

«Инновационные технологии в интернет-бизнесе», которые связаны со спецификой работы менеджеров-экономистов в виртуальном информационном пространстве.

Таким образом, в Типовом учебном плане реализован действительно модульный принцип проектирования образовательных программ высшего образования, предполагающий наличие обязательных модулей (модулей государственного компонента), ориентированных на формирование компетенций и определяющих суть подготовки по специальности, и вариативных модулей (модулей компонента учреждения образования), которыми можно регулировать глубину и направленность обучения. Лишь несколько модулей составляют исключение из описанного подхода к построению плана и включают по одной дисциплине. Например, модуль «Безопасность жизнедеятельности» состоит лишь из одной одноименной учебной дисциплины, что можно обосновать спецификой самой дисциплины. Аналогичный подход реализован в модулях «Лингвистический 1» и «Лингвистический 2», в которые также включено по одной учебной дисциплине («Иностранный язык» и «Деловой иностранный язык» соответственно).

Разработчики Типового учебного плана постарались также обеспечить компактное изучение модулей, отсутствие необоснованного их растягивания на несколько семестров. Например, учебные дисциплины модуля «Маркетинг и логистика» изучаются только в четвертом семестре, учебные дисциплины модуля «Учетно-экономический» – только в шестом, а учебные дисциплины модуля «Бизнес-администрирование 1» – только в седьмом семестре и т.д. И даже несмотря на то, что продолжительность изучения модуля составляет, как правило, два семестра, изучение учебных дисциплин каждого модуля реализуется с учетом их содержательной взаимосвязи и в смежных семестрах. Например, в модуле «Управление 1», упомянутом выше, учебные дисциплины изучаются последовательно в третьем и четвертом семестре, т.е. в одном учебном году.

Комплексность, завершенность и логичность модульного построения программы достигается и за счет наличия комплексных курсовых работ, которые выполняются не по отдельным учебным дисциплинам, а по дисциплинам модуля в целом. При этом две из четырех курсовых работ – это курсовые работы по модулям «Бизнес-администрирование 1» и «Бизнес-администрирование 2», которые предназначены для формирования первостепенных профессиональных навыков будущего специалиста по бизнес-администрированию. И еще одна курсовая работа предусмотрена новым Типовым учебным планом по модулю «Цифровые технологии», что соответствует тенденциям цифровизации экономики и современному подходу к осуществлению профессиональной деятельности специалиста в условиях широко применения ИКТ-технологий.

В новом Типовом учебном плане также соблюдены и действующие требования к расчету трудоемкости отдельных элементов образовательной программы.

Заключение. Разработанный коллективом авторов Типовой учебный план по специальности 1-26 02 01 «Бизнес-администрирование» нового поколения основан на модульном принципе проектирования образовательных программ высшего образования. Модули в учебном плане выстроены с учетом их содержательной взаимосвязи и в соответствии с последовательностью изучения учебных дисциплин. Законченность и инновационность модульного построения Типового учебного плана реализована через вариативную его часть и совокупность комплексных курсовых работ по учебным дисциплинам модулей. Акцент в учебном плане сделан на комплекс учебных дисциплин, формирующих знания, умения и навыки, востребованные в условиях цифровизации бизнеса.

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DEVELOPING COMPETENCIES AND SKILLS NECESSARY FOR ETHICAL DECISION MAKING AT BUSINESS ENGLISH CLASSES

М. В. Храпцова, ФММП БНТУ, г. Минск

Resume – teaching basics of Business Ethics within the frames of business English classes has become the call of time. It presents new challenges to the teacher whose role embraces not only selecting relevant material on ethical issues but also involving individual students or even groups into controversy or role-play activities based on moral dilemmas in business. As a result, business English class becomes a workshop for identifying moral aspects in all kinds of business activities and for developing competencies and skills necessary for ethical decision making.

Key words: moral dilemma, CSR, ethical choices, behavioral simulation, debate, hands-on technique.

