введения подхода к обучению по охране труда с учетом начальной степени подготовки работника;

организации инновационной подготовки лиц, которые обучают охране труда;

внедрению инновационных технологий обучения.

Таким образом, необходимость обучения по охране труда - одна из актуальных проблем, решение которой должно быть направлено на повышение уровня профессиональной компетентности в вопросах безопасности человека, поиска наиболее эффективных способов решения производственных задач в области охраны труда, вопросам регулирования социально-трудовых отношений в коллективе.

Обучение работников безопасности труда не должно быть теоретическим, отражающим лишь законодательно-правовые и нормативно-технические аспекты. Важной составляющей содержания являются приобретение и освоение практически необходимых навыков и умений.

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УДК 372.881

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APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE TO AGRICULTURAL UNIVERSITY STUDENTS

Ключевые слова: информационные и коммуникационные технологии (ИКТ), преподавание иностранных языков, информационные системы, методы обучения, аутентичные материалы.

Аннотация: статья освещает использование информационно-коммуникационных технологий (ИКТ) при обучении иностранному языку студентов агротехнического университета. Анализируются основные направления совершенствования обучения иностранному языку на базе ИКТ.

Summary: the article deals with application of information and communication technologies (ICTs) in teaching a foreign language to agricultural students. The main directions of enhancing the ICT-based foreign language teaching methods are analyzed.

Nowadays, distance learning technologies are widely used in higher education, which allows maintaining the necessary communicative and social relationships in the process of education. When teaching foreign languages to the students of agro-technical universities much attention is paid to information and communication technologies (ICTs).

The analysis of the potential of software systems and methodological support for teaching a foreign language at an agro-technical university shows that at present the arrangement of academic activities, monitoring and self-monitoring the effectiveness of teaching a foreign language is not feasible without the daily use of ICT opportunities.

The potential of information and communication technologies influences the contents, methods, organizational forms, and means of instruction:

• presentation of hypermedia materials; providing students with learning materials according to their level of knowledge and skills; the possibilities of restructuring the material; providing an authentic language environment through the use of authentic texts, audio and video resources;

• the availability of information interaction between students and teachers in different work modes; educational modules realization; the creation of communication subject environment; implementation of students' abilities to search, collect, process, and apply educational information; the availability of educational materials in an electronic form – electronic textbooks, texts, tests, presentations;

• the use of information systems (Moodle, LearningApps, Google classroom) that realize the possibilities of multimedia technologies; the ability to automate the processes of information and methodological support of the educational process, including searching, processing, producing of educational information (text, video, audio and graphic files with reading and listening tasks, research work assignments, presentations, grammar, phonetic and vocabulary tasks); the possibility to monitor students' knowledge and skills demonstrating their academic achievements [1].

Based on this, the main directions for improving ICT-based foreign language teaching are identified.

The first direction is focused on improving the organizational forms (interaction between the teacher and students), methods (the ways of interaction between the teacher and students in order to form and develop knowledge, skills and abilities) and instructional technologies (the use of technology platforms (Moodle, LearningApps, Google classroom). The enhancement of instructional technologies includes:

• the use of versatile authentic materials (reading professional and reference literature presented in electronic format on web-pages or in files of various types with a block structure) with hypertext links for translation or definitions of professional terms;

• making various exercises to memorize professional vocabulary units;

• students' repeated practising the exercises with demonstration of correct answers or displaying only the final grade (online test assignments).

At the stage of arranging the foreign language teaching process at an agrotechnical university the following instruction methods are used: practicing vocabulary, terminology, making presentations and research projects using hypertext, hyperlinks and multimedia. Individual, partnership and group instruction forms are used.

When applying ICTs, social services (web 1.0 and web 2.0 – email, web forums, wikis, blogs, and "podcasts") provide opportunities for networking between students and teachers and the development of telecommunication projects [1].

