. Starting from the 1970s, methodologists who stand on the positions of the communicative approach, following linguists, sought to rely on the social and functional aspects of language use in specific situations of language communication. In communicative learning of the English language, the object of formation is not only specific knowledge, abilities and skills, but also communicative competence, which allows a person to effectively interact in situations of language communication in English.

In the era of globalization, constantly changing geopolitical conditions, new challenges and threats, the problem of training highly qualified personnel in various spheres of activity is particularly relevant. Changes taking place in the sphere of politics, economy, education and culture contribute to the strengthening of international cooperation, the development of contacts between representatives of different nationalities in the professional sphere. The Bologna process in higher education involves more active interaction between the universities of Ukraine and European countries, an active exchange of experience, an increase in the academic mobility of students, teachers and scientific personnel, which, in turn, involves a significant increase in the requirements for the level of language training of students as future specialists for facilitation communication in a multicultural environment. Professional communication has become an essential component of professional activity. In this connection, the problem of training specialists who are able to communicate effectively with colleagues, including in the international arena, becomes particularly relevant. In order to solve the task of developing and implementing new approaches to the formation of the readiness of future specialists for professional communication, it is necessary to clarify the definitions of the concepts "communication" and "professional communication". Students of technical higher education institutions often consider foreign language to be "secondary", "non-main" disciplines and therefore do not pay due attention to it. Having adjusted in this way, the student shows intellectual passivity in relation to the language, which ultimately affects only the level of mastery of a foreign language. Obviously, everything that is outside the scope of the future profession is almost of no interest to the future engineer. This can be explained in this case by the fact that students see their task in mastering special technical disciplines – they are the ones who focus the main attention and efforts. A significant part of students is convinced that general scientific and social-educational disciplines do not bring them closer, but on the contrary, remove them from mastering professionally important skills and knowledge. Thus, the teacher of a foreign language must first destroy the existing opinion about the needlessness of this subject, create a positive emotional attitude towards it, help to realize the necessity of learning a foreign language. And only then proceed to practical classes, where you should mention as often as possible about the practical command

of a foreign language as a means of obtaining special information on the profiling subject. The formation of a positive attitude is facilitated by the socio-psychological training of students, which will not only help the effective learning of the subject, but also remove psychological barriers that reduce the subject's readiness for effective language learning. And only then will the foreign language accompany the professional growth of the future specialist. In addition, there is an underestimation of the emotional and value factor in learning activities in foreign language teaching at a technical university.

In accordance with the requirements of modern production, the professional profile of a modern engineer or agricultural specialist consists not only of special technical knowledge and skills, but also a number of unconventional for engineering education so-called "soft" (soft skills), or humanitarian, qualities and competencies: the ability to work in multidisciplinary team, mastery of effective argumentation and communication competence in general, understanding of professional and ethical responsibility of engineering decision-making, ability to analyze and criticize decisions made, art of managing people and understanding the need for lifelong learning. Studying foreign languages helps a person to expand his worldview, enrich his worldview, improve various types of memory, steadily fix attention, and develop thinking. But what is the difficulty of learning foreign languages? You can look at studying a foreign language in different ways. For some, this process seems very difficult, and learning to speak a foreign language fluently is an unattainable goal.

Everyone can learn English quickly if they have a clear motivation. Therefore, applicants, entering the university, understand what specifics of the foreign (English) language they will study. This means that they have decided on the purpose for which the language is needed. Thus, students of higher education create an incentive for themselves, which will further help them overcome difficulties in the learning process. If it is important to learn a foreign language for work (Business English), professional development, then a possible promotion, salary increase should definitely inspire. If you are going on a foreign business trip, you should be concerned about how to present yourself to your partners.