Introduction. Graduating from universities or high schools of economics, our graduates are forced to face plenty of moral dilemmas and take tough decisions related to norms and principles, ethics and morality. It is not completely our responsibility as English teachers to instruct them in Ethics, still we could contribute into developing ethical competences by incorporating material on moral aspects of business into our classes. Teachers of business English can challenge the

students with issues of CSR and white-collar crimes, misuse of natural resources, coercive management styles and what not.

Main part. Nowadays teachers are well armed with mini-cases, case studies, role games and a lot of thought-provoking videos at their disposal. There are a lot of guides on business ethics and BBC news on recent ethical scandals. Students can consider some great ethical theories, which can assist them with critical judgments and the right ethical choices. At the same time such forms of communicative activities as debate, role-playing, reasoning exercises may considerably improve their speaking skills.

What can the students learn addressing the moral issues at Business English classes? Quite a lot, namely, they learn to identify risk areas, which modern companies face in terms of business ethics. The basics of Business ethics give students general notion of universal moral laws and social standards and the idea of CSR as a whole, inform them of available resources, support systems, and appointed personnel in modern companies who can assist them with ethical choice. Teachers can provide some virtual practice through mini-cases, case-studies and role games. Ethical disputes at business English classes give students an opportunity to consider different opinions and compare them to their own. They promote some reasonable skepticism in assessing seemingly attractive projects. The classes encourage considering alternative options instead of blindly following the majority opinion.

There are various strategies for teaching business ethics at university, namely: power point presentation, debate, role-playing activities, reasoning exercises.

Debate. Debate enables students to discuss ethical issues advocating opposing views.

Role-play exercises are commonly based on a given moral dilemma. The imitation of a realistic situation makes it possible to apply in practice the ideas and theories obtained from lectures, texts, interviews and presentations. The teacher's task is to guide the discussion and help to make a difficult choice in favor of "the least evil in the absence of any other options."

Behavioral simulation. It gives participants a short, hypothetical ethical situation to review. Each participant is given a role within a hypothetical company and provided with the scenario. Participants must then interact to develop recommended courses of action. Such simulations recreate difficult situations with incomplete information. These exercises help students practice ethical decision making and develop analytical skills for resolving ethical issues.

Hands-on technique. It should be applied for greater involvement of students. For instance: a student group are invited to consider actual or hypothetical ethical dilemma, identify all stakeholders involved, all sensitive aspects and develop decision which can balance well ethical, economic and legal responsibilities of a company.

Practically all the textbooks on business English give an insight into Business ethics. Market Leader Pre-intermediate, Intermediate and Upper-intermediate are among the most popular textbooks for students of economics, and each one contains ethical aspects. As for Market Leader Intermediate, it has the whole unit given to Ethics introducing some significant topics. For example, unfair methods of competition, racism, sexism and ageism in advertising, subvertising, fair and unfair methods of competition, financial crimes such as fraud or bribery and plenty of others.

Market Leader Pre-intermediate considers such issues as unethical self-promotion in CV, corporate hospitality and corruption, marketing tricks and manipulation and so on. This integration of ethics and business material allow students to explore and evaluate diverse ideas from different points, confront unacceptable market practices. The ethical problems may be worded as paradox or antinomy to encourage controversy.

Besides, some of textbooks can be recommended for their real life case studies, namely, Business Ethics, the tenth edition, by Ferrel O.C. and John Fraedrich, Business Ethics (a textbook with cases) by William H. Shaw.

The Internet today is an efficient provider of various video stories and breaking news. There are plenty of reputable sites today. The teacher can refer to any of them. For instance, BBC News <http://www.bbc.com/news/> or Breaking News English <http://www.breakingnewsenglish.com/> offer relevant material in a number of sections. Each video lasts no more than 2-3 minutes, and attached short summary can introduce students into the issue before they start confronting it. Such videos enable a teacher to trace urgent ethical problems on material which is highly relevant, saturated with social irony, stimulating thought and emotion.

