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MODERN APPROACHES TO TEACHING A FOREIGN LANGUAGE AT AGRICULTURAL HIGHER EDUCATION INSTITUTION

The article analyzes modern approaches to teaching foreign languages and substantiates the feasibility of their use in agricultural institutions of higher education. Methods of teaching foreign languages are constantly evolving and are in search of the most effective ways of learning. Modernization of education in agricultural higher education institutions requires a wide range of research and development related to the introduction of the latest technologies and modern approaches in the educational process. Graduates of agricultural higher education institutions must speak a foreign language at a level sufficient for professional communication, and for this purpose it is necessary to ensure the effectiveness of training and improve the quality of acquired knowledge, skills and abilities.

It is emphasized that improving the quality of foreign language teaching of agricultural students is possible by intensifying the learning process. It was found that the development of activity and interest of future specialists in the agricultural sector in the process of learning a foreign language contributes to the use of the most effective methods of organizing educational activities, methods and teaching aids that would allow each student to enhance their cognitive activity. The main active teaching methods that need to be implemented to achieve effective results in learning a foreign language are identified.

It is established that the use of active teaching methods promotes the activation of cognitive activity of students, increases their motivation for foreign language activities and improves professionally important personal qualities of future workers of agricultural sector. The study proved that high-quality foreign language training of students is possible with the introduction of modern educational technologies, such as: vocational training, project method, intensive and distance learning technologies, information technology, work with computer programs in foreign languages, creation of presentations, training systems. It was found that the use of innovative approaches to teaching a foreign language allows students to increase motivation to learn foreign languages, provide access to new, alternative sources of information and develop communication skills, intercultural and professional competence.

Key words: foreign language, approach, means of communication, professional purpose, teaching method.

Statement of the problem. The rapid entry of Ukraine into the single educational space in the process of European integration, the signing of the Bologna Declaration, lead to the birth of a qualitatively different educational situation due to the objective need of society for specialists in foreign languages for functional professional purposes, using language as a means of communication with colleagues from different cultures and nations. To meet this urgent need of Ukrainian society in agricultural institutions of higher education the methodology of teaching foreign languages began to restructure based on the thesis that languages should be studied in inseparable unity with the world and culture of people who speak these languages.

In modern society, the requirements for the competence of specialists are growing, an integral part of which is the knowledge of a foreign language. A clear social order is being formed for the acquisition of foreign languages by specialists of various profiles at the B2 level in accordance with the European recommendations on language education. In view of this, there is a need for a radical change in the strategy and tactics of teaching in agricultural insti-

tutions of higher education, the search for innovative approaches and methods of teaching a foreign language. Rational and motivated use of different teaching methods in foreign language classes requires a creative approach by the teacher, because "pedagogy is a science and art at the same time, so the approach to choosing teaching methods should be based on the creativity of the teacher" [1, p. 159-160].

Analysis of previous research and publications. Among the numerous studies on agricultural education, we can highlight scientific publications that reveal certain aspects of foreign language training of future professionals: the works of A. Kuznetsov (improvement of professional foreign language training), I. Lyashenko (formation of readiness for international professional programs), Yu. Nikolaenko (preparation of students of agricultural specialties for professional communication in a foreign language environment), T. Ridel (formation of motivation to teach students of agricultural universities in the process of learning foreign languages) and others.

The problem of innovative foreign language teaching of students of different profiles in their scientific works is considered by many scientists, in par-

ticalar Yu. Biletska, I. Hontarenko, G. Kytayhorodska, I. Kostikova, E. Polat, Yu. Passov. At the same time, the analysis of the development state of various aspects of this problem showed insufficient research on issues related to the introduction of innovative approaches to foreign language training of future specialists in the agricultural sector.

The purpose of the article is to analyze modern approaches to teaching a foreign language in agricultural institutions of higher education.

Presentation of main material. In connection with the expansion of international contacts and European integration in agricultural higher education institutions, more and more attention is paid to the study of foreign languages (English, German, French), as they are the key to international relations, cooperation with foreign partners, participation in international business projects, various international conferences, cultural and academic exchanges between representatives of different countries, exchange of information.

Learning a foreign language becomes an integral part of the system of professional training of future specialists in the agricultural sector, as knowledge of a foreign language increases their competitiveness and mobility in the international labour market, promotes career growth. The international academic mobility of students contributes to increasing the practical significance of a foreign language in agricultural universities, which gives them the opportunity to gain modern knowledge or practical experience in higher education institutions in many countries. Students of agricultural universities who have an internship abroad are subject to additional requirements for knowledge of a foreign language.