As English language teaching becomes an increasingly common process, teaching materials and learning environments are adapted to the modern requirements and conditions of each specific higher education institution: they are diversified, developed and improved. In the process of learning a foreign language, new tasks are set, attempts and efforts are made to develop and apply new methods and teaching tools that must correspond to the level of students' training, their interests, and requests. Along with this, various problems inevitably arise, which negatively affect the educational process, academic achievements of students and demotivate them to a large extent. If you do not delve into the essence of the matter, then teaching English may seem similar to teaching any other university subject, however, one should not underestimate the peculiarities of the discipline, in the study of which interactive Internet resources, multimedia teaching aids and effective teaching methods play an important role. The application of modern methods is an urgent task, because teachers must not only develop basic language skills: reading, writing, listening and speaking in accordance with the curriculum, but also be able to support and stimulate students' interest in the subject, encourage enthusiasm for learning and practical use of English languages. As teaching experience shows, one of the most frequently mentioned problems faced today is the overcrowding of language groups. This "extra factor" has a negative effect on the learning process, because when completing the task in English, the participation of each student is required, and if there are more than 14 people in the group, then the teacher cannot physically interview and evaluate all students in one lesson. In practical classes, teachers should combine group, individual and independent work of students, thus ensuring the effectiveness of the learning process.

One of the serious problems for students of non-language higher education institutions is the lack of vocabulary. Students face one of the most difficult tasks, which is mastering vocabulary (vocabulary – vocabulary on a certain topic – English), especially according to the direction and profile of study. Many students mistakenly believe that they do not need to memorize new words and terms because they are rarely used in everyday life. They lack motivation to learn new words. And since they do not have a good command of the vocabulary and grammar of the language being studied, the translation of the text turns into a struggle for students to understand the content, which naturally requires a lot of time and effort. In such situations, it is necessary to try to remove the language barrier by using electronic dictionaries or by offering students to rely on their intuition and try to guess the meaning of the word from the context, which helps the student to recognize the situational meaning of the words. Colloquial phrases are best learned in context when composing dialogues. Lexical games also give an excellent result. Nowadays, young teachers successfully use the Kahoot computer program to consolidate new vocabulary. Practicing key words on the topic in a game format gives an emotional charge that is learned, new vocabulary is better remembered and remains in the memory for a long time. It should be noted that the game

method allows you to successfully practice both vocabulary and grammar, and when working with definitions, you can divide groups into teams. Such tasks increase interest, create team spirit, and have a high emotional effect [4, p. 160–163].

Poor vocabulary is the cause of linguistic problems, which can be divided into two categories: first, inaccuracies in pronunciation, morphology, syntax and spelling; secondly, difficulties with self-expression when using the English language. Similar difficulties related to pronunciation, stress and intonation become a hindrance to students. When these linguistic problems are manifested in both receptive and productive types of language activity, it demotivates students in targeted language learning. Such students can be recommended to start expressing their thoughts by constructing the simplest phrases, that is, to reduce the level of complexity and increase it step by step.

Another disadvantage is the concentration of attention. It is assumed that in the classroom, students should use smartphones only for learning as a tool to support educational processes, which is very useful, for example, working with electronic dictionaries. Of course, this is relevant only for a healthy pace of life (without a pandemic and war). But if instead of participating in class, students communicate with friends or watch new online media, then such actions of students cannot be positively evaluated, as they distract students from educational activities. Moreover, if young people use smartphones constantly, among other things, they view fake and advertising information on social network portals, then this can negatively affect the intellectual and psychological development of the younger generation. In this situation, the use of smartphones by students should be limited and monitored by parents and teachers. With low concentration of attention, students are constantly distracted and cannot master the material. Concentration depends on such conditions as fatigue and insomnia due to continuous stay at the computer, unfavorable environment, family problems. By minimizing the negative factors, the student has the opportunity to improve his results in language learning and get good grades. Focusing of attention increases if the teacher selects interesting tasks, if the tasks change dynamically. At the same time, the pace of the lesson should correspond to the capabilities and needs of the group.

The effectiveness of the application of modern educational technologies in the professional training of future specialists is influenced by the following factors: the state of the social and psychological climate in the student body, the social importance of the profession; the level of professionalism of the teaching staff of the educational institution; availability of a scientifically based, professionally oriented plan of educational work; individual abilities of students; teachers' ability to effectively implement modern educational technologies; didactic focus on the development of a positive motivated attitude of students to the new; analysis of the management scheme for the introduction of modern educational technologies in the training of future specialists.

