

Важно научить студентов распознавать типы логических связей в печатном или звучащем тексте, например: хронологическое описание; описание, основанное на установлении причинно-следственных связей; описание процесса с установлением его последовательных стадий; сравнительное описание и т. д.

Студентам следует указать на языковые маркеры в тексте, сигнализирующие тот или иной тип логических связей (например, способы выражения причинно-следственных отношений; фразы, демонстрирующие последовательность; сравнительные структуры и т. д.) и обеспечить тренировку в их распознавании. Одновременно необходимо обратить внимание студентов на эффективные графические способы сокращенной фиксации данных связей в конспекте, например, обозначение причинно-следственных связей с помощью стрелок или организацию сравниваемых параметров предметов в виде таблицы.

На первом этапе обучения следует давать студентам образцы различных типов конспектов, использовать задания по дополнению недостающими элементами готовых конспектов и только затем переходить к самостоятельному конспектированию.

Следующим необходимым этапом в процессе формирования навыков конспектирования является практическое использование составленных записей, их декодирование, порождение связного вторичного текста на их основе, а также, по возможности, применение полученных в ходе данной деятельности знаний в новых ситуациях. Тем самым будет подчеркнуто значение навыка эффективного конспектирования, которое заключается не только в том, что он позволяет студенту сохранять существенную информацию для последующего использования, но также и в том, что письменная регистрация этой информации даст ему возможность достичь более высокой степени осмысления и усвоения материала.

THE REFLECTION OF GLOBALIZATION IN THE MODERN ENGLISH LANGUAGE

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Globalization is one of the most charged issues of the day. It is everywhere in public discourse - in TV sound bites and slogans on placards, in web-sites and learned journals, in parliaments, corporate boardrooms and labor meeting halls. Extreme opponents charge it with impoverishing the world's poor, enriching the rich and devastating the environment, while fervent supporters see it as a high-speed elevator to universal peace and prosperity. What is one to think?

Globalization broadly refers to the expansion of global linkages, the organization of social life on a global scale, and the growth of a global consciousness, hence to the consolidation of world society. Such an ecumenical definition captures much of what the term commonly means, but its meaning is disputed. It encompasses several large processes and definitions differ in what they emphasize. The meaning of the term is itself a topic in global discussion; it may refer to "real" processes, to ideas that justify them, or to a way of thinking about them.

Today in a globalized society English is used for more purposes than ever before. Everywhere it is at the leading edge of technological and scientific development, new thinking in economics and management, new literatures and entertainment genres. These give rise to new vocabularies, grammatical forms and ways of speaking and writing. Nowhere is the effect of this expansion of English into new domains seen more clearly than in communication on the Internet and the development of "net English".

But the language is, in another way, at a critical moment in its global career: within a decade or so, the number of people who speak English as a second language will exceed the number of native speakers. The implications of this are likely to be far reaching: the centre of authority regarding the language will shift from native speakers as they become minority stakeholders in the global resource. Their literature and television may no longer provide the focal point of a global English language culture, their teachers no longer form the unchallenged authoritative models for learners.

Tendencies to increasing use of English are counterposed by others, which lead to a reducing enthusiasm for the language. On the one hand, the use of English as a global lingua franca requires intelligibility and the setting and maintenance of standards. On the other hand, the increasing adoption of English as a second language, where it takes on local forms, is leading to fragmentation and diversity. No longer is it the case, if it ever was, that English unifies all who speak it.

According to many economists, cultural theorists and political scientists, the new 'world order' expected to appear in the 21st century will represent a significant discontinuity with previous centuries. The

Internet and related information technologies, for example, may upset the traditional patterns of communication upon which institutional and national cultures have been built. We have entered a period in which language and communication will play a more central role than ever before in economic, political and cultural life – just at the moment in history that a global language has emerged.

There are signs already of an associated shift of social values which may have a significant impact on the future decision-making of organizations, governments and consumers. Some commentators predict that, just as environmental issues were once regarded as less important than the need for profit, so issues of social equity will form a third “bottom line” in the global business environment. This suggests that those who promote the global use of English will be burdened with new social responsibilities and may have to engage with a more complex public agenda, including ethical issues relating to linguistic human rights.

Global trade is no longer a matter of bilateral arrangements between nation states, or between organizations economically rooted in nation states. Such is the complex structure of business ownership, through joint ventures and holding companies, that establishing any simple national pattern of ownership of the major enterprises is difficult. And many of the world's largest corporations can hardly even be called multinational; rather they have become transnational. It has been calculated that transnational corporations (TNCs) account for as much as two-thirds of international trade in goods, while 50 of the 100 largest economies are said to be not nation states but TNCs. The largest of the world's TNCs are involved in the energy and chemicals industries (oil, pharmaceuticals) and the communications industry (airlines, telecommunications, media). At the present stage of global economic development, the international activities of TNCs are tending to promote English.

International trade is often a complex, cross-border business: goods are taken from one country, refined or given added value by a second, sold to a third, repackaged, resold and so on. Such multilateral trade brings with it greater reliance on *lingua francas*.

