

AXIOLOGICAL POTENTIAL OF THE SUBJECT "FOREIGN LANGUAGE" FOR STUDENTS OF AGRICULTURAL UNIVERSITY

Rytikova L.L., senior lecturer of English Language Department for technical and agrobiological specialties of National University of Life and Environmental Sciences of Ukraine (Kyiv)

The article is devoted to analysis of the axiological potential of subject content "Foreign Language" which is given a significant role in forming value orientations of students in the course of training to a foreign language at agricultural university. The author describes the components of foreign language education with axiological point of view, examines the practical feasibility of the value potential of discipline "Foreign Language" specific to the agricultural university. Attention is focused on the fact that the important condition for the formation of human values of students in learning foreign language is the selection and use of value- oriented didactic materials. The author describes experiential learning program based on the following didactic principles: problematic contents of the course the object of learning activities, professional - playing interaction of students, dialogic student communication; partnership of students and lecturers.

Key words: Axiological potential of discipline "Foreign Language", formation of human values, the contents of education, value orientations of students.

Stating the problem. In recent years, one of the priority areas of education and the guiding principle of new education policy has become the appeal to the value paradigm in training future specialists.

We can not realize educational influence in the learning process of students, effectively form a system of value orientations without valuable content of the curriculum (as a whole and within individual subjects) [3].

Contents of the course of studies have to promote awareness and acceptance of students universal human values, mastering human culture, formation of humanistic concepts, recognition of life values and adherence of prudent and humanity in relations to nature.

Analysis of recent research and publications. Native and foreign pedagogues: J.K. Babanskii, L.I. Bozshovich, S.Y. Ganelin, N.M. Dobrynin, I. J. Zorina, V. A. Karakovskiy, A.N. Leontiev, I.Y. Lerner, H.M. Lyimets , R.M. Rogov, M.N. Skatkyn, V.A. Sukhomlinsky, H.I. Shchukin and others have indicated the educational potential of educational content repeatedly.

Educational literature analysis allows to state that issues essence concepts of "value" and "value orientation", their place in the structure of personality formation mechanisms in learning have been developed theoretically and made clear. The problems of axiological education of students have been investigated.

Point out that the word "axiological" comes from the term axiology (from the Greek – Value) – the science of values, doctrine about nature of spiritual, moral, aesthetic and other values, their relationship with each other, with social, cultural factors and individual rights .

However, there are not enough studies that reveal psychological - pedagogical conditions of value orientations by means of educational content within a specific discipline. Obviously, the problem of values and values as targets of the educational process is not sufficiently studied, as well as issues specific substantive and methodological support of the process of formation of value orientations of students of agricultural universities teaching foreign languages.

In this connection, the aim of our study is to study the potential of axiological content of the subject «Foreign Language ", which should facilitate the formation of students value orientations at agricultural universities.

The main material of research. According to P.F. Kapterev each subject should be studied so as to promote the spiritual and oral development of students as the totality of scientific knowledge inherent moral upbringing and educational force that shapes spirituality [2].

Foreign language is no exception. Even Pythagoras advised people to study language first of all for knowledge of people morality. Modern linguistics is actively working on the direction in which language is seen as a cultural code of the nation, not just a tool of communication. Fundamentals of this approach were

laid in the works of Von Humboldt, A.A. Potebnia, E.M. Vereshchagin, V.G. Kostomarov and other scientists. Von Humboldt showed that the best expression of the spirituality of the people was his speech. His work has found grounding the idea that the people's language is closely related with people's lives with dominant classes and inclinations of the people, reflecting specificity his thinking. It is the result of popular creation. Mastering the gift of speech, the study of grammar as the logic of the people, learning language is a spiritual initiation to certain cultural values [1].

Pedagogical research scientists have shown that foreign language teaching is effective means of forming the student personality: foreign language affects directly the mental development, considerably broadens the mind, improves the general cultural level. Thus, axiological potential of the subject can be shown in educating and developing opportunities. Each of these components equal foreign language education is very relevant in axiological perspective. Let us examine them in detail.

1. The educational aspect involves the mastery of knowledge and skills in all forms of communication and language features to the mastery of foreign language culture was means of interpersonal communication and means of vocational and other information. In this case the value of foreign language lies in its practical significance for humans.

2. Cognitive aspect is that learning a foreign language communication is used as a means of enriching the spiritual world of the personality. Studying the cultural and historical traditions of native speakers, students enhance your general broadminded outlook greatly, which contributes to a fully developed personality of future specialist. L.V. Scherba wrote about enormous importance of foreign language: "Those who has not studied a foreign language can not be a broadminded person, so as he cannot get out of the limited number of concepts, ideas, tastes» [4].

3. Educational aspect is that learning foreign language is used as a communication tool of moral education. This aspect plays a special role in the

axiological sense. It aims to determine the direction of existence beyond the linguistic identity. Awareness and appropriation of common to mankind, national, professional and other valuables should occur while working on educational material.

