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VOCATIONAL-ORIENTED LEARNING OF A FOREIGN LANGUAGE AT AGRARIAN UNIVERSITY

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ABSTRACT

The article examines the professionally oriented study of a foreign language at an agricultural university, describes a semiotic-situational approach as the basis of the study, and identifies the pedagogical principles of the process being studied. The author provides information about the experience of working with students in this discipline, talks about some of the features of training at the Tashkent State Agrarian University.

KEYWORDS: *English, Agrarian University, Vocational-Oriented, Student,*

INTRODUCTION

A graduate who has mastered a bachelor's program, according to the federal state standards of higher education of the last generation, must have "the ability to communicate in oral and written forms in Russian and foreign languages to solve the problems of interpersonal and intercultural interaction." When mastering this competence in an agricultural university, it is necessary to take into account: a relatively small amount of hours devoted to learning a foreign language; significantly different basic level of students who need during the first semester; the need to master a set of special knowledge in a short time.

In addition to the main textbook of the German language in the learning process, the manual "Ecology and Water" is used, developed for the directions "Water hydro resources and Aqua culture", "Ecology and nature management", "Agro ecology", "Nature arrangement and water

use". The requirements for the manual were: 1) introduction of students into the field of professional communication; 2) coverage of professionally significant topics; 3) the presence of problematic tasks that increase the independence of students; 4) a large proportion of authentic material.

The purpose of the manual is to develop skills about oriented reading and communication skills for participation in discussions. The main objectives of the manual: activation of the vocabulary of the specialty, training the skills of translation from German into Russian and from Russian into German, the formation of communication skills within their specialty. The texts are arranged taking into account the growth of lexical and grammatical difficulties from adapted to authentic. At the initial level, the focus is on various types of reading adapted literature; texts from periodicals, educational, popular scientific publications are used ("Why does the sea never dry up?", "Water for everyone", "Lake Baikal", "Water pollution", "Freshwater fish", etc.). The exercise teams determine the sequence of work on each specific text. The exercises provide for the removal of language difficulties, the consolidation of special vocabulary, the development of the skill of orientation in the read text and abstracting, activate the speech activity of students.

The main source of information for a specialist is a scientific article, report, description of the experiment. In this regard, at the next level of specialist training, as a rule, this is the second semester, professionally oriented reading takes the first place in order to obtain the necessary information, its processing with the installation for further use (for example, "The new desire for eco", "Water supply in London", "Green travel", "Man and the moor"). The second part of the manual includes exclusively authentic materials with which you can recreate the conditions of the language environment and real communication situations. These materials tell about the current state of science, society, novelties and discoveries, therefore, working with such authentic texts implies close cooperation between the teacher of the German language and teachers of special disciplines.

Students for independent extracurricular work can also use the manual, since the electronic version contains photo and video materials, useful links, relevant topics that allow students to expand their professional interests, teach them to navigate the flow of information. In order to consolidate the terminology, lexical minima are presented that are relevant. Students memorize vocabulary minimums, make crosswords, select illustrative material.

In our practice, we actively use the project method as an effective teaching tool, as well as a means of assessing the results of educational activities. Student mono- and interdisciplinary projects (for example, "My job", "Fish dishes", "Lake Baikal") are presented in the form of presentations at the annual student scientific-practical conference "Youth's View on the Solution of Actual Problems of Modern Science Development". The texts presented in the manual also provide an opportunity to apply new educational technologies: training by stations, case technology, and technology of cooperation. Performing in such conditions certain functions of a future specialist related to professional communication and its ethical aspects, students master the skills of interpersonal and business communication, assess themselves as future specialists, and independently analyse possible behaviour in situations related to their future specialty. The teacher, on the other hand, gets more opportunities to develop students' creative skills, as well as their communicative and managerial competence for future practical activities.

The above manual and the applied methods of work demonstrate an integrated, multidimensional approach to professionally oriented teaching of the English language in an agricultural university and leave room for the teacher's creativity, since language education is continuous, open and promising in nature, professional teaching of the English language.

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