

**IMPLEMENTATION OF INFORMATION AND COMMUNICATION  
TECHNOLOGIES INTO THE PROCESS OF TEACHING  
FOREIGN LANGUAGES TO FUTURE AGRARIANS**

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Internationalization of higher agrarian education, the transition to a global educational space, academic mobility of students, – all this requires thorough knowledge of foreign languages. Today the study of a foreign language is an integral part of the system of future agrarians' professional training. As a result of establishing partnership between higher education institutions, many students take part in various international programs, conferences, which require high-quality foreign language training. Increasing foreign language skills is a necessary condition for ensuring students' right to academic mobility, which is one of the most important integration processes in the field of higher agrarian education, enabling students, postgraduates and lecturers to study for a certain period of time at different higher education institutions; which envisages taking part in internship, carrying out of scientific researches.

Sumy National Agrarian University (SNAU) is often visited by foreign partners. Each year the representatives and managers of staff from various partner organizations come to the university to select students for participation in joint projects, seminars, conferences, lectures and practical courses. To the students of agrarian universities, who are practicing or taking part in internship abroad, additional requirements for speaking foreign languages are put forward. With accordance to the paragraph 3.2 of the Order of the Ministry of Agrarian Policy of Ukraine dated June 15, 2005, No. 264 "On Approval of the Provision on the Practice of Students of Agrarian Higher Educational Institutions of Ukraine Abroad", students who speak a language of the foreign country are eligible for participation in the

competitive selection of international practical training programs, in which the practice takes place [1].

The levels of foreign language proficiency for university students are based on The Common European Framework of Reference for Languages. Graduates of universities must know a foreign language at the level which is not lower than B2. That's why the university provides an opportunity to increase the level of proficiency in English, German, French and Polish. For this purpose, at the Foreign Languages Department of SNAU, a linguistic center was set up, in which both teachers of the department and speakers from different countries work.

There is a need for a fundamental change in the strategy and tactics of teaching in agrarian higher education institutions, the search for innovative approaches and methods of teaching a foreign language. The use of information and communication technologies in the process of teaching foreign languages at the agrarian universities is very important nowadays: the modern generation of students needs new ways of presenting information.

Future specialists of agrarian sector should have unimpeded access to various sources of information through the use of Internet resources; be able to process large volumes of information quickly and efficiently, optimally selecting Internet resources; be able to generate new knowledge and use it in professional activity on the basis of existing knowledge [2].

An important element in the process of learning foreign languages at SNAU is the use of computer technologies and the Internet, that provides a wide opportunity for students to work with texts, audio and video materials, special programs, which can be used for electronic testing of knowledge, communication with native speakers on-line, etc.

Since ICTs are phenomena that students interact with regularly both in academic and extent activities, they need up-to-date linguistic and information skills to be successful in the university and their future career, so the more ICTs can be integrated into instruction, the better. Learning English can be facilitated by practicing it with their usual gadgets. Apps like Grammar Up, Best Colleges Online

allow students to test their knowledge on general grammar rules, specific topics (verbs, prepositions, etc.), basic letter instruction, pronunciation guides and, therefore, keep track of students' progress. Learners acquire a great deal of information through experiential learning, and digital field trips provide many authentic ways for them to absorb the new information. Special sites give students many options on the Internet to learn virtually any topic. Audio books are applied to supply reading instruction and improve students' foreign language comprehension. Instructive and feature videos, news broadcasts help to expose students to the use of natural English, to practice vocabulary and comprehension skills. Using digital resources like iTunes or others gives teachers access to hundreds of free podcasts on a range of topics. Students also create their own podcasts, reports and presentations to practice their speaking skills.

Beneficial opportunities for both internationalization and academic processes are provided by such tools as students' blogs and using Skype. Teachers encourage students to practice blogging, for instance, to write about specific topics that they find interesting, to provide commentary on current events and issues. Such an authentic writing experience suggests a wide audience worldwide that usually has access to read posted entries, so, students are mostly motivated to put effort into their blogs.

Practicing abroad also involves interviewing in a foreign language with an employer through Skype. Implementing Skype in the classroom activity enables students to have question-and-answer sessions with scholars worldwide, virtual field trips and interviews with professionals; they can contact with students from other countries and cultures.

An important trend in e-learning is carried out through web conferences as guest lecturers deliver online lectures for students abroad by means of digital technologies. Networking via the Internet enables participants share the same event not being in the same place – all they need is an Internet connection and the respective access data. The students of SNAU are delivered a series of online lectures and practical classes by the faculty of the partner universities, for instance, Weihenstephan-Triesdorf University of Applied Sciences (Germany). A special series

of webinars for the 2-4 year students are organized annually on the issue of taking internship and Master studies in the partner universities abroad. Webinars are very important for the joint research projects as well.

So, the use of information and communication technologies in the process of teaching foreign language to future agrarians ensures the effective formation of foreign language communication competences, facilitates students' access to authentic educational materials; individualize the educational process according to the needs and capabilities of students; enables continuous feedback of students with the lecturer and quality control of the obtained knowledge.

### **References**

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