Conclusion. It should be noted, that there is a big positive shift in the minds of practical generation Z from financial considerations to ethics and morality as foundation of modern society, as the recent case of Greta Thunberg a Swedish environmental activist has shown. They are ready to support ethical products with their earnings, they are ready to sacrifice part of their salary to support CSR initiatives. And this positive shift can be attributed to integrating ethics into educational programs widely. Thus, a primary task of the business English teacher is to equip them with vocabulary, information, progressive ideas and ability to look at the world through the prism of ethics and morality and make the right choices.

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A TOOL FOR FLEXIBLE PLANNING OF LIFELONG LEARNING

Н. И. Шумская, ФММП БНТУ, г. Минск

Resume – the article offers e-portfolio as a tool for flexible planning of lifelong learning. This tool is convenient for both: specialists and educational institutions. Specialists can build their educational route thanks to the visual and analytical potential of e-portfolio and correct the plans reflecting the achievements. Educational institutions can follow the potential students' demands and diversify educational opportunities. Mutual understanding between interested parties allow to create educational programmes in accordance with the requirements of labour market.

Key words: e-portfolio, lifelong learning

Introduction. The demand for life-long learning is based on permanently changing technologies and the necessity to adapt to them. A lot of institutions try to predict the trends of the labour market. Specialists have to time education and self-education, and need to guess what direction they should go. The main aim of an educational institution is to prepare students “for a dynamic, rather than static future” [3] and it leads to dual tasking: be general when giving basic knowledge that can be filled with different skills and be personal when offering the way of obtaining that knowledge. The educational programmes are becoming more practical oriented and university heads create “more flexible, student-centred modes of delivery; improving cooperation with employers” [5]. At the national level they discuss “the importance of personal aspects of students such as their family background, understanding of the meaning of life and preferred future” [4, p.64] and offer courses considering “nurture agility, flexibility and adaptability” [3].

Belarus as a member of the European Higher Education Area is “to develop and expand lifelong learning opportunities in consultation with employers and social partners” [7]. Belarusian experts in higher education speaks about the necessity to change the approaches to education: online education, more practical oriented education, tight links between educational institutions and the employers [1]. The institutions of further education are developing new methodology [2] that is focused on employers' involvement into educational process, is guided by the new educational standards in conformity with the labour market demand.

Main part. Planning lifelong learning has become the major competency that can help a professional to build a career in today's world and can facilitate the work of educational institutions when they offer new educational programs. Planning should take into consideration permanent changes in technologies, extinction of some professions, general volatility in the labour market. The educational institutions are ready to offer lifelong learning programmes (where funding of these programs plays not last role) and are searching the way to communicate with their present and potential students. Specialists have to take responsibility for their career growth and are looking for the way to file achievements, plans, skills. So both sides discover e-portfolio. The authorities of the universities use it to organise the educational process, to assess a student's work. Students visualise their academic and professional achievements.

From a specialist's point of view e-portfolio is convenient for flexible planning of career growth. It is posted on the Internet so it is possible to access to it from any place at any time. Information with permitted access can be seen by any interested person. Updating the information involves data collection and analysis so the author is able to reflect the achievements and to consider “expectations and skill evolution” [6]. Psychologically the plan of self-developing and career growth is not so rigid as some paper documents may be perceived.

From the point of view of educational institutions e-portfolios of their potential or present students are a real-life communication tool that gives the possibility to amend curriculum almost immediately in comparison with long-established practices and to diversify forms of education and training programs. Furthermore, the mission of any educational institution is to train students for their social and professional performance. “Rather than skills training and knowledge transfer, life education is highly focused on self-reflection, values and attitudes. Students are guided to have reflection on the meaning of life, the way of living and to also prepare for their way of life” [4, p.67]. When e-portfolio is thoroughly integrated into educational process, it stimulates the development of the competency of planning.

Conclusion. Planning will be always relevant. However, the changing world requires new approach to planning. Planning in education and for education are heavily dependent on fluctuations in the labour market. The curriculums are becoming more general and more personal simultaneously, as basic knowledge and personal approach are in high demand. The main task is to teach how to learn throughout all life. Flexible planning of education and self-education is an important competency that can be obtained in an educational institution.

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