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**ИНОСТРАННЫЙ ЯЗЫК КАК НЕОТЪЕМЛЕМАЯ ЧАСТЬ
ПРОФЕССИОНАЛЬНО НАПРАВЛЕННОГО ОБУЧЕНИЯ СТУДЕНТОВ
АГРОТЕХНИЧЕСКОГО ПРОФИЛЯ**

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FOREIGN LANGUAGE AS AN INTEGRAL PART OF AGRO-TECHNICAL STUDENTS' PROFESSIONAL TRAINING

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Статья рассматривает роль иностранного языка при подготовке специалистов в учреждениях высшего образования агротехнического профиля. Анализируются некоторые особенности обучения профессиональному иноязычному общению на современном этапе.

The system of higher education in our country is being under reforms: the general curriculum outcomes are being changed, educational programs are being perfected, the experience of foreign higher educational institutions is being adopted, which leads to closer ties between national and foreign universities.

A foreign language, predominately the English language, is widely used to solve different language problems by engagement and employment of specialists with the knowledge of foreign language to provide effective cross-cultural communication with foreign partners. So as to provide successful communication in the area of technology, the specialists need to develop their skills and abilities in speaking, writing and understanding a foreign speech.

One of the primary tasks of agro-technical students training is to prepare future specialists able to provide communication in a foreign language for solving the problems of interpersonal and intercultural interaction. Professional English is meant to solve this task, which makes it necessary for university teaching staff to plan topic materials connected with agricultural students' future professional activity and everyday communication [4].

Professional agribusiness communication is accomplished by means of oral and written speech genres. Within the framework of professional agribusiness contacts such genres are presented by presentations, business talks, negotiations.

Written agribusiness communication is realized with the help of different kinds of business correspondence (business letters, social networking messengers, e-mail letters) and documentation (agreements, contracts, protocols etc.).

In agro-technical higher educational institutions the priority is given to the functional side of teaching English: the lexical units of scientific, technical, business, computer subject areas and language etiquette of professional communication. However, the insufficient level of development of sociolinguistic and sociocultural competences has a disadvantageous effect upon the process of professional communication of the students. It is necessary to pursue dialogue in the context of business communication and collective interaction. Sociocultural guidelines are the norms and rituals of foreign language communication. In dialogic speech the following lexical elements have to be introduced to the students:

- etiquette clichés (forms of addressing, greeting, saying goodbye, the peculiarities of commands, requests, agreement, disagreement, etc.);
- interjections which help to show emotions and express will;
- idiomatic expressions;
- desemantized lexical units (substitutes for the words the speaker cannot remember);
- parasitic filler words that allow the speaker to gain time so as to think about the subsequent statement [1].

Text study in different techniques (reading, listening, scanning) is followed by the analysis, and then by definition and discussion of the problem. A variety of communicative tasks in professional communication can be offered to the students. By fulfilling a variety of assignments, the students acquire new linguistic knowledge that allows them to use a foreign language more freely, as well as to be aware of the peculiarities of their thinking based on a comparative analysis of foreign and native languages [6; 331].

The systematic fulfillment of these tasks builds the necessary level of professional communicative competence of future agricultural specialists and helps them to adapt to the conditions of professional communication. It is necessary to

offer students increasingly complicated exercises that impart the skills of argumentation to the students, which can be extremely useful for future specialists in conversations on professional topics [2; 458].

The concept of teaching English as a language of professional communication is of great importance for teachers. The problem of non-linguistic universities is that the amount of time devoted to foreign language studying is very small, and the goals and challenges faced by the students in modern conditions are becoming more and more complicated [4; 131]. These goals require a special approach to the educational process itself.

The experience of practical work shows that along with reading professional literature, the overwhelming majority of students of non-linguistic universities, show much interest in the lifestyle of foreign countries and have a wish to communicate with foreign peers. However, the contents of curricular programs of non-linguistic universities are mainly focused on professional training and do not meet the cognitive needs of the students [3; 28].

It is impossible to study a foreign language as a means of communication without knowing the world of its language. The worldview which surrounds native speakers shapes and determines the characteristics of spoken language. Thus, the main goals of teaching foreign languages at agro- technical universities at present can be formulated as teaching a foreign language as a means of communication between specialists, maximum development of agricultural students' communication skills, acquaintance with the sociocultural picture of the foreign language world.

Consequently, professional training is associated with the formation of students' foreign language communication skills which allow them to carry out oral and written speech interaction with other communicators in situations of professional communication in a foreign language.

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