

УДК 378.147:811

**PRINCIPLES OF FOREIGN LANGUAGE TEACHING
FOR STUDENTS-AGRARIANS**

Tishechkina K.V. – PhD, Associate Professor of the Foreign languages department Mykolaiv National Agrarian University

Gannichenko T.A. – PhD, Associate Professor of the Foreign languages department Mykolaiv National Agrarian University

The article is devoted to the basic didactic and general methodological principles of teaching a foreign language. The paper considers the principles of science, systematicity and consistency, the connection of theory with practice, continuity and availability, the problem.

Keywords: *studying principle, foreign language, student.*

The process of foreign education of future agrarians is based on the didactic and methodological principles: scientific, systematicity and consistency, the relationship of theory with practice, continuity and availability, the problem.

The principle of science involves the study of basic linguistic concepts, laws, norms, the culture of speech, the relationship between communication and professional activity, the development of the necessary practical communication skills and skills based on the knowledge of the language, the formation of the linguistic personality of a future specialist.

The principle of systematicity and consistency requires knowledge, skills and abilities are to be formed in the system and in a certain order, when each new element of the educational material is logically linked to others, the following is based on the previous, preparing for the mastering of the new one. The educational material is remembered more and more strongly when the logical connections are maintained. That is psychologically established pattern.

The principle of the relationship between theory and practice establishes the interdependence between theory and practice and focuses on the practical orientation of language learning.

The principle of continuity and availability (by P. Pentyliuk) "focuses on the use of acquired (supporting) knowledge and skills during the language study ..., the establishment of communication of new material with the preliminary one and preparation for the perception of certain topics of the course" and the improvement of acquired communicative knowledge, skills and abilities in the process of further education and professional life [3, p.51].

The principle of problem involves the creation of problematic situations of communicative-cognitive nature and finding the way to solve them [3].

In addition to the didactic and general methodological principles as the basic principles of studying for professional-oriented communication, we distinguish the following [1]:

The principle of professional orientation is derived from the general didactic principle of connection of theory with practice. It is embodied in the content of learning and using the appropriate methods and techniques. There are two main approaches in the implementation of professional orientation [5, p. 113] that form the content of studying:

1) teaching the speech activity by the language of specialty on the basis of the text;

2) orientation of teaching on certain types of communicative acts related to the solution of professional tasks.

The linguistic behavior of specialists is conditioned by the needs of their professional work and it is intended to ensure the fulfillment of professional communication tasks.

The principle of communicativeness and functionality involves learning of communication, the practical use of language, the selection of linguistic material in accordance to the situation of communication, that is, professionally oriented information [4].

The principle of interdisciplinary relations focuses on the assimilation of conceptual and terminological material in unity with the study of special subjects, on the organization of the process of interaction in the teaching of special vocabulary in language classes for professional orientation - Ukrainian and English. Besides, the language "integrates all types of human activity and, in fact, with its help the interdisciplinary connections are carried out" [2].

The principle of interconnected teaching of types of speech activity focuses on parallel and interrelated learning in order to integrate the formation of communicative skills and abilities.

The principle of differentiated teaching involves the distribution of educational material taking into account the individual abilities, needs, interests and professional intentions of the student.

The principle of integrated teaching is based on the combination of traditional and non-traditional methods and language learning tools.

The principle of an individual approach involves creating conditions in which each student will feel himself as the main subject of the learning process, taking into account his/her (student) needs and capabilities; application of teaching methods in which the educational material will be perceived with ease and pleasure.

The principle of activity and independence suggests that language learning should be based on the organization of active student actions and the development of the ability to independently make decisions in the process of solving communication problems of a professional nature, with the optimal disclosure of the intellectual and creative potential of the individual.

Consequently, the formation of communicative competence in language classes by professional orientation is carried out according to the following principles:

- the principle of professional orientation;
- the principle of communicativeness and functionality;
- the principle of interdisciplinary relations;
- the principle of interrelated teaching of speech activity types;
- the principle of differentiated teaching;
- the principle of integrated teaching;
- the principle of an individual approach;
- the principle of activity and independence.

Література:

1. Ганніченко Т.А. Формування комунікативної компетенції майбутніх економістів засобами дидактичної гри у процесі мовної освіти: дис. канд. пед. наук / Ганніченко Т.А. – Херсон: Херсонський державний університет, 2009. – 262 с.
2. Єрмоленко С. Навчально-виховна концепція вивчення української (державної) мови / С.Єрмоленко, Л.Мацько // Дивослово.– 1994.– №7.– С.28-31.
3. Методика навчання української мови в середніх освітніх закладах : [підручник для студентів філологічних факультетів університетів] / за ред. М.І.Пентиліук. – К.: Ленвіт., 2005 – 399 с.
4. Тішечкіна К. В. Intensive Study of English Language in Higher Education. / К. В. Тішечкіна // Молодий вчений : науковий журнал. – 2017 – № 4.1 (44.1) – С. 53-56.
5. Шилак Л.В. Профессиональная направленность в формировании коммуникативной компетенции у студентов неязыкового вуза / Л.В.Шилак // Дидактика обучения иностранным языкам (формирование коммуникативной и профессиональной компетенции). – М.: Моск. гос. ун-т иностр. яз. им. М.Тореза, 1988. – С. 111–118.