



Fig. 1. Construction of the direction field and isocline graph of the differential equation

The study tested the integration of Python into the teaching of differential equations: a series of interactive practical exercises were developed; templates were created in Jupyter Notebook; microprojects for creating mathematical models were introduced.

The results indicate increased student interest and better assimilation of the material.

Integrating computer mathematics tools, including Python, into the differential equations course is an effective way to modernize mathematics education. This allows combining theoretical material with applied analysis, developing computer modeling skills, and increasing student motivation.

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ON THE ISSUE OF FOREIGN LANGUAGE COMMUNICATION AND COMPETENCE OF A VETERINARY STUDENT

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The study of the regulatory framework of higher veterinary education in Ukraine and educational and professional programs of specialty 211 «Veterinary Medicine» of domestic higher education institutions indicates the mandatory study of a foreign language course to prepare students – future veterinarians for foreign language communication. It, therefore, determines the need to clarify the content of

this concept. In the dictionary and encyclopedic literature, the interpretation of foreign language communication as a type of activity or process that involves establishing contacts and exchanging information using foreign language means based on a particular strategy and tactics of interaction between communicants and their perception and understanding of each other prevails [3].

Based on such a general lexicographic definition, numerous authorial interpretations of «foreign language communication» focus on individual aspects of the corresponding complex phenomenon. As a result, two main approaches to justifying the essence of foreign language communication have emerged in modern scientific literature – technocratic and interactionist: the first involves a certain degree of neglect of the personal, psychological, and social aspects of foreign language communication and its interpretation primarily as information exchange; the second, on the contrary, elevates the perceptual, interactive functions of foreign language communication to the same level as informational communication and is aimed at understanding it as a complex process of interpersonal interaction to exchange thoughts, beliefs, emotions, etc [2; 4].

As a result, «professional foreign language communication» or «professionally oriented foreign language communication» has become widely used in scientific literature to denote the communication process using a foreign language during professional activity. According to researchers, such communication is carried out in situations and conditions of a specific professional activity and, therefore, considers its characteristic features [5]. Accordingly, it primarily involves solving professional tasks and is marked by regulating participants' verbal behavior norms and the formal-role nature of their interaction. Given this, the «professional foreign language communication» category is generally defined in scientific works as a complex and multifaceted form of interaction to transmit professionally significant meanings.

Given all the above, we interpret the foreign language communication of a veterinarian as a process of officially regulated interaction of participants to exchange specific professional information using a foreign language to implement professional tasks, transfer professional experience, etc. It is integrated into the context of the professional activity of a veterinary doctor and, therefore, involves operating in the professional language of veterinary medicine, that is, a system of units that verbalize the so-called «cognitive space» of professional veterinary activity – a set of its concepts and categories – and generally accepted norms of verbal behavior in a professional environment. Given the recognition of the close relationship in this process of such three aspects as, in fact, information exchange, interpersonal interaction, and mutual perception, we allow the synonymous use of the concepts «foreign language communication» and «foreign language communication» within the framework of our work. At the same time, the combination of these categories with the name of the main subject of foreign language communication – a veterinary specialist – quite clearly, in our opinion, testifies to its professional orientation and, therefore, does not require additional clarification through the appropriate definition.

Effective foreign language communication in the field of veterinary medicine is based on the foreign language communicative competence of specialists of the

relevant profile, which is manifested in their ability to constructively use a foreign language as a means of communication in professional activity and interaction. To avoid ambiguities within the framework of our study, we will use the term «competence» and not «competence» which, due to the closeness of the semantic structure, are often used as interchangeable synonyms to denote awareness, knowledge in a particular field of activity, the ability to implement it effectively. At the same time, the semantic content of the term «competence», according to lexicographic sources, also includes the meaning of the scope of authority of a specific person or organization [1]. Therefore, it does not verbalize the ability to communicate in a foreign language as clearly and unambiguously as «competence».

In conclusion, foreign language communicative competence in modern scientific literature is considered a general personal formation of a specialist, a component of his professional competence, or an integrated personal and professional quality. Therefore, this category is defined through the corresponding core concepts, including: «professional quality», «personal quality», «professional and personal characteristic», «complex personal resource», «set of personal characteristics», «complex of knowledge, skills and abilities», etc. The existing approaches to interpreting the foreign language communicative competence of a specialist in a specific field and the definitions proposed within them, in our opinion, are not mutually exclusive but complementary because by focusing on specific aspects of the relevant complex phenomenon, they collectively provide a more complete, exhaustive understanding of its essence.

Summarizing the numerous definitions of this concept and taking into account the specifics of the communicative activity of veterinary doctors, in our work, we will use the understanding of a veterinarian's foreign language communicative competence as his complex personal and professional quality, which integrates a wide range of knowledge, skills, motives, interests, value orientations and ensures the effective use of a foreign language as a means of professional communication and self-improvement. We consider its essential characteristics to be: 1) integration, which is manifested in the combination of various knowledge, skills, motivation, values, etc.; 2) dynamism, which is reflected in the possibility of continuous improvement; 3) multi aspects, which consists in projecting onto various personal traits, abilities; 4) activity nature, which involves its formation and manifestation exclusively through practical actions.

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