Innovations in education are the creation, implementation and dissemination of new ideas, approaches, techniques and methods, technologies aimed at updating, modernizing, transforming the educational process in accordance with the requirements of the time. Information technologies are becoming an integral tool in the modern teaching process and one of the components of an innovative approach to teaching students of higher education institutions in general and foreign languages in particular [2, p. 163].

The main tasks for the teacher of the discipline "Foreign language for professional purposes" are as follows: ensuring the appropriate level of training of students in a foreign language in accordance with the requirements of the state educational standard; education and development of students by means of English through scientific and organizational and methodological work.

The purpose of teaching a foreign language in the university at the present stage is to master students' foreign language communicative competence, which contributes to the realization of their knowledge, skills

and abilities to solve specific communicative tasks in real life situations. Unfortunately, most students of non-language specialties in higher education institutions do not have a sufficient level of foreign language proficiency (do not have the necessary lexical minimum for foreign language communication; do not know the basic rules of grammar).

Motivation to learn a foreign language among students of agricultural universities is weak, as this discipline is not professional. According to the results of research by researchers, the motivation of students in the process of learning a foreign language in agricultural free trade is focused mainly on professional activities [3]. It should be noted that a characteristic feature of learning a foreign language in a non-language profile is its professional orientation. It is based on taking into account the needs of students in mastering a foreign language, which are due to the characteristics of the future specialty.

Since one of the most important conditions for training a future specialist in the agricultural sector is the compliance of his interests, aptitudes and abilities of the chosen profession, learning a foreign language should be viewed through the prism of students' attitudes to the future profession. The most motivating factor for students is professional interest and awareness of the theoretical and practical importance of foreign language skills for future professional activities. In order to develop the activity and interest of future specialists in the process of learning a foreign language, you need to use the most effective methods of organizing educational activities; create conditions not only for the development of educational interest, but also the creative activity of students.

The problem of finding modern effective approaches to teaching foreign languages is relevant and reflected in the works of domestic and foreign scholars [4; 5; 6]. However, the constant evolution of public procurement necessitates further study of the theoretical foundations of different approaches and the specifics of their implementation in the learning process. Thus, at the present stage there are the following main approaches to teaching foreign languages in higher education:

a) information approach, the characteristic feature of which is the accuracy and specificity of theoretical knowledge;

b) approach-innovation provides a positive motivation to acquire knowledge in all subjects, the active functioning of intellectual and volitional spheres, forms a lasting interest in the subject, promotes the development of creative personality;

c) behavioural approach determines the formation of reactions to foreign language stimuli through knowledge of the traditions and values of another country, the ability to validly reflect their knowledge in the communication process;

d) cognitive approach involves the use of knowledge of people and objects of the environment for more effective learning;

e) pragmatic approach takes into account the fact that in real communication statements exist only in a pragmatic context;

f) individual approach involves the selection of certain individual tasks, skills and abilities;

g) communicative approach combines conscious and subconscious components in the process of learning a foreign language, that is mastering the rules of operation of foreign language models occurs simultaneously with the mastery of their communicative-speech function;

h) conscious-cognitive approach directs the student's activities primarily to master the rules of using lexical and grammatical models, on the basis of which there is a conscious construction of statements;

i) thematic approach includes topics unification, giving them a creative character;

j) approach-activity involves the study of the nature of meaning from the standpoint of functioning, emphasizes the analysis of pragmatic and semantic aspects, expands students' understanding of the relationship between nominative nature and functional meaning;

k) intuitive-conscious approach takes into account the models in an intensive mode with further awareness of their importance and the rules of their operation.

Qualitative training of future agricultural workers is impossible without the use of existing modern educational technologies: professional-oriented foreign language learning, use of project work, use of multimedia technologies, work with educational computer programs, distance learning technologies in foreign languages, creating PowerPoint presentations, use of Internet resource, learning a foreign language on forums, blogs, platforms, e-mail, etc.

It should be noted that at this stage of development of methodological science the main methods of teaching foreign languages are considered to be communicative and constructivist methods. A distinction is made between traditional (Total Physical Response method), suggestive method, dramatic method, silent method, group method, method of activating reserve capabilities of the individual and the team and alternative (computer-assisted learning (CALL), script method (Storyline Method), simulation method, station learning, group puzzle method, role play method, case method) learning methods.

Analyzing modern approaches to teaching foreign languages in higher education, we note that the Storyline Method is interesting, because receiving "hints" from the teacher through key issues, students themselves create a course of thematic communication in various fields of services. Students' speech acquires creativity, which tends to individualize, plan, select hypotheses, express emotions, systematize

and implement the idea. The designed act of communication contains elements of role-playing and a clear sequence of episodes that change each other.

