

Современные технологии в сфере сельскохозяйственного производства и образования

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ТЕХНОЛОГИЯ РАЗНОУРОВНЕВОГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В СЕЛЬСКОХОЗЯЙСТВЕННОМ УНИВЕРСИТЕТЕ

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MULTI-LEVEL FOREIGN LANGUAGE TEACHING TECHNOLOGY AT AN AGRICULTURAL UNIVERSITY

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***Аннотация.** Статья рассматривает технологию разноуровневого обучения иностранным языкам при подготовке специалистов в учреждениях высшего образования агротехнического профиля. Анализируются некоторые особенности организации учебного процесса и приводятся примеры разноуровневой дифференциации заданий при данной технологии обучения иностранным языкам.*

In foreign language groups at an agricultural university one can observe different levels of students' knowledge. There are bright students who cope with all the teacher's tasks. Quite a large number of students enjoy an average level of mastering the subject. In each group there are incapable students who need additional time to learn the subject material. In this situation the university teacher has to take into account different levels of language competence and apply the technology of multi-level teaching.

Multi-level teaching is a pedagogical technology of organizing the educational process in which different levels of comprehension of educational material are assumed. Differentiation is carried out not by reducing or increasing the material volume. The students are offered the same amount of material, but different levels of requirements for its comprehension are specified [1].

Multi-level teaching is one of the integral technologies of foreign language teaching at an agricultural university. Multi-level teaching of a foreign language is understood as the organization of the educational process, in which each student, depending on his individual abilities, has the opportunity to master the subject material at a different level (A, B, C), but not below the basic level A. In this case the criterion for evaluating the student's activity is his efforts to master the material, according to his creativity [1].

When working with a mixed audience, part of the responsibility for achievement is shifted to the students themselves. At the same time, the focus is made on creating a respectful and friendly learning environment, where every student can learn at his own pace, build self-esteem, and feel psychologically comfortable [2].

Differentiated teaching is widely used at different stages of the educational process: learning the new material, practicing new language units, differentiated

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homework; keeping records of knowledge in the classroom; monitoring the comprehension of the studied material; self-study and control tasks.

As examples of ranking assignments for different types of language activities, the following tasks can be found in teaching practice at an agricultural university.

Assignments for reading the text and practicing vocabulary:

(A level): Read the text. Translate the phrases in bold into Russian.

(B level) Read the text. Give your explanation in English to the phrases in bold.

(C level) Read the text. Think of other synonyms to the words in bold.

Writing assignments for the topic “My future profession”:

(A level): Write a descriptive essay about a typical day of a farm manager. Follow a simple plan containing the introduction, the main part and the conclusion.

(B level): Write a descriptive essay about a typical day of a farm manager. Use the given quotation below as a thesis statement. Follow the given plan and make use of helpful phrases when writing your descriptive essay.

(C level): Write a descriptive essay about a typical day of a farm manager. Find the quotation to the main idea of your essay. Follow the plan and try to give your arguments and counter arguments.

Speaking assignments for the topic “My future profession”:

(A level): Fill in the diagram. Tell your partner about agricultural engineers' fields of work.

(B level): Compare the jobs in the two pictures. Think of the qualities and qualifications for the jobs, the advantages and the disadvantages of each, and the lifestyle each job involves. Which of the jobs shown would you prefer to do?

(C level): Speak on the following problems sharing your opinion about your future career: 1. How can agricultural engineers help the environment? 2. Are agricultural engineers considered to be introverts or extroverts? 3. Can climate-smart farming save the earth and make money?

Most of the multi-level exercises are assigned for independent work; therefore, an important part of this teaching is to provide students with the opportunity to work independently on a regular basis using various resources: textbooks, e-textbooks, grammar reference books and dictionaries. While developing cognitive activity the following skills are formed: self-directed learning, searching for ways and actions of mental character to fill gaps in knowledge, stimuli in eliminating difficulties when doing lexical and grammatical exercises.

At assessment stage the analysis of the completed work is done (self-control of the achievements). The teacher keeps records of the volume and contents of the work done. The results are discussed together with students, the progress is analyzed, and the correction of mistakes is carried out.

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In multi-level teaching, it is necessary to restructure the ideas about the nature of the student's academic activities. It is necessary not to check what the students have memorized, but to teach them how to act, to guide their efforts, for them to learn from mistakes finding the cause of those mistakes. You can't get everyone to the same level; you have to give everyone the opportunity to go from level to level to the best of their abilities.

Therefore, teaching a foreign language in a multi-level group is aimed at mastering the ways, techniques and strategies for overcoming difficulties independently, developing a holistic personality of the student, being able to adapt quickly in constantly changing situations of professional activity. It is also focused on acquiring knowledge independently and applying it in practice to solve a variety of problems, collecting, selecting, analyzing and evaluating the information needed to perform future professional activities.

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РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ АГРОТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

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CRITICAL THINKING DEVELOPMENT OF STUDENTS OF AGROTECHNICAL SPECIALITIES

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