

Информационно-контролирующая функция преподавателя, которая ведет к формированию стереотипного мышления и сдерживает личностное и профессиональное становление будущего специалиста [7, с. 4], должна быть заменена функцией менеджера в образовательном процессе [6]. Эта функция предполагает организацию учебного процесса, предоставление алгоритма выполнения задач и контроль за выполнением учебной деятельности, мотивацию и поощрение, постоянное общение со студентами в процессе учебной деятельности, консультирование, ответственность за принятые решения и полученный результат на всех этапах образовательного процесса. Авторитарно-директивный стиль управления, который приводит к подавлению инициативы и творчества в процессе обучения студентов, должен смениться на демократический: сотрудничество и поддержка деятельности студента к его личностному и профессиональному росту [7, с. 5].

Вторым условием активизации познавательной деятельности можно назвать формирования у студентов познавательной потребности [3]. Это можно осуществить за счет реализации лично-ориентированного подхода в образовании и применения разнообразных активных обучающих технологий, которые позволяют активизировать познавательную деятельность. К таким технологиям относятся проектные, игровые, диалоговые технологии, дискуссионные, анализ конкретных ситуаций, направленный на работу с информацией и формулировкой предложений по решению проблемных ситуаций и т. д. [4, 7, с. 8 - 10, 8].

Технология проектирования является ведущей интерактивной технологией. Она подразумевает интеграцию знаний и умений из различных областей науки и техники [5, с. 78]. Деловые игры основаны на моделировании профессиональной деятельности будущих специалистов. Они формируют профессиональные умения и навыки. Диалоговая методика предполагает обмен мнениями по предложенной проблеме. В основе дискуссии лежит противоречие, направленное на критическое мышление [7, с. 8]. Анализ конкретных ситуаций занимает особое место среди инновационных педагогических технологий. Он является эффективным средством соединения теоретических и практических знаний. Главная особенность этого метода – решение, полученное в результате междисциплинарного подхода в образовании [7, с. 10]. Все эти технологии активизируют внутренние ресурсы личности на основе проблемности и сотрудничества, формируют аналитические способности, коммуникативные навыки и умения. Они воздействуют не только на когнитивную составляющую, но и затрагивают мотивационную – потребительскую сферу, активизируя внутренние ресурсы личности на познавательную деятельность, необходимую для будущей специальности [5, с. 77].

Заключение. Внедрение в учебный процесс активных обучающих технологий открывает новые возможности для стимулирования познавательной деятельности студентов в вузе. На основе многолетнего опыта можно с уверенностью сказать, что применение активных обучающих технологий в образовательном процессе позволяет решать образовательные и воспитательные проблемы, оптимально использовать информационно-коммуникативные образовательные ресурсы, обеспечить комфортные условия для личностного и профессионального роста студентов.

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ANALYTICAL READING AND SUMMARISING IN BUSINESS ENGLISH CLASS

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Резюме – умение резюмировать текст жизненно необходимо для студентов, оно способствует развитию аналитических навыков и последовательному четкому изложению своих мыслей. Статья предлагает несколько

полезных методов и рекомендаций, направленных на совершенствование критического мышления будущих менеджеров в контексте занятий английским.

Introduction. Any student is bombarded today with tons of information at every class. At the same time they have to maintain clarity not to get bogged down in a lot of details. They should be fast to identify the key points and draw their conclusions in order to tackle problems and take decisions timely. Obviously, it requires sufficient analytical work and focus.

Main part. Summary, essay or just a short comment are supposed to be an appropriate response to the challenge. Focus on summarizing information of every article or any kind of text could become a very useful practice for English teacher providing their persistence in carrying out the task, regular come backs and subsequent evaluating their students' progress are in place. So what's summarizing information? A summary is a shortening, in your own words of an article or report or any written work. The basic function of a summary is to represent the amount and emphasis of a relatively large amount of material in a clear and concise form. One is expected to describe as accurately and briefly as possible the essence or main text messages. Summary or précis represents analytical activity which develops a capacity of a student to discriminate between the essential and the non-essential or secondary information. In summary students restate only the author's main ideas. They omit all the examples and evidence as distractions.

Practically anything in business English classes can be summarized: an interview, an article or even a video film on business issues. Keep in mind that the task of summarizing is not easy for students to learn. They teacher can inspire the class and illustrate the art of summarizing using quotes or epigraphs which summarize the whole books. The teachers should develop a number of steps to follow, practice them regularly and provide consistent feedback and monitoring with each step.

Gradual development of summarizing skills can go as two steps. There are some tips to be employed in every class at the initial stage of text analysis and summarizing: when reviewing material, prepare comprehensive questions that push the students to summarize information; you can give students ready-made summaries (2 or 3) as models of what was covered in class and offer to choose the best one; you can prepare headings to the paragraphs in advance, then offer them to match the heading to the appropriate paragraph understudy (summaries can be produced in the form of questions or sentences extracted from the text); at the end of any text analysis, one can offer the class to summarize each paragraph through group discussion and write it down.

