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PERSONALISED FOREIGN LANGUAGE TEACHING IN PROFESSIONAL TRAINING OF AGRICULTURAL STUDENTS: OPPORTUNITIES AND CHALLENGES

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In today's rapidly globalizing educational environment, proficiency in a foreign language is no longer just an additional skill — it has become a key requirement for professional success. This is especially true for the agricultural sector, where international cooperation, knowledge exchange, and access to modern technologies directly influence the effectiveness of specialists and the quality of production.

For this reason, foreign language teaching in agricultural higher education institutions is acquiring a new dimension. It should not be purely theoretical though primarily practical, helping students to use language as a means for professional communication [6, p. 52].

At the same time, there is a growing need to implement teaching approaches that take into account students' individual characteristics, proficiency levels, motivation, and professional interests. One of the most effective approaches in this context is the learner-centered approach.

According to I. Yakymanska, learner-centered education focuses on revealing a student's personal experience and linking it to the educational content. This means that students are no longer passive participants whereas active subjects of the learning process [9, p. 34].

In international pedagogical practice, similar ideas were developed by researchers such as C. Rogers, who pointed out the importance of personal development in education, and J. Richards, who called attention to the need for communicative orientation in language teaching [6, p. 75].

In practice, students in agricultural specialties often have varying levels of proficiency in foreign languages. While this creates certain challenges, it also provides opportunities to apply differentiated instruction.

The learner-centered approach gives teachers to:

- take into account personal student needs;
- increase motivation through professionally relevant content;
- adapt learning materials to real-life needs;
- create conditions for individual development.

As J. Harmer notes, effective language learning is only possible when students are actively involved and see the practical value of what they learn [5, p. 118].

This approach is implemented through: project-based learning; group and pair work;

role plays; problem-solving activities. Such methods contribute to the development of communicative competence and critical thinking. According to N. Schmitt, contextual use of language leads to better lexical acquisition [3, p. 64].

Though it has advantages, the learner-centered approach also presents certain challenges.

First, teachers regularly face a lack of appropriate teaching materials. As G. Jones points out, language teachers are frequently required to design courses for specific groups with very limited preparation time.

Second, there is a need to balance language teaching with professional content. A language teacher cannot replace a subject specialist but should help students use the language as a communication tool in their professional field [10, p. 145].

In modern agriculture, foreign language skills perform several important functions: enabling international communication; enabling exchange of experience; providing access to modern technologies; supporting participation in the global information space.

Thus, language competence becomes an essential part of professional competence.

In conclusion, the learner-centered approach is an effective tool for modernizing foreign language teaching in agricultural higher education. It allows combining professional training with personal development, increases student motivation, and helps develop practical communication skills.

At the same time, its successful implementation calls for a high level of teacher competence, flexibility in methodology, and continuous updating of teaching materials.

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