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# **MODERN PROBLEMS OF SCIENCE, EDUCATION AND SOCIETY**

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# TABLE OF CONTENTS

## AGRICULTURAL SCIENCES

1. *Гуцаленко У. Ю., Баданіна В. А.* 24  
ПРОЄКТНІ КОМПОЗИЦІЇ "РОТ-ЕТ-FLEUR" В КОКЕДАМІ
2. *Йолкіна Л. В.* 30  
НОВІТНІ ПРИЙОМИ НАСІННЄВОГО ВИРОЩУВАННЯ РОСЛИН
3. *Попова О. П., Кулик М. І.* 37  
ВИВЧЕННЯ СОРТИМЕНТУ СОРГО ЦУКРОВОГО ЗА БІОМЕТРИЧНИМИ ПОКАЗНИКАМИ ТА ВРОЖАЙНІСТЮ БІОМАСИ

## VETERINARY SCIENCES

4. *Гонтарь А. М., Северин Р. В., Кутько Є. І., Лактіонова Є. А.* 42  
ЕПІЗООТОЛОГІЧНИЙ МОНИТОРИНГ РЕПРОДУКТИВНО-РЕСПІРАТОРНОГО СИНДРОМУ СВИНЕЙ

## BIOLOGICAL SCIENCES

5. *Апончук Л. С.* 46  
КОРЕЛЯЦІЙНИЙ АНАЛІЗ ПОКАЗНИКІВ МОЗКОВОЇ ГЕМОДИНАМІКИ У ЖІНОК, ЯКІ ПАЛЯТЬ
6. *Ділігул А. С., Бабак К. І.* 49  
ПРИЧИНИ ТА ЗАГРОЗИ ЗМЕНШЕННЯ МОРСЬКОЇ ФАУНИ
7. *Лялюк-Вітер Г. Д., Овсянецька Д.* 52  
ДО ПИТАННЯ ВИВЧЕННЯ ПРИРОДНО-ЗАПОВІДНИХ ОБ'ЄКТІВ І ТЕРИТОРІЙ ІВАНО-ФРАНКІВСЬКОЇ ОБЛАСТІ
8. *Малицький В. К.* 56  
ВИРОБНИЦТВО БІОГАЗУ ІЗ ПРОМИСЛОВИХ СТІЧНИХ ВОД
9. *Сак А. Є., Антінова Р. В.* 60  
ЗМІНА СТАТЕВОЇ ПОВЕДІНКИ САМЦІВ ЩУРІВ ПРИ ХРОНІЧНОМУ СПОЖИВАННІ ХАРЧОВИХ ЖИРІВ

## MEDICAL SCIENCES

10. *Bulynina O. D., Bulynin V. A.* 63  
MOLDING THE COMMUNICATION CULTURE OF FUTURE TEACHERS AT THE INSTITUTION OF HIGHER EDUCATION
11. *Makhlynets N., Pavlyshyn M., Zinovii Ozhogan* 67  
COMPLEX TREATMENT OF PATIENTS WITH DISORDERS OF THE ARCHTECTONICS OF THE VESTIBULE OF THE MOUTH
12. *Malko Ya. M., Rudnikov Ye. G., Serdakovskyi V. S.* 71  
DEVELOPMENT OF THE MOBILE APPLICATION "HEALTH DIARY"

# MEDICAL SCIENCES

## MOLDING THE COMMUNICATION CULTURE OF FUTURE TEACHERS AT THE INSTITUTION OF HIGHER EDUCATION

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In the conditions of dynamic social transformations, one of the tasks of the higher education in Ukraine is to develop in graduates an ability to adapt to the labor market, in particular, to mold the communication culture in young specialists, since it is an integral component of the professionalism of each specialist and a condition that ensures the self-realization of an individual in public relations.

The problem of molding the communication culture of the personality of the future specialist is multifaceted and it was studied by many scientists. Thus, the research done by M. Vasylieva, N. Volkova, V. Grekhnev, E. Durmanenko, V. Kan-Kalyka, L. Palamar, L. Petrovska, S. Riabushko, G. Sagach, et.al. is devoted to the analysis of the various aspects of the formation of the communication culture of a personality, in particular communicative interaction, psychological aspects of the communicative training of students, pedagogical conditions for the formation of individual communicative abilities and skills, etc.

The formation of the communication culture of an individual is becoming more and more topical in the context of integration processes in the world community. Communication is considered to be an important component of the general culture and one of the conditions for self-realization (I. O. Vasylenko, K. M. Levitan). A significant contribution to the studies of the culture of interpersonal relations was

made by B. H. Ananiev, L. I. Bozhovich, O. K. Dusavytskyi and to the development of the linguistic and psycholinguistic features of the communication process by T. V. Ryadova, L. Ya. Tsvet.