Reading or listening to student summaries is one way of knowing which students really understand the content and which need more instruction. Finally they may get down to their own summaries of the articles assigned, that is why the next step is writing an individual summary, here are some logical steps. Go through the text several times and differentiate main ideas from the details. Underline key points. Do not use abbreviations or contractions. List the main ideas, be concise, don't overload your sentences. Group the main ideas into logical categories, as authors often use strong position (the beginning or the end of the article) to give emphasis to their point, but students are free to arrange and rearrange their summary. Combine them into a paragraph and include a topic sentence. Check punctuation, spelling, and unity. After that, check your summary or précis against the original to be sure that it is precise. Finally and share, discuss and select the best ones. This activity facilitates memorizing information.

With the reference to the above it should be mentioned that it is helpful if students realize a few things about summarizing. First, students must learn that the order of main ideas is flexible once they are taken out of the text. Also, two main ideas may be combined into one sentence or the last main idea may become the topic sentence of the summary. There is no set formula for determining the order of main ideas, so the best way to teach summarizing is through modeling and class discussion. No doubt, it takes practice still writing summaries on a daily and weekly basis ensures consistent and efficient development of analytical and language skills.

There are some points to keep in mind regarding specific and somewhat formal style of summary writing which can be picked up easily and will be useful to learn favor the present tense. For instance: «The author puts it forward that...» /. Avoid dramatic adjectives and verbs, summary style is reserved. Keep sentences short. Monosyllabic words are the best. The passive voice is not recommended. Avoid jargon. Any word which you don't encounter in a newspaper regularly is suspect. A metaphor can be used as a means of paraphrasing. While writing a summary be your own worst enemy. If you don't someone else to be.

Conclusion. Individual analytical skills depend on many factors. Everyone tried many times putting pen to paper with varying success. But the main cause of bad analytical writing is that economy students don't read enough fiction. Their reading is utilitarian as there are rare students who read outside classes of economics. It leads to scarcity of their language, inability to manipulate this flexible instrument with ease, which inhibits their thinking and speaking skills as well. If they read a lot of quality literature on a daily basis, they would improve their analytical and subsequently writing skills immensely as well as their language competences. It is a challenge for a teacher to involve them with the help of carefully selected exciting material with the wide use of the internet. Teachers can recommend their students good books to read or films and cartoons in English online and invite them to leave their comments, which can inspire summarizing activity. Today students and teachers work together in class, they collaborate which can bring a great deal of fun even into summarizing English class activities.

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DUAL TRAINING SYSTEM AS A METHOD TO ADJUST EDUCATION TO PRACTICE

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Резюме – В статье рассматривается опыт внедрения дуального образования как способа сделать обучение более практикоориентированным и уменьшить уровень безработицы среди молодёжи, вызванный отсутствием опыта работы. Среди недостатков называются узкая направленность обучения и необходимость учитывать особенности менталитета. Предложен способ преодоления основного препятствия – проблем с финансированием.

Introduction. One of the most dramatic problems of the youth in the modern society is impossibility to find a job without working experience. The opportunity to gain the necessary work experience while studying in colleges and universities will become the very solution to this problem. Dual education means cooperation of three parts: student, educational institution and the future employer who participates financially and, that is the most important, offers facilities for work practice and the future work itself. Dual training system is successfully used first of all in Germany and also in some more countries like Austria, Denmark, and the Netherlands [6].

Advantages of dual training system. Work practice and practical training are crucial points in training a future specialist in any professional field. Dual education in general meaning has been existing for long in the Republic of Belarus as «almost 40% of professional training is work practice under real conditions in enterprises» [1]. There is only a difference in the approach to work practice – in our country a student usually comes to a new enterprise each year (even the same enterprise for work practice does not often provide succession), meanwhile according to the terms of dual education a student is to work at the enterprise that pays for his/her education and fulfill the tasks related to the future work. Educational institutions develop curriculums that meet the demands of real economy and they get the opportunity to work close with enterprises so the training becomes truly practice-oriented. The basis of dual education is an enterprise's full-blown participation in training future specialist where «both an apprentice and his employer are subject to a training contract» [3]. Generally speaking, an enterprise makes an order for training a future specialist, signs a contract with an educational enterprise, invests money and participates actively in the process of training the student, and, in future, employs this specialist and does not incline to fire soon. The youth get a chance to find a job without working experience and the unemployment rate among highschool graduates decreases. Professor of Economics of Hoover Institution within Stanford University (USA) Eric A. Hanushek notes that there is inverse relationship of dual education development and unemployment rate in surveyed European countries [5].

Disadvantages of dual training system. The main obstacle for implementation of the dual training system in the Republic of Belarus can become financing as in our country not many enterprises can afford to pay several years for training courses and then be sure that they will provide the first working place. The problem of appropriate financing exists in other countries too and the ways of national/regional financing has been already resolved in several European countries, for example, in Portugal, and it helps not to burden depressed enterprises and favours to facilitate the implementation of the dual training.

Besides evident financial problems there are some misgivings about the ability of a person, who has done a targeted training course, to adopt in the changing world and if he/she can effectively adjust himself/herself to the economy [5]. Moreover, the laws, the educational system and the economy of the country should be accommodated to support the set-up process on the consensus of all involved parties [7].

Conclusion. The system of dual education arose in German and the success of it relies on German mentality to a large extent. At present European countries which have faced high youth unemployment rate study the possibilities how «to export the system in modified form» [4] into their economies. Researches in the field of education are elaborating recommendations how to adjust the system of dual training to national educational systems [2]. It is certainly important to reckon with national spirit and use as basis well-established educational systems.

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