

FORMATION OF PROFESSIONAL DIRECTION OF STUDENTS OF AGRARIAN HIGHER EDUCATION INSTITUTION IN THE STUDY OF A FOREIGN LANGUAGE

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ABSTRACT

The article deals with the formation of a professional orientation of students of an agricultural university in the study of a foreign language. Teaching a foreign language to students at the initial stage is a particularly difficult task, and students' communicative competence becomes a serious obstacle to their intellectual development, the formation of interpersonal relationships and the development of civilization standards.

KEYWORDS: Professional Orientation, Students, Agricultural University, Foreign Language, Education, Civilization Standards

INTRODUCTION

In our modern country, the ongoing transformations in the educational structure of society, the expansion of business and cultural ties with foreign countries impose new requirements on language education - society needs specialists for whom knowledge of a foreign language is a professional necessity. The tasks facing higher education at the present stage orient teaching a foreign language not to passive knowledge, which consists in the ability to read and translate literature in the specialty, but to the practical use of a foreign language as a means of communication in the socio-cultural and professional spheres.

The current state of language education cannot be considered satisfactory. The basic course of teaching a foreign language, which is mandatory for all students, is several hours of academic studies, which is clearly not enough compared to the data of the Institute of Foreign Language Teaching. In accordance with the data of this institute, in order to study foreign languages at a sufficient level of communication, minimum hours of classroom lessons are required, therefore, the optimization of training within the allotted number of hours remains an important unsolved problem. Another feature of teaching foreign languages at an agricultural university is that almost a third of students start learning English from the basics. Teaching a foreign language to

students at the initial stage is a particularly difficult task. The crisis of communicative culture has affected virtually all segments of the population in our country, and the lack of communicative competence among students is becoming a serious obstacle to their intellectual development, the formation of interpersonal relationships and the development of the standards of Western civilization. The lack of proper attention to the development of a culture of communication among students of a non-philological profile in the practice of teaching at a university leads, on the one hand, to illiteracy of students' speech even in their native language, which makes communication difficult, and on the other hand, to a significant decrease in the communicative capabilities of students.

Learning to communicate is brought to the fore, both in theory and in practice, the position that language, being a means of human communication, functions, is assimilated, normalized and develops in the process of speech contacts and speech interaction of people is recognized. Communication, therefore, should be the goal, means and basis for organizing the teaching of foreign language speech. Obviously, the goals and objectives of education depend on the social order of society for the preparation of a highly qualified and educated specialist in the field of medicine. For students of an agricultural university, the subject "foreign language" is non-core, and therefore, in order to make the learning process the most effective and focused, the teacher must clearly understand the role and place of a foreign language in the life and work of a future professional. A characteristic condition and methodological feature of teaching a foreign language in our medical school is the lack of a natural language environment.

We have to state the fact that it is necessary to prepare a student to participate in the process of foreign language communication in the conditions of foreign language communication created in the classroom.

Since the material presented to students by ear serves as a model of the real language environment, conveying its main features, listening involves students in active speech activity. Mastering this type of speech activity should form students' psychological and linguistic readiness. The training program should be built taking into account the gradual increase in the complexity of students' speech operations with educational material.

Actual in this regard is the implementation of the idea of combining two tasks at the initial stage: teaching listening and, on its basis, teaching foreign language communication. With this approach, the study of a foreign language as another system of codes is based on the perception of speech by ear, which is a natural way for human ontogenesis to master speech. Perceiving speech by ear, students from the very beginning are immersed in the environment of the language being studied; they form the mechanisms of perception and understanding of speech, inner speech using the means of a new language code, knowledge of all aspects of the language system. As a result of a systematic specially organized practice in listening, students develop a communicative listening skill that provides access to foreign language communication.

CONCLUSION: Communication is impossible without the perception and understanding of the speech of the interlocutor by ear. Therefore, the purposeful development of listening skills and abilities is the dominant goal of training at the initial stage. The current educational materials and programs for teaching a foreign language to students of an agricultural university cannot fully provide the social order of today and need to be adjusted and adapted to the needs of students. Indeed, for students of the medical academy, the ability to listen to oral presentations in the form

of messages, lectures, and reports and extract useful information from them is an important academic and professional skill.

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