4. Developing aspect includes the following components:

- 1) development of linguistic abilities (phonemic hearing, sense of language, the ability to guess , to discern , to simulate , to a logical presentation , etc.);
- 2) development of mental functions related to language profession (linguistic thinking , memory, attention, imagination, perception , etc.) ;
- 3) development the ability to communicate on a professional and life conditions level;
- 4) development of such traits as assiduity, purpose, purposefulness, activity and so on. Since the purpose of foreign language teaching nowadays is not just the formation of linguistic knowledge, skills, and basic is development of intercultural communication ability, the ability to achieve an adequate understanding in the professional field. It requires certain qualities of future professional: the ability to adapt to new situations, high level of creative thinking and creative activity;
- 5) developing of the ability to learn, experience of self-education;
- 6) development of motivating further mastery of foreign language professional competence (forming valuable attitude to learning foreign language, understanding the importance of foreign language with a view to its practical use in the profession).

Academic, developmental and educational aspects of the subject "Foreign Language" can not be considered in isolation from each other, they interact in their axiological impact on the formation of students of values.

The analysis of modern curriculums designed for foreign language teaching in agricultural universities showed that they contain a large number of educational and developmental exercises, which have educational direction. However, they suggest mastering the basics of communicative competence, linguistic knowledge, abilities and skills. Focused strategy of educational influence directs at

understanding value orientations in the practice of foreign language teaching is practically absent. Specificity of classes in foreign language is such that these classes have more opportunities for the realization of developing personality potential. Axiological possibility of discipline "Foreign Language" manifest primarily in the content of teaching materials. The value content with teaching materials (text, visual, etc.), containing regional geographic information (history, traditions, customs and lifestyle of the people), the aesthetic nature of the information and situation exercises, conversational topics somehow or other reveal the issues of ethics, morality and humanity. Besides that, training occurs in constantly comparison, dialogue of cultures as a result of which there must be as understanding the values of their country and of human values.

However, the study of the literature on this subject shows that axiological foreign language capabilities are not used sufficiently. Purely mechanical techniques (imitation, learning by heart), transferable text and simulation technology education were the foundation of teaching.

Their educational, developmental and educational opportunities were limited because the translation and imitation are insufficient means of activation of linguistic and mental and emotional activity of students.

Therefore, an important condition for the formation of human values of students in learning foreign language is the selection and use of value- oriented teaching materials.

Lack of foreign language textbooks for high schools relevant texts aimed at building human values of future specialists, led us to the creation of curriculum and selection of appropriate materials.

The curriculum of foreign language for students of Agrobiological Faculty at Agricultural Universities includes lexical topics :

a) professional nature ("Problems and tasks of agriculture", "Earth as a basis for agricultural production", "Status and prospects of development of agrarian science", "My future profession", "Professional and personal characteristics of the agrarian sector workers," etc.) that actualize professional values;

b) general character ("Teaching at the University", "Environment", "National values, traditions and realities", etc.) what develop human values.

The curriculum of formation students' value orientations in the educational process in its essence is an attempt to create a synthesized course that combines several aspects: vocational, domestic, personal, regional geography. Planning the program of formation value orientations of students developing, training and education goals were determined and the relevant tasks were set out.

Experiential learning program based on the following didactic principles: problematic contents of the object of learning activities, professional-gaming interaction of students, dialogic communication of students; partnership of students and teachers.

Program goal: Forming value orientations of students.

Program objectives :

- to give a minimum of theoretical knowledge on the study ;
- promote awakening students' emotional value attitude to the subject under discussion ;
- develop an interest in students to communication problems, enhance their communicative competence;
- encourage the establishment of value orientation using an adequate selection of content and use in the classroom active learning .

The program involves the use of experiential learning games teaching methods, training, collective training in microgroups, debates, conversations at "round table", problem situations and other methods and forms of learning, allowing the participants to acquire the skills of cooperation, to develop their individuality.

In the proposed program the emphasis has made on practical training students. The main task of forming students' value orientations were decided in learning foreign language.

The basis of the lessons is simulation model of a real learning situation, based on a model of social roles and social interaction. In our case, it is practice

session, simulating one type or fragments of the educational process in which students learn the correct language samples for each particular situation of communication. This class promotes the operation of theoretical knowledge, develop skills of practical use in foreign language communication.

Conclusions. According to the research, we found that the content of the course "Foreign Language" has great axiological potential. Learning foreign language plays an important role in the education of future specialists, positive effect on the development of the individual student, who grew up in a different national culture, developing intelligence and spiritual space expands personality. The process of learning foreign language promotes students values, important for his professional development.

Prospects for further research. Actual directions for further development of the described problems is the study of the forms and methods of forming the program of value orientations of students using axiological component content of foreign language.

Literature

1. Гумбольдт В. Язык и философия культуры [Электронный ресурс] / В. Гумбольдт. — Режим доступа : <http://genhis.philol.msu.ru/article/125.shtml>.
2. Каптерев П.Ф. История русской педагогики [Текст] / П.Ф. Каптерев. — СПб. : Алетейя, 2004. — 560 с.
3. Тхаркахова А. Ш. Формирование ценностных ориентаций у школьников в процессе обучения иностранному языку / А. Ш. Тхаркахова // Вестник Адыгейского государственного университета, Сер.: Педагогика и психология. — 2010. — Вып. 2. — С.3-4.
4. Щерба Л.В. Преподавание языков в школе. Общие вопросы методики [Текст] / Л.В. Щерба. — М. : Академия, 2003. — 148 с.