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COMMUNICATIVE COMPETENCE FOR FUTURE

LAND MANAGERS AND GEODESISTS: ENGLISH IN THE FOCUS

The problem of communication in society is the focus of modern science. Many researchers have been devoting their work to communicative activity at the English language classes (Littlewood, 1981; Revell, 2014). For future land managers, as well as for future geodesists, it is especially important to be professionally competent in English because their career may depend on international exchanges, communication with foreign colleagues, presenting in different conferences and symposia, and publishing in scientific journals. This situation presents a fascinating duality. On the one hand, globalization has solidified English as the scientific and professional *lingua franca*. On the other, teaching

English within agrarian universities possesses distinct characteristics: programs emphasize professional vocabulary and terminology, often neglecting broader communication skills. Therefore, it seems necessary for English teachers to form both the cultural and communicative competence in the English language with the “Geodesy and Land Management” (Master's program).

It should be taken into account that distance learning, while advantageous in many ways, inherently limits in-person communication – a vital aspect of language acquisition. Though educators have embraced online creativity, “the isolation of students is a major drawback that can affect the quality of education. Isolation creates certain problems in communication, makes it difficult to complete tasks that require group work, and to get feedback.” (Maiev, Nasakina, 2023, 195).

Furthermore, most existing English textbooks for this Master's program prioritize vocabulary and grammar drills, neglecting communicative tasks. That's why teachers at our university organize the out-of-class activities for masters where teachers can discuss some interesting facts about the historical or cultural events in English-speaking countries, communication issues at the scientific conferences, and the work of famous persons in the history of Ukraine, etc. For example, speaking about Ukrainian scientists, the teacher of English can tell masters about Stephan Rudnytsky who taught geography in Lviv, Kharkiv, Vienna and Prague. Stephan Rudnitsky made a significant contribution to physical geography, political geography and cartography. Notably, Stephan Rudnytsky delineated the first comprehensive territory of Ukraine and revolutionized school geography education through his series of geography textbooks.

The peculiarities of teaching English in non-language higher education institutions are that teachers need to process authentic materials and familiarize themselves with the terminology of the professional discipline studied by students and masters in the course of their study. Notably, English geodetic terminology

boasts a rich tapestry of terms borrowed from classical languages like Latin and Greek, alongside influences from modern languages like French, Arabic, Italian, and Spanish. That`s why it will be useful to have language clubs where, for example, the English and Ukrainian terms from Geodesy and Land Management will be discussed not only with students and masters but both with the colleagues who teach these educational components and Ukrainian and Latin teachers as well. Speaking about terms in such a way, teachers can achieve the interdisciplinary integration between some educational components.

So, today English language teachers of higher educational institutions are faced with the task of forming a new generation of specialists who not only possess a high level of English grammar and vocabulary knowledge but must be of perfect mastery at communicative competence. The careers of future land managers and geodesists hinge on international collaboration, scientific conferences, and publications. This all demands strong English communication skills. Realizing this, it is necessary to pay attention to the importance of the out-of-class activities for masters at the agrarian universities. These out-of-class activities serve as springboards for accelerated lexical and grammatical acquisition, ultimately empowering future land management professionals to navigate the globalized scientific landscape with confidence.

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