

Такое обучение в большей степени способствует решению педагогических задач и связано с гуманизацией содержания обучения в высшей школе, которое мы понимаем как конструктивное разрешение противоречия между всевозрастающей специализацией (одностороннее развитие) и потребностями человека как природного существа (гармоническое, всестороннее развитие).

В предлагаемой концепции мы исходим из того обстоятельства, что среди иноязычных лексических заимствований русского и белорусского языков можно найти корни всего основного словаря западноевропейских языков. Проблема здесь лишь в том, чтобы на основе соответствующих фундаментальных исследований однокоренной лексики разработать необходимое количество (несколько десятков?) методических моделей, отражающих закономерные моменты ее совпадений и различий как в содержании, так и в выражении. В результате мы превратим даже так называемых “ложных друзей” переводчиков в их истинных друзей.

<http://edoc.bseu.by:8080>

*Т.Л. Ляхнович*  
Белорусская сельскохозяйственная  
академия (Горки)

## CONCEPTION OF A NEW COURSEBOOK OF ENGLISH FOR AGRICULTURAL STUDENTS

The most acute problem which the English teachers of the Belarusian Agricultural Academy and other agricultural institutes of Belarus are faced with today is the lack of a good course book for English language teaching. There is a great variety of textbooks on the market now, but practically all of them are written for students of prestigious specialities (Economics, Finance, Law) and don't satisfy the requirements of agricultural schools. We cannot work with authentic British or American books either: they are just not available or are not adapted to the needs of Russian-speaking students.

The textbooks compiled by Moscow authors several decades ago can not meet the teachers' and the students' needs any longer. First of all, there is a great shortage of them: many textbooks were lost or just spoilt by the previous generations of students, and there are not enough copies for all the learners. But the main drawback of the old textbooks is their contents. They are out-of-date and extremely boring (what's the use of reading about the CPSU policy in agriculture and the fulfilment

of Food Programme today?). Besides, old textbooks largely consist of very specialised texts related to the future professions of the students. To my mind, the situation when too much importance is placed on reading and translating specialised texts of different degrees of complexity is absolutely wrong. Students study languages in their first two years when they are usually taught subjects of general knowledge. It means that they are not experts in their future professions yet and they are bored by the necessity to deal with that kind of material. We can't ignore the fact that very few of our students take a post-graduate course or try to continue their education abroad. Thus, students don't see the usefulness of what they are learning and, as a consequence, regard English not as something they can use for practical purposes or for pleasure, but as a nuisance they just need for passing examinations.

But over the past few years many opportunities for using English as a means of communication have appeared. Quite a few students of the Byelorussian Agricultural Academy go to European countries for periods of practical work; a lot of foreigners come to our Republic. It's not unusual to meet, for example, TACIS experts or representatives of different international organisations on a collective farm or at a plant/factory. So, there are a lot of real-life situations where students or agricultural school graduates could use their knowledge of language and apply their speaking skills as well as demonstrate their cross-cultural awareness.

So, the necessity of designing a good, creative and cognitively challenging coursebook is evident. And as the overall aim of teaching English is for students to speak confidently, correctly and fluently, to be able to communicate, very often in the framework of rural or agricultural topics, the coursebook must be designed in the communicative method style and at the same time it must be agriculturally-biased. How should we combine these two characteristics and eliminate the boredom of traditional textbooks? I think, cultural studies materials related to rural America or rural Britain can make the textbook interesting and fascinating. A new coursebook of English completely based on cultural studies could excite students' curiosity and motivate them.

The socio-cultural aspect of communicative ability is very important. The students' own surrounding culture and experience should be taken as a starting point. It's known, that a foreign language is retained more easily if what the students learn is already familiar. And what is familiar to our students is life in rural areas, the advantages and disadvantages of living in the countryside. It's difficult, if possible at all, to create a

communicative situation in the lesson working with scientific texts of descriptive character. But it's easy to form the communicative competence of students in a socio-cultural context. Students can compare similar aspects of their culture and British or American rural culture. They can be asked to think how a situation in the coursebook could be different in their country and what they would do under similar circumstances. They can analyse their attitude to village life compared to the attitude of British or American rural people. They can discuss such problems as the availability of well paid jobs in the village, the well-being of rural people, the access to critical services such as education, health care and communication, a healthy natural environment and lots of other things. In this way they can develop different communicative skills. It is possible to teach them the functions of interrupting, agreeing or disagreeing, teach them to ask for people's views, express various feelings (approval, disappointment, admiration, sympathy, etc), keep discussion to the point, make statements, express their own opinion and so on. Problem-containing and thought-provoking text materials and the accompanying activities can help students interact and use as much language as they know while sharing cultural information and speaking about themselves. Language learning works best as a human experience involving interpersonal communication, dealing with authentic topics, which are lively and appropriate. Thus, a textbook based on cultural studies materials will make it clear to students that the language they learn can become real and relevant.

Cultural studies materials of rural America and rural Britain are also very important in terms of the general education of students. They will contribute to the students' background knowledge and stimulate their cognitive development. Cultural awareness in language learning can help the students to broaden their outlook and break away from stereotypical ideas of America and Britain and understand these countries as they are today. At the same time, it will help them better understand their own society, reveal things about their own country and culture.

To present American or British rural culture in a new and stimulating way in the textbook, appropriate texts about rural life in these countries must be thoroughly selected. These must be authentic and varied texts, updated and factual, pertaining to American or British farming and farmers, their joys and sorrows, their work and pastimes, pertaining to agricultural education, problems of youth employment and self-employment and other real-life issues in the countryside,

new trends in agricultural production and so on. By means of texts about real people and real facts new lexis on the given topic and necessary grammar structures will be introduced. Comprehension exercises and structural drills after the texts will help practise and reinforce particular items of vocabulary and structure. At the next stage of classroom work, conditions can be created to use the language more or less freely. But if the type of materials used at the lessons of English is of great topical interest it won't be difficult to organise a lot of debate in the classroom.

Thus, compiling Resource Packs which contain teaching materials and techniques on the appropriate topics so that they can later be used in the textbook is one of the prerequisites for the successful fulfilment of the task and the first step on the way of designing a new textbook of English for agricultural students.

**Л.А. Лопато**  
Белорусский государственный  
экономический университет (Минск)

## **ИСПОЛЬЗОВАНИЕ ПРОЕКТНОЙ МЕТОДИКИ В ЦЕЛЯХ СОВЕРШЕНСТВОВАНИЯ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ НЕЯЗЫКОВОГО ВУЗА**

Задача высшей школы — воспитать специалиста, способного самостоятельно приобретать новые знания. Рациональная организация самостоятельной внеаудиторной работы студентов может в какой-то мере компенсировать ограниченное количество часов на изучение иностранных языков в неязыковых вузах и повысить качество подготовки специалистов.

Самостоятельная работа как вид учебной и научно-исследовательской деятельности студентов имеет свои задачи и отличается определенной спецификой от учебной деятельности, осуществляемой под непосредственным руководством преподавателя. В ходе самостоятельной работы осуществляется закрепление нового материала, и очень важно, чтобы преподаватель побуждал студента к самостоятельному поиску знаний.

Структура аудиторного занятия включает введение нового материала преподавателем. Процесс обучения осуществля-