

## Problems of Teaching English in the Agricultural Direction

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**Abstract.** At the moment, a university graduate must not only have professional skills, be highly qualified in a particular area, but also be a bearer of professional culture. Modern society needs specialists of a wide profile. The importance and advantages of studying foreign languages by students in the agricultural direction are considered. The main problems of teaching a foreign language to students in the agricultural direction are described: a small number of classroom hours, low motivation, lack of organization of independent activities of students, low language training, insufficient educational and methodological support. The definitions of an educational podcast and a teacher's podcast, the main conditions for using this technology, the stages of creation and placement are given. As a conclusion, the ways of solving the main problems of teaching a foreign language to students of agricultural universities through educational podcasts are revealed.

**Key words:** graduate in the agricultural direction; foreign language; podcast; educational podcast; innovative methods.

The goal of teaching foreign languages in non-linguistic higher educational institutions, including in agriculture, is to achieve a level sufficient for the practical use of a foreign language in future professional activities, which is possible with a professionally oriented approach to foreign language teaching. Vocational orientation refers to preparation related to the characteristics of the future profession, based on the needs of students to learn a foreign language, which, in turn, requires learning it. It includes the acquisition of a professionally oriented foreign language with the development of personal qualities of students, knowledge of the culture of the country of study and acquisition of special skills based on professional and linguistic knowledge.

When teaching a foreign language in accordance with the state educational standard of higher professional education, it is necessary to take into account the following aspects:

- professional direction of training students;
- to focus on the implementation of the tasks of the future professional activities of students.

This calls for the relevance of a professionally oriented approach to foreign language teaching in non-linguistic universities. It implies the formation of the ability to communicate

in a foreign language, taking into account the specific features of professional thinking in professional, business, scientific fields and situations. Vocational education refers to the process of learning a foreign language focused on reading literature (books, magazines, periodicals, conference materials, etc.) of a certain direction, study of category-conceptual apparatuses in a foreign language within the framework of professional blocks, communication in the field of professional activity. When teaching foreign language terminology, it is necessary to rely on certain pedagogical, psychological and linguistic principles (psychological and didactic principles):

1. Taking into account the personal interest of students. In the process of educational activities, the interests and needs of students are taken into account while taking into account their personal interests. Based on them, topics for study are selected, which helps to increase the interest of students and encourages them to express their opinions and use the vocabulary of a professional foreign language more actively.
2. Taking into account the level of preparation of students. Taking into account the level of preparation of students significantly reduces the time of mastering special terminological units and knowing the current language level of the student allows to correctly determine the relationship between the actual level of development and the existing potential.
3. Dynamics of intellectual development of students. Each student has a unique potential for personal development, which affects the dynamics of his mental development. Focusing on the knowledge of the average student can have a negative effect on gifted students because their learning rate is constantly changing.
4. Subject orientation. Students should understand that knowing a foreign language in a professional direction increases their chances of a successful career. Therefore, the foreign language course is perspective-oriented, which filters the vocabulary and leaves more functional terminology.
5. To meet the needs of training courses in other subjects for future graduates. The integration of foreign language and special subjects is primarily related to their interdependence. Interdisciplinary relations with the main subjects allow to build a foreign language course in such a way that conditions are created for the transfer of the skills and qualifications formed in the process of mastering communicative competence to educational and professionally oriented activities in the classroom of special subjects.
6. Reliance on motivation, self-promotion and reflection. Motivation and reflection help students to maximize their internal potential when they understand the purpose of learning a professional foreign language and terminology and realize their future needs, as a result of which they strive to learn more in a given time frame. The development of educational material occurs during controlled thinking, as a result of which schemes of activity - solving practical problems or ways of thinking are distinguished.
7. Vocabulary systematization. Understanding and systematization of terms occurs in the process of their formation and development and leads to new concepts that are not always immediately defined. As a rule, classifications limit the terminology to

certain conceptual and semantic areas based on thematic features.

A professional-oriented approach requires a different approach to the selection of educational material, including not only texts, but also audio-visual materials.

And another problem is connected with this: a foreign language course is provided for in the first year of study, and profile subjects begin, as a rule, from the second year. In a foreign language lesson, the teacher often has to explain not only his discipline, but also some points related to the future profession of students, which requires the teacher to more thoroughly prepare for classes. Recently started to publish textbooks in the areas of agricultural profile, greatly facilitating the educational process. As additional material, you can take general scientific and popular science articles. And already at the subsequent stages of education (master's, postgraduate studies), it is recommended to take more highly specialized texts from specialized journals and periodicals as educational material. They should reflect the latest achievements in a particular area of human activity, scientific achievements in areas directly related to the professional interests of students, provide them with the opportunity for professional growth and broadening their professional horizons.

Vocational-oriented training provides for a professional orientation not only of the content of educational materials, but also of activities that include methods and techniques that form professional skills. The professional orientation of activity requires:

- integration of the discipline "Foreign language" with major disciplines;
- teaching a future graduate on the basis of interdisciplinary relations the use of a foreign language as a means of systematic replenishment of their professional knowledge, as well as a means of developing professional skills and abilities;
- use of forms and methods of training capable of providing the formation of the necessary professional skills and abilities of a future specialist.

Based on teaching the types of speech activity: speaking, reading, listening and writing with a professionally oriented approach, we can talk about the following. When developing dialogic speech skills, attention is paid to the ability to conduct a conversation, a targeted exchange of information of a professional nature within a given topic.

The development of monologue speech skills consists in the formation of the skills to convey an informative message on professional issues, prepare a report, presentation, express one's opinion during a discussion, discussion, both with and without preliminary preparation. The development of reading skills is focused on the ability to work with professional texts, both popular science and highly specialized, through introductory, introductory, viewing and search reading.

The purpose of developing listening skills is to form the ability to perceive and understand the “sounding” statement of the interlocutor in a foreign language (in a monologue, dialogical form), an adequate interpretation of audio and video recordings within a certain professional sphere, situation.

The following necessary skills should be the result of the development of writing skills: presentation or annotation of the read text, as well as translation of the text from a foreign language into Russian and from Russian into a foreign one.

The need for knowledge of a foreign language for a future graduate is determined mainly by the need to use literature in foreign languages and communicate with foreign colleagues on professional issues. A professionally oriented approach contributes to the achievement of goals, stimulates interest in the chosen profession, which creates a stable motivation for students to learn a foreign language as a means of improving their professional knowledge.

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