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И ПРОДОВОЛЬСТВИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

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THE FUTURE OF FOREIGN LANGUAGE TEACHERS USING ICT

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Summary. The analysis of competences that should be formed in the future foreign language teachers by the tools of modern information and communications technologies is presented by the authors. The program of electronic study course to support the realization of above-mentioned task is presented.

Key words: competence; electronic study course; information and communications technologies; on-line services; podcasts.

ПРИМЕНЕНИЕ ИКТ БУДУЩИМИ УЧИТЕЛЯМИ ФИЛОЛОГИИ

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Аннотация. Авторами осуществлен анализ компетентностей, которые должны быть сформированы у будущих учителей иностранных языков средствами современных информационно-коммуникационных технологий. Представлена программа электронного учебного курса для реализации данного задания.

Ключевые слова: компетентность, информационно-коммуникативные технологии, электронный учебный курс, он-лайн сервисы, подкасты.

The main challenge of the present time in the process of future foreign language teachers training is focus on tools of information and communications technologies (ICT) implementation in foreign languages educational process. Since the process of education`s informatization requires foreign language teacher`s innovational knowledge in the sphere of informational technologies that develops rapidly, special forms and methods of information and communications technologies tools adoption in educational process, effective ways of learning process organization with the help of ICT, that will enhance the quality of general education, then modern foreign language teacher should possess the wide range of

competences, the realization of which in pedagogical activity will satisfy pupils` learning needs in terms of the society`s informatization.

The aim of the article is to investigate the main trends in the future foreign language teachers` training to information and communications technologies usage in their future career.

According to the set aim the main tasks of the scientific article are formulated: to define the place and content of future language teachers training to information and communications technologies usage in their future career, to review the main competences, that future language teachers acquire while studying the course «Informational technologies in foreign languages», to analyze the influence of information and communications technologies on foreign language listening, speaking, reading and writing skills forming in future foreign language teachers` professional work.

Due to the above-mentioned urgency, the syllabus of future language teachers` training to the ICT usage in future career was developed, on the base of which the electronic study course «Informational technologies in foreign languages» was created.

The study of the discipline «Informational technologies in foreign languages» involves solving the number of tasks of fundamental professional training of highly qualified specialists, in particular: mastering the knowledge and skills necessary for the efficient use of modern informational technologies in the educational process, professional training of highly skilled and competitive specialists in education sphere according to the national and European standards.

The aim of the course: formation of the modern level of informational and computer culture, acquiring of informational technologies usage practical skills by teachers-philologists for improving effectiveness of educational process; philological specialties students training to pedagogically efficient usage of informational learning technologies in future career.

The aim is achieved by students` practical skills mastering of modern PC software`s main components and acquaintance with the basics of problem solving technology with the help of the computer, beginning with their formulation and appropriate informational models creation, ending with interpretation of the received results obtained by computer.

The course is designed for one semester and oriented at a wide range of students of «Philology (English, German, French, Italian, Spanish)» specialties. It includes lectures and additional theoretical material, practical tasks and instructions to them, self-study tasks and tasks for acquired knowledge self-check, module tests, recommended literature list and other useful links to external sources.

The content of the course. «Informational technologies in foreign languages» course consists of 3 modules. Acquaintance with the course material grants students the opportunity to master generic (core) and profile (specific) competences. To generic (core) competences we include: informatics; informational; organizational and methodological.

Informatics competence is the integrative formation of personality that integrates knowledge about the basic methods of informatics and informational technologies, the skills of using the existing knowledge for applied problems solving, computer and telecommunications usage skills, ability to present messages and data in a clear form for everyone and is manifested in desire, ability and readiness for effective use of the modern informational and computer technologies means to solve career problems and daily life problems, realizing the importance of the discipline and the result of activity. In our opinion, formed informatics competence of the future foreign language teacher will contribute to various innovational technologies usage in educational process that will be based on ICT tools, which in turn will promote increasing the level of students` knowledge quality. On the base of the formed informatics competence future foreign language teachers will easily work with application software of general and special purpose, develop didactic materials, use pedagogical software for presenting new material, binding previously learned material, generalizing and systematization of knowledge by topics, control of various types.

We will understand organizational and methodological competence as skills, connected with implementation of modern informational technologies in educational process at different stages of conducting the lesson within the specified models of learning. The formed organizational and methodological competence allows the teacher to choose reasonable informational technologies tools to achieve the objectives and goals of each lesson, methodically correctly implement the tools of ICT in educational process for organizing different forms of students` work: individual, group, frontal. The teacher with formed organizational and methodological competence knows psychological peculiarities of perception and mastering of learning material at different stages of foreign language lessons and chooses the means of ICT accordingly.

Besides the general competences of future foreign language teacher we define profile (specific) competences: ability of ICT usage for listening skills forming; ability of ICT usage for speaking skills forming; ability of ICT usage for reading skills forming; ability of ICT usage for writing skills forming.

Thus, during future foreign language teachers` training to ICT usage in future career focus is made on general (basic) and core competences

forming that include: informatics, informational, organizational and methodological competencies and skills of information and communications technologies in future professional activity usage with the purpose of pupils' basic foreign language skills forming: listening, speaking, reading and writing.

The prospects of further studies could be related with researches of individual tools of information and communications technologies efficiency for generic (core) and profile (specific) competences forming of future philologist in the process of professional training.

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К ВОПРОСУ АГРАРНОГО ОБРАЗОВАНИЯ В ЦИФРОВОЙ ЭКОНОМИКЕ

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Аннотация. В статье рассматриваются основные направления развития передовых технологий в сельском хозяйстве, изучение которых помогут выпускникам аграрных вузов овладеть базовыми компетенциями цифровой экономики.

Ключевые слова: цифровая экономика, аграрное образование, сельское хозяйство, IT- технологии, точное земледелие.

TO THE QUESTION OF AGRARIAN EDUCATION IN THE DIGITAL ECONOMY

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Summary. In article the main directions of development of advanced technologies in agriculture which studying will help graduates of agrarian higher education institutions to seize basic competences of digital economy are considered.

Key words: digital economy, agrarian education, agriculture, IT-technologies, exact agriculture.

Основой цифровой экономики является всеобщее глубокое проникновение информационных технологий в экономику, в экономику в широком смысле – промышленное производство, сельское

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