It is important to implement project-based learning in the educational process with the involvement of all its mandatory structural elements, which will include: the purpose of the project-result (article, abstract, report, video, etc.); subject of information search – step-by-step search with definition of results – analytical work on the collected facts – conclusions – correction, if necessary further search of information – analysis of new data – conclusions – registration of results.

There are certain requirements that must be taken into account when applying the project methodology in the process of learning a foreign language. First of all, it is the presence of a problem that is significant in scientific and research terms and requires integrated knowledge to solve it. The lesson creates a creative atmosphere where each student is involved in the cognitive process. At the same time, the project participants focus on the problem, and the emphasis from the linguistic aspect is shifted to the content, motivating students to work independently to find a solution using various sources of information (manuals, reference books, dictionaries, Internet resources, etc.).

Performing projects, students reveal their creative potential and develop skills and abilities (research, social interaction skills, evaluative (evaluation of the process and results of their activities), presentation (ability to speak, answer questions, use visual aids), reflective (ability to take the position of an observer and evaluate other participants) [7] In addition, the implementation of projects may involve teamwork. Cooperation in the group encourages students to respect each other's opinions, interact and plan their work. The success of the project team depends on the coordinated work of all members and the ability to assign responsibilities. Thus, the application of the project method involves gaining experience in exploration, processing significant amounts of information, its analysis, systematization and further presentation, broadening horizons, development of creative potential, provides the formation of key and professional competencies of future experts in agriculture.

Conclusions and suggestions. Modern requirements for foreign language training of future specialists in the agricultural sector cannot be met without the introduction of new approaches to teaching a foreign language. Thus, innovative methods of teaching a foreign language are aimed at the development and self-improvement of the individual, the disclosure of its reserve capabilities and creative potential, create the conditions for effective improvement of the educational process in agricultural free economic zones. The use of active methods promotes the acti-

vation of cognitive activity of students, improves the professional qualities of future specialists (ability to analyze, work in a team and defend their own views). Introduction of innovative approaches to teaching English with the use of multimedia teaching aids allows students to increase motivation to learn foreign languages; gain access to new, alternative sources of information; to develop independent mental activity; to improve creative self-realization; to form communication skills, intercultural and professional competence. These technologies help to qualitatively diversify classes, make it informative and didactically diverse and significantly increase its effectiveness in terms of professionally oriented content of the discipline "Foreign language for professional purposes" and agricultural educational institutions.

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Стукало О.А. Сучасні підходи до навчання іноземної мови в аграрних закладах вищої освіти

У статті проаналізовано сучасні підходи до викладання іноземної мови й обґрунтовано доцільність їх використання в аграрних закладах вищої освіти. Методика викладання іноземних мов постійно розвивається та перебуває у пошуку найефективніших способів навчання. Модернізація освіти в аграрних закладах вищої освіти потребує проведення широкого кола наукових досліджень і розробок, пов'язаних із впровадженням у навчальний процес новітніх технологій та сучасних підходів. Випускники аграрних закладів вищої освіти повинні володіти іноземною мовою на достатньому для професійного спілкування рівні, а для цього треба забезпечити ефективність навчання та покращити якість отриманих знань, навичок та вмінь.

Наголошується, що підвищення якості навчання іноземної мови студентів аграрних спеціальностей можливе шляхом інтенсифікації процесу навчання. З'ясовано, що розвитку активності та зацікавленості майбутніх спеціалістів аграрного сектору у процесі вивчення іноземної мови сприяє використання найбільш результативних прийомів організації навчальної діяльності, застосування методів і засобів навчання, які б дозволили б кожному студенту активізувати свою пізнавальну діяльність. Виділено основні активні методи навчання, які необхідно впроваджувати, щоб досягти ефективних результатів під час вивчення іноземної мови.

Встановлено, що застосування активних методів навчання сприяє активізації пізнавальної діяльності студентів, підвищує їх мотивацію до іншомовної діяльності, удосконалює професійно важливі особистісні якості майбутніх працівників аграрної сфери. У результаті дослідження доведено, що якісна іншомовна підготовка студентів аграрних спеціальностей можлива за умови впровадження сучасних освітніх технологій, таких як: професійно орієнтоване навчання, метод проектів, технології інтенсивного й дистанційного навчання, інформаційні технології, робота з навчальними комп'ютерними програмами з іноземних мов, створення презентацій, тренінгові системи навчання. З'ясовано, що використання інноваційних підходів до викладання іноземної мови дає змогу студентам підвищити мотивацію до вивчення іноземних мов, забезпечити доступ до нових, альтернативних джерел інформації, сформувати комунікативні навички, міжкультурну й професійну компетентність.

Ключові слова: іноземна мова, підхід, засоби спілкування, професійна ціль, метод навчання.