

расходов и 70 % из них приходится на санаторно-оздоровительные услуги. Средняя стоимость отдыха в санаторно-курортных учреждениях Беларуси в течение 12–21 дней составляет 110–600 \$.

Таким образом, санаторно-курортное обслуживание Беларуси нуждается в реформировании, которое должно иметь комплексный характер, затрагивая все аспекты деятельности санаторно-курортных учреждений.

**МОДЕЛИРОВАНИЕ ОРГАНИЗАЦИИ ОБЪЕДИНЕННЫХ НАЦИЙ:
ПОДГОТОВКА К ЖИЗНИ ИЛИ УРОКИ АНГЛИЙСКОГО ЯЗЫКА
MODEL UNITED NATIONS: PREPARATION FOR
LIFE OR ENGLISH STUDIES**

О. Д. Хабибуллина

In my work I tried to research all the benefits that Model United Nations brings, will bring into lives of youth. Model United Nations has already brought into my personal life priceless things that I'll never change into any other.

First of all, Model United Nations (MUN for short) is a simulation role-game where young people, students of high-schools and higher educational establishments, play a role of diplomats, delegates and Chairmen of the world community and international Organizations. Whilst attending to this or another MUN conference young people are solving the real problems of the real international community, world.

Through the discussions, which take place at MUN conferences, generated by the interaction of diverse societies with different national priorities, real issues of international importance are given exposure. At MUN conferences, however, unlike in the real world, the delegate enters into a situation in which such perceptions and choices are exchanged in a compressed period of time e.g. at a standard MUN conference in three-four days of intense activity. Therefore the demands on the use of quality skills and diplomatic sensitivity challenge the participants to live up to a high standard of action and decision-making.

Diplomacy helps us in these efforts wherever and whenever differences in perception or in the kind of action necessary to resolve conflict and restrict the spread of destructive forces need to be discussed.

As the United Nations pleads for greater commitment and cooperation from member states and NGOs in exercising preventive diplomacy, including peacekeeping and relief support, those of us engaged in Model United Nations (MUN) programs do our part by advancing the education of youth to take on more readily the burdens of leadership. MUN, in its ideal form, tries to live up to the goals expressed in the Preamble to the Charter of the United Nations and should bridge the gap between the local and the global.

It should attempt to transform local custom and attitude into a global awareness, and, in the process, create agreed terms for action intended for the betterment of mankind.

MUN: Preparation for life?

In a sense, the whole exercise is a preparation for life: young people learn to deal with situations in which they have to resolve real conflicts at a local or global level. As the delegates study, negotiate and debate, choosing between, on the one hand, the dramatic and confrontational approach or, on the other hand, the diplomatic and consensus-building approach towards dealing with world problems, they will consider the nature of the issues facing them and the need to build a common future for the peoples of the world. A debate should be a form of negotiation in which all sides seek mutually beneficial results. Each side, or interest group, must work with good background knowledge of the issue, but without a script for the negotiation itself. Delegates must be able to respond quickly to questions and react immediately to proposals, thus developing the skill of thinking on their feet. The intense interaction stimulated by the lobbying process brings life to the issues on which delegates have formulated their policies.

MUN delegates develop study and communication skills through a variety of activities.

Activities through the preparation process for a conference

Reading and enquiring about the assigned nation or organization and researching the issues on the agenda. Formulating policy and preparing written policy statements based on sound knowledge derived from the research.

Formulating possible solutions to problems in the form of draft resolutions as a basis for negotiation and debate.

Negotiating with and mediating between parties with differing interpretations of, and alternative solutions to, common problems.

Public speaking and formal debate.

Diplomatic Techniques

Addressing the issue and defining its terms.

Emphasizing negotiation rather than confrontation.

Working towards conciliation rather than condemnation.

Avoiding meaningless rhetoric.

Not sacrificing one's delegation's interest to serve personal motives.

Achieving consensus for decision-making.

MUN: English studies?

The issues currently on the agenda of the real United Nations General Assembly in New York are exhaustively discussed and debated. The language of the conference is English. Thus speakers of English as a foreign language

have to compete with native speakers of English at a very high level of competence in:

- researching the issues by reading English-language newspapers and periodicals, as well as UN documents and reports, and the official policies and propaganda of the various nations and organizations;

- formulating draft resolutions and policy statements;

- lobbying with allies, interest groups and international organizations in order to gather support for, or to organize opposition to, the various proposals;

- editing and rewriting draft resolutions before presenting them to the committee for debate;

- presenting resolutions by speaking for and defending them in debate;

- opposing, in debate, resolutions one does not agree with;

- drafting and proposing amendments;

- speaking on the resolutions discussed during the plenary session of the General Assembly;

- negotiating and drafting trade agreements, peace treaties, ceasefires, etc.;

- conducting and participating in meetings according to rules of parliamentary procedure;

- writing reports and articles.

