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Abstract. The article deals with the importance of interactive electronic educational resources. A lot of attention is paid to the learning environment Moodle and online learning platform Quizlet.

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FORMATION OF PROFESSIONAL CULTURE OF THE AGROENGINEER AS AN INTEGRAL PART OF INNOVATIVE EDUCATIONAL TECHNOLOGY

Abstract. The article considers the problem of professional culture formation in the system of modern higher engineering education. The

role of university educational environment in the process of students' professional culture development is shown. Much attention is given to the level of professional culture of future agrotechnical specialists.

Nowadays professionally oriented education is no longer aimed at preparing a person only for professional activities. Its purpose is increasingly confined in performing a specific set of humanistic tasks and functions for educating a future agricultural engineer, shaping and developing his personality, moral and ethical principles and beliefs. In the modern era, the interdependence of countries and nations is intensifying, various aspects of human activity are being internationalized, and integration processes of international cooperation are becoming urgent.

The culture of foreign communication of future engineers is understood as the level of mutual understanding of two or more participants of communicative interaction in a certain speech situation taking into account historical and socio-cultural factors expressed in certain verbal and non-verbal forms of receiving and transmitting foreign language information.

In the context of higher engineering education reforming, formation of a language communication culture in the study of a foreign language can be viewed as one of the conditions of the personality integration of the future engineer into innovative world culture.

The culture of foreign language communication presupposes the ability to organize and implement communication with a foreign language partner, mastering the techniques of effective verbal and non-verbal interaction in any speech situation. Numerous studies on culture interaction suggest that the content and results of diverse intercultural contacts largely depend on the ability of their participants to understand each other and to reach agreement, which is mainly determined by the culture of foreign language communication of the interacting parties.

The connection of education with culture is one of the most important areas in training qualified technical specialists. It is important to find out to what extent culture can make the substantive basis for the education of a future engineer. The goal and the main function of education is completely the same as a function of culture: the transfer of social experience, its values in training of specialists in higher education institutions. While training a technical specialist, the leading role be-

longs to the formation of his professional culture, which is the process of transforming social and professional values into personal ones.

There are several approaches to substantiating the essence of professionalism of specialists: personal (based on the definition of professionally important qualities of a specialist), activity (based on the study of performance), holistic (based on the interrelated study of personal and professional growth) [2, p. 24].

Professional culture of the agroengineer is the basis for the systematization of professionally important qualities of a specialist and for the creation of ideal professional personality models. It has important theoretical and practical significance for professional activity and communication.

Formation of professional culture of future technical specialists is carried out on the basis of vocational training, taking into account the inseparable connection of mastering professional-oriented and social-humanitarian disciplines, as well as on the basis of a combination of communicative, general cultural and information competencies that can be successfully formed only in the context of the implementation of professionally oriented foreign language competence [1, p. 93].

Improving the level of students' professional culture should be carried out with the help of mechanism to optimize their relationships with teachers through the implementation of a personality-oriented model of interaction between them and the use of interactive teaching methods. The level of professional culture of future agrotechnical specialists is directly dependent on the level of their professional skills. A student with a low level of a professional culture development is practically unprepared to perform their professional duties because a high level of professional culture correlates with a high level of professional qualification and contributes to the improvement of the professional qualities of a specialist and his competitiveness.

Thus, professional culture of the future specialist of a higher education agrarian institution is considered as part of the general spiritual culture, which is present in professional competence, readiness to analyze and evaluate professional ethical problems, make independent decisions, communicative skills, conscious readiness for self-education, self-development, continuous professional development.

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ЗНАЧЕНИЕ И МЕСТО ЛИНГВИСТИЧЕСКОЙ ИГРЫ В ПРЕПОДАВАНИИ ДИСЦИПЛИНЫ «РУССКИЙ ЯЗЫК КАК ИНОСТРАННЫЙ»

***Аннотация.** Игра – это эффективный метод в обучении русскому языку как иностранному.*

Иностранные студенты получают образование в Республике Беларусь на неродном для них (русском) языке. От того, насколько успешными они будут в освоении языка страны пребывания, зависит и качество их образования. Задача преподавателя – сделать процесс познания языка интересным, творческим и увлекательным. Очень важно облегчить языковые трудности, сделать изучение иностранного языка более доступным, создать ситуацию успеха.

Практика показывает, что игра – это один из наиболее эффективных интерактивных методов обучения иностранному языку, поскольку предполагает добровольное участие, характеризуется непринужденной атмосферой, развивает коммуникативные способности обучаемых.

На занятиях по русскому языку как иностранному целесообразно использовать лингвистические игры. В ходе игры можно повто-