22.02.2022).

3. Програма реалізації Стратегії розвитку Миколаївського національного аграрного університету на період 2016-2023 років https://www.mnau.edu.ua/files/home/pr20162023.pdf (дата звернення 22.02.2022).

4. Освітні програми підготовки здобувачів вищої освіти у Миколаївському національному аграрному університеті у розрізі факультетів : https://www.mnau.edu.ua/structure/faculties-and-departments (дата звернення 20.02.2022).

5. Міжнародне співробітництво Миколаївського національного аграрного університету : https://int.mnau.edu.ua/ (дата звернення 20.02.2022).

УДК 378:37.02:811.111

PRACTICE-ORIENTED LEARNING TECHNOLOGIES IN LANGUAGE EDUCATION OF FUTURE AGRARIANS

Hannichenko Tetiana, Ph. D. in Pedagogy, Associate Professor
e-mail: *tetianagann@gmail.com*
Tishechkina Kateryna, Ph. D. in Philology, Associate Professor
e-mail: *tishechkinakateryna@gmail.com*
Mykolayiv National Agrarian University

Agriculture is one of the leading sectors of economy and modern agrarian must have a sufficient level of foreign languages knowledge to get acquainted with world practical experience, master advanced technologies, study the latest sources of information, and finally communicate with colleagues on professional topics, etc. The urgency of this problem is increasing due to the transition of the country and sectors of the national economy for an innovative way of development. In this regard, it seems necessary to continue the shift from the transfer of knowledge to practice-oriented learning technologies at the university, which, ultimately, will increase the motivation of students to acquire professional competence.

The practice-oriented approach allows creating conditions for the interpenetration of educational and professional activities as a way to achieve professional competence. Its essence is to implement the educational process in the context of future professional activities through the reproduction in the forms and methods of educational activities of students of real psychological and pedagogical situations, solving specific professional problems [1].

Taking into account our practical experience of teaching at the Mykolayiv National Agrarian University and having done an analysis of scientific sources we have identified the following approaches to practice-oriented learning:

– organization of all types of practices, including educational and work practices, for real acquisition by the student of professional competencies in the relevant field of study;

– active introduction of practice-oriented technologies into training allows the student to develop knowledge, skills, and abilities, as well as personal qualities that are necessary for the qualitative performance of their functional duties in the future.

At MNAU all students have the opportunity to undergo educational practice and internship with immersion in the language environment during their work practice on UK farms. Acquisition of competencies in professional activity is combined with language practice.

The use of practice-oriented technologies should be considered as a set of means and methods for teaching and developing students, allowing them successfully achieve their goals.

There are the following groups of practice-oriented learning technologies in higher education:

- project study;
- case-study;
- game-based learning;
- contextual;
- coaching;
- portfolio;
- information and communication technologies, etc.

In our opinion, the main goals of practice-oriented learning technologies in language education of future agrarians are:

- effective assimilation of educational material;
- increasing students' interest and higher motivation to study;
- cooperative study: teamwork and using individual creative abilities, to contribute their knowledge, benefit their group, and show the achieved result;
- acquiring knowledge by students independently, being able to apply them to solving new cognitive and practical tasks;
- assistance the students in acquiring communication skills, i.e. the ability to work in different group levels, performing various social roles (leader, performer, mediator, etc.);
- developing the ability to use research techniques: to collect the necessary information, to be able to analyze it from different points of view, put forward different hypotheses, to be able to conclude;
- formation of students' own opinions based on certain facts;
- reaching the level of the student's conscious competence.

The practice-oriented learning technologies in the process of language study contribute to effective professional self-identification of students and improvement of their communicative skills. At the same time, the main forms of such training are the following:

- educational activities of the academic type (practical lesson, discussion, independent work with textbook);
- interactive learning (training, project making, presentation, conference);
- quasi-professional activity modelling the content of future professional activity in classroom conditions (role-play game, business game);
- educational and professional activities (internship abroad, i.e. UK and German).

The modular approach is taken into account during the formation of educational programs. Modular learning is the study aimed at solving long-term

problem complex that can provide an entire learning cycle. At the same time, the training module is an integration of goals, content, means, and organizational forms of training designed to set and solve a specific problem or to study and acquire knowledge and skills by students in the specific topic of the academic discipline. Following this approach, the entire course of study is divided into separate functionally complete modules, the boundaries of which are determined by the system of knowledge, skills, and abilities, types of educational and cognitive activities necessary for students to understand and solve theoretical and practical problems.

The module concerning foreign language teaching is considered:

1) as a topic that is proposed to be studied for a certain number of hours;

2) as learning blocks (speaking, listening, reading, and writing);

3) as an aspect of language (vocabulary, grammar);

4) as levels of foreign language proficiency;

5) as educational material offered to different level groups of students.

Each module includes four mandatory components:

1) target setting, 2) the training material, 3) methodological guidance, and 4) control or self-control.

As a rule, the module consists of several lessons and has the following structure:

a) introductory part with goal setting, questions for discussion of this topic / problem, work with vocabulary and grammar material;

b) a thematic text containing a problem that requires reasoning and solution, i.e. with the subsequent entry into a monologue and / or a dialogic speech;

c) listening / viewing audio / video material followed by discussion / performance of the test;

d) role-playing game based on case technologies / brainstorming / round table;

e) control / self-control.

Modular learning allows you to create an individual approach and conditions for independent activities of students and is considered as an effective technology in the implementation of motivational strategy, as well as individual and group learning. An important detail of modular learning is its successful combination with a traditional and communicative approach.

Thus, the introduction of practice-oriented technologies allows for forming a competitive specialist with a sufficient level of foreign language communicative competence.

References:

1. Бобраков С. (2012). Реформування змісту професійної підготовки вчителів у внз Німеччини: практико-орієнтований підхід // Порівняльна професійна педагогіка, (2), 161-168.

2. Brekhunets A. (2018). The practice-oriented approach to the professional preparation of future labor education and technologies teachers. Professional Education: Methodology, Theory and Technologies, (7), 31-42. Retrieved from https://education-journal.org/index.php/journal/article/view/99.