In Europe there is growing evidence that English has become the major business *lingua franca*. A study conducted in 1988 for the Danish Council of Trade and Industry reported that English is used by Danish companies in over 80% of international business contacts and communications. A more recent investigation in small and medium-sized businesses in peripheral areas of Europe found that although English is probably the most used language of business across Europe, German is used extensively in particular areas, especially for informal communication.

English and computers have seemed, for decades, to go together. Computers and the programs which make them useful were largely the invention of English-speaking countries. The hardware and software reflected the needs of the English language. The early systems for text-based communication were unfriendly to accented characters and almost impossible for languages using non-roman writing systems, while computer operators interacted with programs using instructions in English.

English will, no doubt, continue to be spread via software products and digitised intellectual property, but it seems the days of language restriction are over. There are, for example, Chinese versions of all major American programs, including the Windows operating system and Microsoft Word word processor. Interface design and onscreen help now make new software more easily and rapidly customized for less used languages. Schools in Wales, for example, are able to use software and operating systems in Welsh. This adaptability of recent software is a significant characteristic. It has allowed new technical vocabulary to develop in languages other than English, while desktop publishing systems have made possible short-run printing in minority writing systems. The close linkage that once existed between computers and English has been broken.

This thesis has tried to establish a new agenda for debate, not simply on the impact of globalization on the English language in the 21st century, but also on the role of its native speakers, their institutions and their global enterprises.

The “rush” to English around the world may prove to be a temporary phenomenon which cannot be sustained indefinitely. Languages other than English are likely to achieve regional importance whilst changed economic relations between native-speaking English countries and other parts of the world will alter the rationale for learning and speaking English.

The English language nevertheless seems set to play an ever more important role in world communications, international business, and social and cultural affairs. But it may not be the native-speaking countries who most benefit.

Globalization affects the ways that organizations are structured and the patterns of communication between members of the workforce. There is more communication required; more work is language related and the growth in screen-based labour allows working groups or teams to be internationally dispersed. Two consequences of such changes are that workers in many sectors require a deeper command of English than hitherto.

erto and a larger proportion of the workforce need to operate in an international language. These developments in working practice are likely to represent a major driver towards English- language training in the future.

Global economic, cultural, technical and demographic trends are now helping to transform the need for communication between the world's peoples from population shifts to economic globalization; from the invention of the Internet to the restructuring of social inequality. It is these trends, which will shape the demand for English in the future, but they interact in complex ways and may produce unexpected cultural and political outcomes.

ПРОБЛЕМЫ ИСПОЛЬЗОВАНИЯ СПУТНИКОВОГО ТЕЛЕВИДЕНИЯ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В НЕЯЗЫКОВОМ ВУЗЕ

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При обучении используются два разных вида педагогических материалов. Во-первых, это заранее подготовленные в соответствии с учебными программами учебники, методические пособия, сборники упражнений и т. д. Во-вторых, дополнительные материалы (газетные статьи, аудиозаписи, песни, фотографии и другие аутентичные материалы), специально подобранные, чтобы дать реальное представление не только об изучаемом языке, но и о той стране и тех людях, которые на нем говорят. Только так можно по-настоящему изучать живой язык.

Большую помощь в этом процессе оказывает спутниковое телевидение. Но при его использовании возникают, как правило, следующие типичные проблемы:

- Использование телевизионных материалов требует дополнительной подготовки от преподавателя.
 - Носители языка в естественном темпе говорят слишком быстро. Это обескураживает студентов.
 - Невозможно использовать телевидение на начальных этапах обучения.
- Работа с телевидением плохо согласуется с учебными программами.
- Практические приемы решения этих проблем на разных этапах обучения на примере использования телевизионных новостей.

Начальный уровень

Очень важно, чтобы первая встреча с живой формой изучаемого языка состоялась как можно раньше.

Практические задачи обучения на этом этапе:

- а) правильно произносить звуки и правильно читать;
- б) простой повседневной лексики;
- в) элементарным высказываниям, как представляться самому и представлять собеседника, рассказывать о себе и называть предметы.

Действия студентов:

- а) привыкают к правильному звучанию иностранной фразы;
- б) уже обнаруживают в звучащей речи те немногие слова, которые они успели выучить. Это поднимает их самооценку и стимулирует для дальнейшего изучения языка.

Методы работы с телевизионными новостями:

- а) изучаем, как можно представляться, представлять собеседника;
- б) записываем имена, названия, затем учимся их произносить;
- в) в прогнозе погоды можно найти названия стран всего мира, цифры от 0 до 40, графические символы-подсказки элементарных высказываний типа: погода будет хорошей, будет ясно, пойдет дождь;
- г) в кулинарной части программы названия всех ингредиентов и количество афишируется на экране. После небольшого предварительного обсуждения рецепт можно озвучить.

Средний уровень

Это тот момент, когда студенты понимают, что языковая информация – это только часть телевизионного репортажа.

Практические задачи обучения на этом этапе:

- а) научиться определять ситуацию общения: кто говорит, где, когда, почему;