THE NECESSITY OF INDEPENDENT LEARNING FOR LANGUAGE STUDENTS WITH DIFFERENT LEVELS OF ENGLISH

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Real education might begin at university, but it never ends with university. For the students of English to make an assumption, that just attending language classes will enable them to get a profound knowledge of language is
absolutely wrong. They can have the privilege of being taught by a Nobel Laureate in Literature, but without a rigorous self-study their linguistic skills will barely amount to anything even remotely successful. I am not trying to demote the role of university in the process of education, but the thing is that university or college can provide only the general idea of a subject which is quite often represents the tip of the iceberg. Real learning starts when a person feels motivated enough to engage in an independent study, clearly realizing the reasons for that motivation and the benefits that follow. Why? Because education goes on literally until we die and for the majority of people it is quite a long journey and it is impossible to compress all of it within a finite number of university semesters. It applies to English and the rest of the subjects taught at university. Therefore, the main task of any higher educational establishment is to provide the students with the basic principles of their study in such a way so that they feel the necessity to go much further in their scientific research and expand their understanding of what they already know. The only way to attain that result is through self-study.

Let us examine some of the aspects of independent learning when it comes to English:

1. The role of the Russian language should be completely eliminated as soon as the students have got the ability to more or less understand the original English. Russian has absolutely nothing to do with English. These two languages come from different families of languages, they have different morphology, vocabulary, phonetics and alphabet. A tremendous emphasis should be made to encourage students to think in English, instead of thinking in Russian and then interpreting that in English. And that is exactly what bad speakers do. English speakers do not have thoughts in Russian, therefore they speak good English.

2. How do you achieve that level? If you truly want to understand something, you should explain it. This approach can be fully applied to studying the new vocabulary. When you encounter a new word, look it up in the English to English dictionary. Forget about the Russian dictionaries – they provide the translation, not the explanation. When students understand the definition, they realize what a certain word means and, most importantly, they feel it. Thus, they can use it correctly when needed.

3. Another important aspect of working with the dictionary is not to limit oneself to one word only. On the contrary, when students learn a new word, it is essential to learn some synonyms for that word, and not just synonyms, but also the antonyms. Doing so broadens the vocabulary. Ultimately, the students might stop using the words they have already mastered and feel confident about, and replace them with the synonymous ones. And when those become imbedded in the long-term memory, substitute
them with even more analogous ones, etc. This seems like a very efficient way to really expand one’s vocabulary. And it works.

4. The necessity of writing cannot be underestimated. Every time you learn a new word it is recommended to write it down in a sentence, and not just any sentence, but the one from which you can intuitively get the meaning of that word. Context really matters.

5. Oftentimes writing should be done also for the sake of grammar. If someone is interested in literature, it is advisable to go to one’s favorite works, pick a page or a paragraph and simply rewrite it. What is the purpose of doing it? That is how you study grammar intuitively. It is one thing to study it with the help of all those charts and diagrams and mechanically memorizing the forms of all the irregular verbs… It is a very tedious process and no wonder a lot of students get demotivated. But it is a totally different experience when you have it written in front of you from the book that you really enjoy. Reading and rewriting English writers might be used as a perfect grammar exercise. No English writer would conjugate a verb wrongly, none would use the passive voice incorrectly… So, there you have the rules of grammar and by reading and rewriting those excerpts you get to know and later on identify those rules on the subconscious level. Let us just make one thing clear – the more you read, the better you speak and write, and you get to do it correctly and eloquently. Reading is the most important exercise. Period.

6. Finally, let us not forget about listening comprehension. Not just the compilation of brief monologues (that would bore most of the students to sleep), but audio books, online debates, lectures and interviews. I personally recommend audio books. It should be duly noted, that audio material must be carefully selected on the basis of students’ level of English. Those who are not proficient enough might start with audio books for children, international folklore, world myths and legends. The point here is that they are written in a simplistic enough language that kids (in English speaking countries) can fully understand. Another thing is that audio books are read by professional readers who know what they are doing. One might start with some fairy tales by Brothers Grimm or Hans Christian Andersen or some ancient Greek mythology and then slowly proceed to, let us say, “Alice in Wonderland” by Lewis Carroll which he wrote for a ten-year-old girl and then, in the course of time, try something by Mark Twain, Stevenson, Washington Irving, O. Henry, etc. When it comes to short stories like that, students might also find the actual text online, print it out, learn the definitions of all the unknown words in English and get to listening. While listening, it is also recommended to read out loud what they are listening to. Thus, the students will engage in their pronunciation skills, reading skills, listening comprehension skills, speaking and grammar skills. They must really try their best to follow the tone, the
intonation and the pace of the person reading that book. Ultimately, when they are doing it almost identical, it is time to get a sheet of paper and write down that story on their own, using as many new words which they have learned from that story as possible. And when that is done, they can begin retelling it with the appropriate intonation and vocabulary. This is how oratory skills are practiced. If this exercise is thoroughly carried out, it seems almost impossible not to get a significant improvement in one’s English skills.

Considering all of the above, it needs to be stressed, that motivation remains the most crucial factor in studying the language. If the students do not like what they are doing or see no reason in doing it, they will never succeed. To make a long story short, they must determine what they love and do it in English. English should become a part of their lives. Consequently, as they progress, they will get a lot of beauty and elegance of the English language and a lot of joy of speaking it.

ПРОБЛЕМЫ УПРАВЛЕНЧЕСКОГО УЧЕТА В ПРОЕКТНО-ОРИЕНТИРОВАННЫХ КОМПАНИЯХ

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Большинство компаний внедряют проекты разного масштаба и степени сложности, поэтому управление проектами является одной из новых и динамично развивающихся областей знания. Рабочими инструментами менеджеров проектов обычно являются специализированные системы проектного учета, позволяющие решать оперативные задачи проектного управления, например, составлять календарные планы проектов, назначать и перепланировать ресурсы. Особенно актуальными становятся вопросы, касающиеся контроля выполнения, управления денежными потоками, выявления финансовых результатов проектов, что сказывается на применяемых моделях построения систем управленческого учета в проектно-ориентированных компаниях.

Информация об одних и тех же объектах по-разному интерпретируется в проектном и управленческом учете. Например, для успешного выполнения инвестиционно-строительного проекта важно планировать потребность в оборудовании и материалах: формировать заявки на материально-техническое обеспечение, отслеживать наличие товарно-материальных ценностей (ТМЦ) на складах в разрезе проектов, учтые-