Teaching English is a particularly difficult task for weak students. The low level of language knowledge does not allow them to perform search tasks on the Internet and slows down the process of their development, demotivates students, does not give students the opportunity to form and improve their skills, because they lack basic knowledge of English vocabulary and grammar. They often make mistakes and have low productivity. In such cases, students have no interest in learning the language. They get tired quickly. It is especially difficult to motivate such students to learn a foreign language. However, if audio and video materials are used for learning, it will be much easier for students to understand the content of foreign language material and complete tasks. Strong students usually analyze the data received and, when faced with new information, try to understand what causes them doubts. Weak students are passive, trying to ignore these problems. They do not want or cannot understand the information they read.

Students of higher education should not only study a foreign language in depth, they should master the English language at a level that will allow students to actively use it both in the professional and scientific spheres. These competencies are a priority at the university. You should start by reading general scientific and professional magazine texts in the original, the study of which allows students to improve their own behavior.

Teaching English in higher education institutions requires teachers to teach students to develop not only academic, research and practical speaking skills, but also personal qualities, including such important competencies as time management and the ability to organize oneself (time-management and self-management skills), which are key to mastering the university program. Not all students can quickly adapt to these requirements. Practice shows that the most difficult thing for applicants is not to be late for classes and meet the deadlines.

The usefulness of the Internet and social networks as a source of information is highly questionable. It is possible that writing comments and conducting discussions on portals can form critical thinking in young people, but not all social networking sites are suitable for use as educational tools. Teachers need to constantly develop their IT skills, it is better to think over the lesson plan so that it is not only educational, but also to some

extent contains entertaining, game elements (interesting video, audio on a topic, game). Boredom kills interest! In order to overcome the feeling of routine among students, role-playing games and the case analysis method are successfully used. These formats are emotional, provide an opportunity for each recipient to express their opinion, develop creativity and imagination – qualities that are important for future specialists in the field of agriculture.

To overcome all barriers and difficulties on the way to learning a foreign language, the teacher must constantly look for opportunities to stimulate students. Motivation is the most important and effective factor of learning in any discipline. In the case of a foreign language in a non-language university, the motivation to master the discipline is much lower due to the fact that it is not a discipline, and students are loaded with tasks from the main subjects. The problem of language motivation remains one of the urgent problems of higher education.

It is assumed that students have acquired the basics of knowledge at school and secondary special institutions, therefore, in the first year, they are offered a so-called corrective lexical-grammar course, and in the second, the basics of a professional foreign language are already given. Unfortunately, in practice the situation is a little different. First-year students who entered the university with the purpose of obtaining a technical specialty have different basic training in a foreign language.

At the end, it was *concluded* that the scientific theories developed within various disciplines made it possible to define the category “communication” in the most detail. Psychological studies of behaviorists contributed to its selection as a scientific subject. Theoretical-linguistic and cybernetic-informational approaches determined the structure of communicative action, and philosophical science gave the study of the concept and process of communication a greater character. The problems of learning and teaching foreign languages in agricultural universities represent a complex problem, the solution of which requires an analysis of the reasons for their occurrence and a study of the possibilities of using university tools to eliminate barriers to learning English. Many factors related to personal characteristics affect the occurrence of negative situations: different level of preparation for university, self-esteem, self-organization. They cannot be ignored or relied on that only the constant search for pedagogical innovations to intensify the educational process will somehow help students to solve or minimize the problem.

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**В. Чорнобай. Вивчення англійської мови в аграрних університетах (проблеми та труднощі.) – Стаття.**

**Анотація.** Сучасний світ ринку праці дуже насичений фахівцями в найрізноманітніших сферах, тому що люди зрозуміли, що вони можуть будувати кар’єру не тільки в своїй країні, але будь-де. Це означає, що всі майбутні спеціалісти повинні вільно володіти іноземними мовами, особливо англійською, оскільки вона є державною мовою всієї планети. Іноді вивчення іноземної мови в технічних (аграрних) вищих навчальних закладах є проблемою, оскільки самі студенти, а інколи навіть батьки не вважають за потрібне приділяти належну увагу вивченню мови. Але для аграрних ЗВО професійна мовна підготовка є пріоритетною, оскільки ми розуміємо, що це допоможе майбутнім фахівцям стати більш конкурентоспроможними спеціалістами, які зможуть без посередників вирішувати свої професійні завдання та проблеми на міжнародному рівні.

**Ключові слова:** спілкування, професійні комунікації, обмін інформацією, ділове спілкування, іноземна мова, мотивація, мовний бар’єр, увага, пам’ять, комплексний підхід.