Simulation Exercises and Debating in the Classroom

In preparation for the conference, English teachers can use the debate format for classroom discussions in their normal English lessons. Students can prepare draft resolutions for debate on such diverse subjects as terrorism, smoking in school, or the place of poetry in English language teaching. Many of the topics dealt with in the standard English curriculum at the higher levels of secondary education, e.g. British and American politics, economics, education and other social issues, lend themselves to this. It is a highly motivating and successful method of developing and practicing all the language skills:

Reading

Researching the subject requires extensive reading for the acquisition both of knowledge and of the appropriate register and technical terms;

Writing

Writing a resolution requires a very precise and formal use of written English;

Listening and Speaking

These skills, both on an informal level during the preparation period and on a formal level during the debate, are developed and fostered by such simulations.

The greatest change in the kind of language expected from the student of English at this level is in the formality of register. The emphasis in the early

years of learning English is, quite rightly, on the spoken language and on the informal style of writing required for answering questions on texts (Reading Comprehension or Listening Comprehension). In preparing students for the MUN, students and teachers are working towards greater precision in expression both in oral work, e.g. in classroom discussions on literary works or non-fictional texts, and in written work, e.g. in text analysis, summary and essay writing.

A different mode of expression has to be acquired in terms of syntactic structure and lexis. One way of achieving this is by teaching the students how to debate a serious subject on a very formal level.

Formal Expressions and Terms of Address

The essential thing to be borne in mind by both the Chair and the members of the house is that a debate is a very formal means of discussion. Students should be strongly encouraged to be polite and formal at all times. They should be familiar with the turns of phrase and the vocabulary used by all the International community on the diplomatic level. Here are only some of them:

I request the floor.

I rise to a point of information/point of order.

I wish to speak in favor of/against this motion/resolution/amendment because...

I yield the floor (to points of information).

The house has heard the resolution. Is it seconded?

The debate is now closed. We will move into voting procedures.

All points are out of order.

Definition of some Debating Terms

The house: All the members of the auditorium except for the chairman.

A point of information: A question directed either to the speaker who has the floor or to the chairman by a member of the house who has been duly recognized by the chairman.

A point of order: A question directed to the chairman by a member of the house who feels that a mistake has been made in the order of debate or who requires clarification of the rules of procedure.

To have the floor: To have been given the right to speak in debate.

Educational Value

Therefore, students who really catch “MUN-fever” learn what multiple perceptions are all about. One cannot truly succeed as an MUN delegate without the experience of seeing through someone else’s eyes or walking in someone else’s shoes. When Turk and Greek exchange positions, when Indian and Pakistani exchange perspectives, and when American and African view problems of development, disarmament and human rights through the other’s eyes, then the Model United Nations has achieved its goal. The educational

value of this activity is difficult to describe and impossible to measure. Each person gets out as much as he or she puts in. Only the individual can judge how much the program has enabled him to develop intellectually and to grow in wisdom. In the learning process, demands are made on many skills but few are more important than the capacity for critical thinking. At the highest level of the MUN learning experience, students assimilate some basic maxims and gain deep insight into the diplomatic trade.

РЕФОРМИРОВАНИЕ САНАТОРНО-КУРОРТНОЙ СИСТЕМЫ В БЕЛАРУСИ

А. В. Холод

Существующая в Беларуси система санаторно-курортного лечения складывалась на протяжении десятилетий. В 1970–80-е годы, когда финансовое положение предприятий было на высоком уровне, появилось много ведомственных профилакториев, взявших на себя функцию санаториев. После распада СССР и ухудшения экономической обстановки средств на их содержание у предприятий не было и эти санаторно-курортные учреждения примкнули к государственному центру оздоровления, то есть стали финансироваться за счет государства. Похожая ситуация сложилась и с большинством летних пионерских лагерей, которые были перепрофилированы, – так возникла целая сеть санаториев 3-ей и 4-й категории. В середине 1990-х ситуация ухудшилась до того, что многие санатории простаивали, до минимума сокращали штат сотрудников, а наименее обеспеченные вообще закрывались. В 1997 году был создан Республиканский центр по санаторно-курортному лечению и оздоровлению населения с областными филиалами, главной задачей которого стало распределение путевок в санаторно-курортные учреждения, причем большая часть финансирования их оплаты шла из государственного бюджета, что обеспечило сохранность санаторно-курортной системы в республике и почти 100 % заполняемость санаториев. Беларусь – единственная из стран СНГ, где сохранилось государственное обеспечение в области санаторно-курортного лечения и оздоровления. Ежегодно услугами этой сферы пользуются более миллиона человек, в том числе 850 тысяч детей.

В 2005 году в Республике Беларусь насчитывалось 339 санаторно-курортных организации вместимостью 49 тыс. койко-мест, из них непосредственно санаторно-курортных – 183, и оздоровительных 156. Обслуживающий персонал – более 2000 человек. 39 здравниц содержалось полностью за счет государственного бюджета, государственное финан-