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**РАЗВИТИЕ НАДПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ У
СТУДЕНТОВ АГРОТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ В
ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ**

Гуринович Т. С., старший преподаватель,
Белорусский государственный аграрный технический университет

**THE DEVELOPMENT OF SUPRAPROFESSIONAL COMPETENCES OF
AGROTECHNICAL STUDENTS IN TEACHING FOREIGN LANGUAGES**

Gurinovich T. S., senior teacher,
Belarusian State Agrarian Technical University

***Аннотация.** В статье рассматривается вопрос развития универсальных компетенций у студентов агротехнического профиля на занятиях по дисциплине «Иностранный язык». Надпрофессиональные навыки необходимы будущим молодым специалистам в профессиональной деятельности при решении широкого перечня задач.*

Each industry and sphere of production is characterized by its own set of special technical knowledge and skills, which a specialist with higher education should possess. But there are also universal, so-called supra-professional skills that are applicable in any industry, and employees who are short of them are often unable to solve the tasks properly. Supraprofessional competences are universal business and managerial qualities of a person that allow fulfilling tasks efficiently and/or in the best possible way. Such skills, which are necessary for professional success, include the ability to communicate, work in a team, think creatively and critically, establish contacts and of course to be professional. Thus, supra-professional competences include personal or business qualities that help to cope effectively with various tasks.

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Despite the fact that the graduates of higher education institutions have good professional competences and knowledge, it is often difficult for some of them to integrate into the workplace and be engaged in the implementation of the current tasks. These difficulties are caused by the low development of supra-professional competences such as planning, result orientation, cooperation, and effective communication. New trends in the organization of work activities ask from the representatives of various professions to master such supra-professional skills as complex thinking, interdisciplinary communication, project and people management, multilingual, programming and multitasking skills in a constantly changing environment. Therefore, it is necessary to form and develop at students an understanding of their supraprofessional competences level, which are the most demanded for their employment and further career promotion. The development of the educational environment requires the elimination of the barrier between students' professional training and the development of supraprofessional competences.

At the present level of higher education development, foreign language has taken one of the central places in the educational process. Knowledge of foreign languages is included in the qualification characteristics of a young professional. The level of mastering foreign languages is one of the first questions that employers ask when selecting candidates for prestigious vacancies, or require to mention it in the CV. Foreign language as a means of obtaining professionally valuable information from authentic sources significantly expands the information space in the chosen specialty [1].

Like many other skills necessary in professional activity, communicative skills can be developed by means of specific academic disciplines, one of which is a foreign language. Communicative competence is at the centre of the foreign language teaching strategy in a non-language higher education institution. Due to the specific nature of the discipline itself, where mastering of foreign language communication in a multicultural world is defined as the goal of learning, foreign language is expected to develop the communicative abilities of students of any academic profile, which is the value of the discipline "Foreign Language" among other academic disciplines. It is quite natural that in the process of doing a variety of speech exercises the skills of forming coherent speech utterances, reasoned speech are formed, taking into account the relevant communicative intentions, spheres of communication [2]. In the process of speech works the selection of language means appropriate to the communication situation is carried out, the skills of constructing monologue and dialogue statements are perfected and the experience of holding discussions, public speeches, and debates is acquired. The whole range of problem tasks, without which no foreign language class can do, especially at the stage of transferring the acquired knowledge to a new speech situation, serves the purpose of developing critical thinking, individual decision-

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making, teamwork, respect for other people's opinions, objective assessment of personal contribution to the general task, the ability to take responsibility, etc. Foreign language teachers deliberately focus on this when instructing students to choose the best form of performing of the suggested tasks. All of the mentioned above directly refers to the sphere of supra-professional skills which is so valuable for a modern young professional. Such learning activities as role-playing and business games, brainstorming, case studies, simulations, debates, round tables, projects, etc. make a significant contribution to the formation of soft skills – a valuable part of the professional component of a specialist with higher education. Thus, by means of a foreign language the foundation is laid, which will later be extrapolated to the real professional activity of the student. Modern information technologies play an important role in the formation of supraprofessional skills. The competences of information and communication technologies are also included in the set of key supraprofessional competences of a professional.

Since knowledge is based on the obtaining of information, each aspect of learning and teaching requires the collection, processing and transmission of certain data. Information technologies provide access to electronic libraries, archives, encyclopedias, mass media, information portals, educational websites, etc. with a huge amount of information. Students' work which includes the search, analysis and critical thinking of information necessary to perform problem tasks contributes to the critical thinking development, skills of systematization of information flows in a foreign language.

Group projects and multimedia presentation development is a time-consuming process including selection and systematization of material, development of the project and presentation concept, design creation, presentation content, text and graphics optimization, slide design, and testing. Project work and its presentation develops students' communicative competences, collaboration and teamwork skills, media and emotional literacy, as well as aesthetic taste, public speaking and communication skills [3]. Modern video communication tools and various platforms for video conferences and webinars allow creating chats and groups for communication, exchange files between conference participants.

When learning a foreign language, there is nothing but the integration of communicative competences and professional knowledge, which mutually enriches the process of professional and personal development of students of a non-linguistic higher education institution, promotes their self-realization, prepares them for practical activity as a modern young professional. Modern information technologies play an important role in this process, being an essential part of foreign language mastering in modern higher education.

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ФИЛЬМ НА ЗАНЯТИЯХ ПО ИНОСТРАННОМУ ЯЗЫКУ

Дакуко Н. В., старший преподаватель,
Белорусский государственный аграрный технический университет

FILM IM FREMDSPRACHENUNTERRICHT

Dakuko N. W., oberlehrerin,
Belarussische staatliche agrartechnische universität

Аннотация. В статье рассказывается об обучении иностранному языку на основе использования фильмов. Приведены некоторые задания, которые предлагаются обучающимся при работе над фильмом.

Heutzutage gehören Filme zum Alltag. In Filmen werden die Mentalität, die Kultur und die Geschichte eines Landes deutlich gezeigt. Sie vermitteln sprachliche und kulturelle Inhalte. Sie wecken Interesse an allerlei Themen, die diskutiert werden