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Схвалено до друку Вченою радою факультету обліку і фінансів ДДАЕУ.

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3. Інформаційні системи і технології.

4. Мовно-професійна підготовка фахівців: лінгвальний, соціальний, когнітивний, комунікативний, культурний аспекти.

<u>МОВНО-ПРОФЕСІЙНА ПІДГОТОВКА ФАХІВЦІВ: ЛІНГВАЛЬНИЙ, СОЦІАЛЬНИЙ, КОГНІТИВНИЙ, КОМУНІКАТИВНИЙ, КУЛЬТУРНИЙ АСПЕКТИ</u>

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INNOVATIVE METHODS OF TEACHING FOREIGN LANGUAGES AT AGRARIAN UNIVERSITIES

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Teaching foreign languages today is impossible without innovative component. Foreign language teachers at agrarian universities should quickly prepare a specialist who speaks foreign language well and can use it for professional commutation. But

foreign languages are taught during a limited educational period, so without innovative teaching methods is it very difficult to achieve the goals.

Traditionally the main skills that agrarian students should have are reading, understanding and translation of special texts, as well as oral communication skills. Oral speech includes listening or reading, comprehension and reproduction of listened or read materials (dialogical or monologue).

The teacher must take into account features of scientific texts in the specialty being studied, the presence of special terminology, special general scientific vocabulary, complex grammatical structures.

During our research, we found out that the most effective forms of developing foreign language skills are *trainings*. In the process of modeling specially defined situations, applicants have the opportunity to develop and consolidate the necessary knowledge and skills, to apply a non-standard approach when solving a certain problem.

Educational training is a system of exercises aimed at developing the abilities of students and their acquisition of professional skills and abilities.

In contrast to traditional educational methods, training classes fully cover a person's potential: the level and scope of his competence, independence, decision-making ability and interaction, contribute to self-development and self-improvement.

During the educational training, informal, relaxed communication is created, which opens up to the participants various options for development and solving tasks from a specific educational discipline, regardless of the specialization of future specialists.

Training is an organizational form of training based on active and interactive technologies, intensive interpersonal and group communications, focused on the acquisition of social and professional experience, the development of professionally significant and personal qualities and abilities of students, the formation of general (universal, key) and professional competencies.

Traditional training is aimed at the formation of professional knowledge, abilities and skills, and the modern realities of the labor market increasingly require specialists who, in addition to a high professional and language level, must be capable of self-development throughout life.

Training is the process by which a new skill or aspect of knowledge is learned. As a result, the individual acquires the tools to perform a certain job, as a result of which he moves from conscious ignorance to conscious competence. Real learning does not occur until the knowledge is transferred from the training setting to the "real world".

So, an effective training that allows not only to consolidate lexical material on the topic "Animals", but also develops non-standard thinking of students is the "**Crazy Geneticist**" training, during which applicants are asked to first draw and then describe

an animal that will contain as many signs of different animals as possible. The main thing in this training is not to use logic and reason.

For example, the description can be: *My animal has a tail like a fish, a body like a camel, front legs like a horse and a frog, hind legs like a cow and lizard, wings like a butterfly, horns like a deer, etc.*

A very effective method of practicing story telling skills in English language classes is the use of the treainings "*Kazkar*" and "*Fortunately. Unfortunately*".

So, during the "***Kazkar***" training, students are invited to find a connection between words in any way, even if it is necessary to invent an absolutely incredible story, the plot of which will connect both words.

What do an eye and a tap have in common?

Students' answers: *With the help of the eye you can see the tap, with the help of the tap you can wash the eye. Both can shine. Sometimes water pours from them. When they deteriorate, they leak. And also: repairing an eye is a thousand times more expensive than repairing a tap, and the plumber who came to fix the tap on Friday had a big bruise under his eye.*

During the training "***Fortunately. Unfortunately***." Students should come up with their own sentences, which must begin with the words "Fortunately" or "Unfortunately" (alternately).

Fortunately, we live in the era of the latest technology.

Unfortunately, not everyone has access to these technologies...

Fortunately, in Ukraine we can use different technologies for learning English.

Unfortunately, if you don't want make an effort, technologies will not help you.

In addition, to practice lexical material, namely the use of adjectives in English, the "***Eight plus eight***" training is very appropriate, during which students are asked to choose any noun and write 8 adjectives that can characterize it, and then write 8 adjectives that cannot be used with this noun. At the same time, you cannot use adjectives of the same class twice (state, color, shape, etc.).

For example:

Laughter can be cheerful, friendly, loud, scary, nervous, sarcastic, silly, sonorous.

Laughter cannot be orange, plastic, creditworthy, injured, gas-like, spoiled, concrete, written.

Carrying out the trainings described above not only helps to deepen grammatical and lexical skills, but also develops memory, attention and productive thinking of students.