

ABSTRACTS

UDC 371.13:81'243 R.A. Kravets

PROVIDING THE MULTICULTURAL EDUCATION OF FUTURE AGRARIANS BY MEANS OF THE COMUNICATIVE APPROACH IN FOREIGN LANGUAGE CLASSES

On the basis of the study it has been established that an important role in implementing the communicative approach in the context of multicultural education of future agrarians in foreign language classes belongs to ensuring awareness, openness, partnership, objectivity, impartiality, optimal use of communication opportunities, mutual responsibility, and apportionment of duties. They determine the nature of communication which may be cognitive, evaluative, altruistic, friendly, affective, romantic, conflicting, and hostile. Cognitive communication pursues a goal of obtaining knowledge about people, their relationships, and the environment; evaluative communication is connected with the need to gain social approval; altruistic – aims at supporting and helping other people; friendly – depends on mutual affection, friendship, goodwill; affective – conveys emotions; romantic is revealed in aspiration for the unusual, bright, exciting; conflicting – reveals itself in obvious confrontation; hostile – appears in unfriendly prejudices towards other participants of the communication. Communicants' emotional states affect the nature of communication.

It has been proved, that the communicative approach's maximum efficiency is achieved when it is implemented by using personalization and differentiation in teaching, finding ways of widely attracting personal abilities of future agrarians in the conditions of individual and collective work of a group. Ignoring personal individualization leads to losing the ability of using student's rich internal reserves.

Having conducted a thorough analysis of pedagogical and methodological literature, we can conclude that implementing the communicative approach is closely correlated not only with the development of a future agrarian's skills to behave (verbally) as a representative of a particular language (within the requirements applied to a specific phase of training and higher educational institution's type), but also plays the key role in developing adequate capacity for interaction with different cultures and societies. Moreover, the communicative focus of teaching is to stimulate high personal motivation of students in business foreign language communication.

Key words: multicultural education, communicative approach, foreign language, agrarian industry, individualization, differentiation, competence.