The second direction of improving ICT-based foreign language teaching is the development of personality-based education (PBE), which is understood as the arrangement of the teaching process aimed at the students' professional development.

The teaching process creates conditions for students' self-education, self-development, and self-control. A competence-based approach is implemented to form and develop students' skills and abilities of self-study in receiving information, practicing professional terminology, grammar patterns, writing, listening and speaking, searching for necessary information to prepare projects and presentations on professional topics.

The technological approach allows structuring the course materials depending on the students' level, setting the goals and objectives of the module, automating knowledge control, including the organizational module (timetable, test schedule, discussion topics, topics for written assignments, etc.); viewing information and results offline.

As part of person-oriented teaching, the profession-oriented approach is applied, thanks to which professional competences are developed and the authentic language environment is provided, as well as the communicative approach helps to develop students' communicative competences through professional communication [3].

The third direction for improving ICT-based foreign language teaching is the examination of the pedagogical and ergonomic quality of the subject-area

contents. This area includes: pedagogical and ergonomic conditions for effective use of educational information systems in higher education institutions (access to the Internet, interaction in a unified information and communication environment, intensification, individualization, differentiation of training); pedagogical and technological requirements for the contents and operation of educational information systems (flexibility, reliability, security, adaptability, remote access, etc.).

The solution to this problem involves the basic didactic requirements for information systems used in foreign language teaching:

• scientific content – ICT-based content demonstration in accordance with the professional topic material (facts, codes, reference authentic materials);

• accessibility – application of teaching materials and methods which correspond to the students' willingness to perceive and assimilate the material;

• computer visualization – implementation of ICT potential (multimedia technologies, audio and video files);

• adaptability – realization of ICT opportunities for each student individually (multiple listening to audio or video files, multiple testing in order to practice professional terminology);

• systematic character and consistency of teaching – providing text, audio and video files, as well as completing ICT-based tasks in logical connection and sequence;

• students' consciousness and independence (independent information search for the project and research activities while learning a foreign language).

It should be noted that at present the level of using teachers' ICT-based copyrights at BSATU is not high enough. They are used fragmentarily and are usually aimed at developing individual speech skills and abilities. One of the reasons is the technical support problem of the educational process. Equipment malfunctions and breakdowns are quite common and can lead to the disruption of the teaching process. It is also worth noting the high cost of purchasing licensed computer software. Frequently the teachers are not well aware of ICT opportunities, the implementation of didactic requirements in foreign language teaching, the automation of information retrieval processes, and the requirements for ICT-based copyright materials for foreign language teaching at agrotechnical universities [2].

However, foreign language teachers at BSATU are extensively using the testing and diagnostic methods, which enable evaluating the level of foreign language proficiency at different steps of foreign language teaching.

Thus, the fourth area of improvement in the methods of foreign language teaching at an agricultural university should be training a foreign language teacher in application of ICTs. There is need for creating the theoretical basis for improving the methodological system of foreign language teaching in terms of mass informatization of education, which involves the implementation of educational and software tools and technologies in implementing the didactic features of ICTs in foreign language teaching.

It is essential to outline the following guidelines for improving the educational methodological system of ICT-based foreign language teaching:

• improvement of organizational forms, methods and means of ICT-based foreign language teaching;

• development of personality-based education using information technology systems;

• expertise of pedagogical and ergonomic quality of the subject-area content of professional foreign language teaching based on information systems;

• foreign language teachers' training in the field of ICT application in professional activity.

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УДК 811.161.3

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РОЛЬ РОДНОГО ЯЗЫКА В ГРАЖДАНСКО-ПАТРИОТИЧЕСКОМ ВОСПИТАНИИ ЛИЧНОСТИ

Ключевые слова: родной язык, речь, духовное становление, академические компетенции, профессиональная деятельность.

Key words: native language, speech, spiritual development, academic competencies, professional activity.

Аннотация: в статье рассматривается роль родного языка в гражданско-патриотическом воспитании современной молодежи. Отношение к