ORGANIZATION OF STUDENTS' GUIDED INDEPENDENT STUDY IN FOREIGN LANGUAGE TEACHING AT AN AGRICULTURAL UNIVERSITY

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The article is devoted to the problems of using Internet resources when organizing students' guided independent study at agricultural higher education institutions. Some aspects of the self-study organization are analyzed and the examples of using web quests and a project method in an academic educational environment are provided.

Key words: students' guided independent study; information resources; project; teaching method.

ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ В СЕЛЬСКОХОЗЯЙСТВЕННОМ ВУЗЕ

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Статья посвящена проблемам использования Интернет-ресурсов при организации самостоятельной работы студентов в сельскохозяйственных вузах. Анализируются некоторые аспекты организации самостоятельной работы студентов, приводятся примеры использования веб-квестов и метода проектов в академической образовательной среде.

Ключевые слова: самостоятельная работа студентов; информационные ресурсы; проект; метод обучения.

One of the main tasks in foreign language teaching at an agricultural university is to train students how to use a foreign language in their professional activity. The most common fields of activity for engineering specialists are as follows: conversations using special technical terminology, office management and business correspondence, drafting and translation of technical documentation, maintenance of various equipment, conversations using business language and conversations on general topics, participation in seminars, conferences and presentations.

The core component of the electronic educational complex is professionally-oriented communication, including abilities to translate technical texts suitable for the specifics of students' future professional activity.

The use of Internet resources in the organization of students' guided independent study (SGIS) allows selecting authentic, relevant professional materials for reading, abstracting, annotating with subsequent discussion in the classroom. In order to make the teaching process as close as possible to students' future professional activity, it is possible to use a number of problem-based methods of foreign language teaching. These include research, quest, discussion methods and the project method, which includes all of the above methods [2].

SGIS is the most important stage of transforming the educational information into solid and profound knowledge, skills and abilities. It provides continuous and systematic nature of students' cognitive activity, develops skills and techniques of mental work organization. One of the forms of organizing SGIS on the basis of multimedia projects is web quest, which involves the use of Internet data resources.

The following types of tasks for web quests can be used at an agricultural university:

– retelling based on a presentation, or a poster;
– planning and designing based on specified requirements;
–analytical tasks implying search and systematization of information;
– research into various phenomena, discoveries, facts based on unique online sources;
– evaluation of a particular viewpoint.

The examples of web quest topics within the module "Agriculture as a field of professional activity" are "Outstanding agricultural scientists of English-speaking countries", "The main branches of agricultural development in the countries of the studied language", "Modern ways of sustainable agriculture development", etc.

The distinctive feature of the web-quest is that the resources containing the information necessary to solve a problem are predetermined. In the web quest the order of actions to be performed by the student is defined. The essential component of this technology is a spectrum of knowledge, skills and abilities that students will be able to acquire by completing this quest. The criteria for evaluating the completed tasks should also be defined.

In the process of teaching a foreign language at an agricultural university, there is an opportunity to use projects as a form of extracurricular study. Some examples of projects, used as a form of students' guided independent study, are as follows:

– creative projects: various contests, e.g. projects "My model of a modern plow", "A business plan for a future farm", etc.;

– mini research projects: a collage "The History of the tractor development", an advertisement of a certain model of a combine harvester;

– constructive-practical projects: an instruction manual for tractor driving;

– information and research projects: a tour to a farm in the country of the studied language;

– role-playing projects: a press conference on the topic "Regenerative Agriculture";

– information projects: an article for a university journal, a scientific report [1].

As a project example, the students of specialty "Agribusiness" can be offered the topic "The Farm of the Future". This topic will arouse interest not only in learning a foreign language, but also show the significance of their specialty. Students are asked to present their projects, describe practical significance of state-of-the-art-type farm equipment, and tell why this particular innovation is of interest to them. In the process of preparation students can make sure that a huge amount of information on the specialty is presented in English. Thus, the desire to learn more new information stimulates students to learn a foreign language.

In this way, projects as the most organic variant of integration of project methods into the educational process allow us to use the course material for organization of guided students' independent study.

Overall, it can be said that today's educational tasks require choosing educational methods and forms of organizing self-study that promote an active learning process and develop the abilities to learn: how to find necessary information, use various information sources, remember, think, judge, make decisions, organize oneself to work. The use of computer technologies in education opens up new opportunities for teaching foreign languages at an agricultural university.

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