The goal is to highlight the issue of molding the communication culture in future teachers in the conditions of the institution of higher education.

Communication culture of a modern person is perceived by social and public consciousness as a condition for the personality formation, a way of self-realization and achieving success, an instrument for self-affirmation and achieving the goal in interpersonal relations.

There are many definitions of the concept of "communication culture". Let's consider some of them. I. Ziazyun considers the communication culture as a component of the professional culture of the future specialist that constitutes a system of knowledge, norms, values and ways of behavior accepted in society and the ability to implement them in business and emotional communications. In turn, E. Yashchenko interprets communication culture as a condition for the efficient professional activity and as a goal of professional self-improvement; and O. Korniaka defines the communication culture as a morally oriented means of communication that ensures affective information exchange between people, mediates their interaction and mutual influence, enables interpersonal perception and mutual understanding (perception) and as a readiness and ability of the individual to communicate with the environment.

Speaking about the communication culture of a teacher, it should be borne in mind that part of this culture, i.e. the ability to speak in an exemplary manner, reflects the specific features of the professional activity of the teacher. It should be noted that communication not only performs certain service functions related to the assimilation of the subject knowledge, abilities and skills, but it also has an individual value that is it acts as the goal, content and result of educational activities, and, according to many teachers, teaching the communication or intercourse must be interactive.

The analysis of available psychological and pedagogical research data makes it possible to assert that professional pedagogical culture is an integral feature of the

personality of a teacher, a projection of his general culture onto the professional sphere, and the communication culture of the teacher is an integral component of it. It should be noted that the process of professional development of students at the institution of higher education is possible only if a minimum of objective and subjective conditions is available. Mental regulation of professional activity is an intricate act that requires not only the availability of certain professional knowledge and skills, but also the formation of a set of personal traits and properties in future specialists that meet the requirements of the teaching profession.

Therefore, the need for an approach to the subject of research viewing the pedagogical activity as a holistic phenomenon, and not as its individual aspects, is increasingly felt. However, the fulfillment of the tasks related to the further improvement of the training of pedagogical personnel is directly dependent not only on the orientation of students to the teaching profession, but also on their involvement in professional activities. So, for example, S. Rubinstein defines the professional development of a person as a promotion towards attaining excellence.

In these conditions, the problem of molding the communication culture of students during their studies at a university becomes rather topical. It has been proven that only a small number of future specialists attain a high level of communication culture in the conditions of the spontaneous development of this complicated personal molding. Most students have an underdeveloped communication culture and they tend mainly to reproductive activities and have limited ideas of the phenomenon of communication culture, and as a matter of fact they lack initiative and desire for self-improvement. It has a negative impact on personal achievements in the process of professional and pedagogical activities and on self-determination in life.

According to I. Chornokozov, the basis of the educational process at higher school is formed by the relationship between the teacher and students, in which an individual student and the team of students are on the whole not only the objects of pedagogical influence and the executors of the teacher's will, but also active participants in this process. The scientist is convinced that the structure of "teacher student" relations is a system of conscious contacts, starting from the most deciduous,

simple spatial-&-temporal, mental and social contacts, through to the most complicated social actions and relationships of a permanent character.

The parties interacting in the educational process are unequal. The teacher plays a leading and defining role in the pedagogical interaction. Depending on the content, these relationships can either improve the efficiency of the educational process or degrade the outcome.

Obviously, a comprehensive improvement of the level of professional training of the teaching staff requires resolving a whole set of tasks and the communication culture of future teachers and the conditions for its formation by the tools of the educational process at a higher school occupy one of the central places.

**Conclusions.** A comparative analysis of the scientific literature gives grounds to believe that the communication culture is a holistic integral dynamic formation that is characterized by the availability of the features and orientations that allow the mentor to develop in harmony with the general culture. However, it is wrong to believe that a person of a high culture simultaneously possesses an appropriate professional pedagogical culture. Each of them has its own typical features and structural elements.

Communication culture of the personality of a teacher is an integral part of the professional and pedagogical culture and personal culture; in particular, it shows the level of assimilation of communicative experience in the form of knowledge, skills, and abilities. Pedagogical experience and the analysis of scientific sources convincingly testify that the improvement of the quality of training of future teachers and the success of the formation of their communication culture depend not only on the use of qualitatively new means and approaches to determining the purpose or content of pedagogical education, but also on a significant restructuring of already available methods used for organizing the educational and nurturing process at the pedagogical school of higher education.