

A CAREER-FOCUSED METHOD OF FOREIGN LANGUAGE EDUCATION OF AGRICULTURAL STUDENTS

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Abstract. The article deals with a career-focused method of foreign language education of agricultural students. Special emphasis is put on the monological speech and types of reading when teaching a foreign language to students of agrotechnical specialties.

Keywords. Agricultural students, a career-focused method of foreign language education, scanning, skimming and reading for detailed information

ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЕ ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ АГРОТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

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Аннотация. Статья посвящена профессионально-ориентированному обучению иностранному языку студентов агротехнических специальностей. Особое внимание уделяется обучению монологической речи и видам чтения при обучении иностранному языку студентов агротехнических специальностей.

Ключевые слова. Студенты агротехнических специальностей, профессионально-ориентированное обучение, просмотровое, поисковое и изучающее чтение.

Training of professionals in the field of agribusiness who have a high level of general and communicative skill and are capable of performing professional activities in accordance with world standards is currently a key focus. It's crucial to understand that proficiency in a foreign language isn't simply a marker of cultural enrichment of the future specialists; it's also vital for achieving success in their careers. As the study of a foreign language is designed to equip graduates for their future work, a career-focused method of language education becomes particularly significant.

Career-focused education geared toward agricultural students centers around the foreign language required for their field. It merges proficiency in that language

with cultivating key attributes of prospective professionals, understanding the nation's culture, and gaining practical abilities rooted in combined linguistic and vocational insights.

The levels of foreign language proficiency in a career-focused method of foreign language education of the future specialists in the field of agribusiness are determined by the following criteria and indicators: 1) proficiency in linguistic professional knowledge; 2) readiness for verbal professional interaction; 3) willingness to engage in creative professional activity.

The core focus of career-focused education lies in combining it with specific fields of study, aiming to acquire expanded vocational expertise and cultivate essential skills within upcoming experts. Here, a second language serves as a tool for enhancing both their occupational capabilities and individual growth – both personally and vocationally. Furthermore, this proves essential for ensuring the graduates' prosperous careers.

A foreign language can become an organizing subject, as by its nature it has a special ability to integrate a variety of information. So this allows, on the basis of a foreign language, combining several disciplines into one and identifying a foreign language as the core. On the other hand, a foreign language as a subject has a special ability to integrate with other subjects, which stems from the very nature of the language as a means of receiving and transmitting information. Thus, while studying a foreign language, interpersonal relationships are formed at a business constructive level, as well as the ability to make conclusions, formulate arguments, highlight and convincingly present the most relevant information, and use informational technologies. [2]

It should be also noted that a career-focused method of foreign language education is not aimed at quantitative (more study time, more teaching material), but qualitative changes. Thus, it is the best way to implement trends of modern educational process, focused mainly on the formation of professional and communicative competences of the future professionals, as well as their capacity to enthusiastically and innovatively participate in international professional dialogue.

A career-focused method of foreign language education can be carried out depending on the order in which the language and profession are taught. It can either precede, or complete, or take place in parallel with special training. What concerns teaching a foreign language to students of agricultural specialties it unfolds concurrently targeted skill development. The purpose of training is the ability of students to use a foreign language to solve current professional problems at the time of study.

A career-focused method of foreign language education involves active interaction of all participants of the educational process, where there is a mutually

useful exchange of information in the foreign language, acquisition of communication skills for professional tasks.

The problem of career-focused education for students of agricultural specialties is, first of all, that the level of foreign language proficiency of agricultural specialties does not correspond to modern requirements. The reason for this is the poor foreign language training at school on the one hand and the lack of motivation to learning a foreign language on the other. The method of teaching a foreign language to students within agricultural fields through vocabulary study focused on translating texts specific to their discipline remains valuable.

The basic structural element of any career-focused method of foreign language education is communication skills. Communication skills mean the ability to realize one's needs for communication through different language means. Knowledge of words, grammatical forms and constructions does not by itself ensure the formation of communicative skills. It is necessary to possess knowledge of this material to create or recognize information. Since the graduates of agricultural specialties have to know all kinds of speech activities (speaking, reading, listening and writing), communication skills differ according to these types: skills in the field of speaking, reading, listening and writing.

Speaking is a priority type of speech activity in teaching students of agricultural specialties. When improving oral speech, more attention should be paid to the monological speech, namely, logically related motivated utterance based on the text.

As for students of agricultural specialties the process of learning a professional foreign language is based on a modular-rating technology. It means that in the process of speaking the student himself sets the volume of utterances, selects certain information and the language means necessary for its expression that correspond to the chosen level. This prepared speech is based on the professionally oriented texts.
[3]

One of the main tasks of the career-focused education for agricultural specialties is to teach the future specialist to read and understand (without a dictionary) the content of texts according to their specialty. It should be noted that in the system of a career-focused method of foreign language education of agricultural students, special emphasis is placed on training in information search and reading professional technical texts.

The cognitive interest in acquiring reading skills by students of agricultural specialties is related to their future professional activities. Therefore, the texts to be studied are selected taking into account profile, ability to arouse professional interest and provide cognitive effect. Depending on the purpose of teaching agricultural students a professionally oriented foreign language, such types of reading as scanning, skimming and reading for detailed information are used. Each type of

reading is based on the following skills: understanding the general content, understanding the main content, extracting full information from the text (details, facts, formulating the main idea, comparison of information). As a result of reading, the process of obtaining information is carried out and this, in turn, has practical importance for the future professional activity of the specialist. The main factor that stimulates cognitive interest in acquiring reading skills is the professional focus of the teaching material, variety of topics and authenticity of text material, and communicative focus of tasks. [1]

If students clearly understand the aim of reading and choose the correct reading strategy it can significantly improve their reading skills, helping them to absorb and analyze information more effectively. For this, the teacher needs to create a positive motivation in the students, help them orient themselves towards the goals of reading and choose an appropriate strategy, determine the levels of understanding available to students and form higher ones.

In conclusion it should be noted that a career-focused method of language education of agricultural students involves combining the mastery of a professionally oriented foreign language with personal qualities of the students, understanding the cultural nuances of the language being studied alongside developing specialized abilities rooted in both vocational expertise and linguistic understanding.

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