

работать на территории всей Европы. Белорусская система юридического образования должна в ближайшие годы адаптироваться к происходящим в Европе интеграционным процессам в области права.

Рассматривая проблемы образования, мы нередко прибегаем к понятию "кузница кадров". При этом не всегда обращаем внимание на самих "кузнецов", т.е. на преподавателей. От их знаний во многом зависят теоретическая подготовка, практические навыки будущих специалистов в области права.

Нам необходимо взять на вооружение положительный опыт отечественной и зарубежной высшей школы.

Abstract

The tendencies of law education in the Republic of Belarus under the present conditions are analysed. It is marked that the Belarus legislation system in the nearest future should be adopted to the European integration processes in the field of law.

ON CONTENT AND LANGUAGE INTERGRATED LEARNING IN THE UNIVERSITY AND COMMON FOREIGN LANGUAGE CURRICULUM PLANNING

A.A.Povalyaev

Belarus State Economic University

In recent years the system of foreign language education in Belarus undergoes several changes. It is the result of some reasons: first, because of the social-political changes in Eastern Europe and the formation of New Independent States (NIS). As a result of that Belarus received new opportunities for the development of the National System of Education choosing independently the priorities for academic reforms.

Second, we became more open for international contacts and cooperation including the sphere of education and academic research. As a result of that a flow of international experience in the form of foreign books and publications, other materials, spe-

cialists, researchers, academic exchange programmes including those for the linguistic aspects was rapidly increasing on a constant basis. Belarus specialists received an opportunity to attend international conferences, seminars, workshops more frequently and to study the European experience including the problems of modern foreign languages (FL) education in Europe.

The major development in education in general and in language learning is a growing understanding of it as a social institution that serves some fundamental needs.

The changes that took place during the last few years affected the attitude and the approach to foreign language skills both on the behalf of teachers and students. Educators are no longer satisfied with the traditional FL teaching and students express more interest in learning FL as they became more motivated because now there is a real opportunity for them to visit different foreign states, see the world, communicate with young people in different foreign countries in their native language or to continue the education in colleges and Universities abroad. High proficiency in foreign languages became a very important target for them because of the computer education and their future career.

All this, on one hand, expands the basis for teaching FL. On the other hand, there arise several problems which are to be solved in order to achieve the success. It is evident that teaching FL not only for some practical purposes, but also for the professional orientation gives better results. And here we may speak about the content and language integrated learning (CLIL) — teaching foreign languages through core academic subjects and courses. Belarus State Economic University has already such an experience as every academic year we invite foreign professors to deliver lectures and conduct practical classes with our students in marketing, finance, management, commerce, law, etc. All lectures are delivered by foreign professors in their native language. Thus, the students should have good command of foreign languages and still master them during the professional courses.

We also received very good results from our cooperation with the University of Surrey (UK) under the project of Re-

gional Academic Exchange Programme (REAP) with the assistance of the British Council and Know-How Foundation. One of the aspects of this cooperation was to update the existing academic courses and modules in marketing, management, commerce, finance and to create some new, translate them into English and prepare for the accreditation in the UK. We implemented this work and in the nearest future some of these courses could be taught in English to our students both by foreign and national professors. We hope that this will be a good example of the CLIL development in Belarus.

We have entered the XXI century, marking the considerable changes going on in Western and Eastern Europe there is a growth of understanding of FL education in all European countries and all over the world. The concept of the construction of Common European home brought the idea of modern FL learning for European citizenship. That was a qualitatively new stage for the major part of European states as what previously was accepted, but mainly declarative in the field of FL education (e.g. high standards of skills, succession and continuity of learning) became very acute under the new conditions in Europe.

The same conditions influenced the Republic of Belarus. That is why in April 1998 the new Republican Programme "Foreign Languages" was adopted by the Belarus Government and the Ministry of Education.

In the Programme the main directions for FL education in Belarus are stated. The Programme reflects common features and objectives of the advanced European experience.

Though European states have common attitude towards FL curricula, they also have some peculiarities and face some specific national problems. Belarus is not an exception. The common basis for FL education is reflected in Belarus FL Programme:

- a National policy for modern FL education;
- the different nature of education in the secondary school and university is to be considered;
- teaching methods should be communicative and student oriented to provide the opportunity for the natural FL use;
- high standards qualification of FL teachers and teachers' training should be considered;

- teams of FL curricula experts working together to identify FL curricula development;
- edition of national FL textbooks and selection of the original material;
- quality assessment;
- international cooperation.

Together with a number of complicated points to be solved for the present FL teaching the most disputable is the problem of a national FL curriculum. Many different models exist for implementing the idea into practice. Though the models may be very different all of them have the roots in educational model. There are many publications on this aspect. One more point is — what we want our students to know and to do during their studies at each level and on graduation from the university.

On answering these problems we come to the idea of a "balanced" curriculum. We all have our own view of what constitutes a balanced curriculum and what are the fundamental principals of education. So, here we are to look at the curriculum as a totality, but not a piecemeal to ensure a balanced educational opportunities . Then, this need for the balance is to be considered not only within education, but understanding that education consists of learning through subjects rather than learning of subjects.

The stated above experimental work shows that CLIL is facing a lot of problems which we can't solve alone without the special support. It is very important not to hide the problems, but to discuss them openly trying to find solutions at different levels.

НЕКОТОРЫЕ ОСОБЕННОСТИ НЕПРЕРЫВНОГО ЭКОНОМИЧЕСКОГО ОБРАЗОВАНИЯ

Н.М. Авдеенко

*Белорусский государственный
экономический университет*

Единство и непрерывность системы образования обеспечиваются согласованностью учебных планов и программ, преемственностью ступеней и форм обучения, созданием