



Оренбургский институт (филиал)
Университета имени О.Е. Кутафина (МГЮА)



Тезисы
выступлений участников
межвузовского круглого стола

«АКТУАЛЬНЫЕ ВОПРОСЫ
УЧЕБНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ
ПРОЦЕССА ОБУЧЕНИЯ ИНОСТРАННОМУ
ЯЗЫКУ В НЕЯЗЫКОВОМ ВУЗЕ»

5 февраля, 2016



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(«Ecological English»)	24
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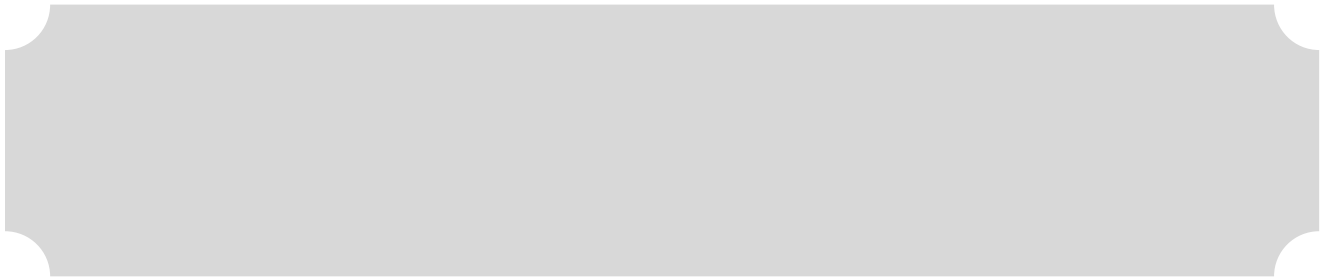
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2. XXI – [. . . .] . – : <http://doob-054.narod.ru/animals.html/> .
3. – ., 2007, isp.mitht.ru/Library/Nauchno-issled.doc.
4. – [. . . .] . – : <http://www.itlt/edu.nstu.ru/>.
5. /
6. 2, 3. – 2000 : <http://www.ioso.ru/distant/project/meth%20project/metod%20pro.htm>.
7. – 2011.



460014, . . . , 18,
8 (3532) 30-65-31,60-99-11, kaf_angl_lang@list.ru

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”Tell me more”,

(, Hot Potatoes),

digital natives.

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В настоящее время в вузах России наблюдается тенденция к снижению роли иностранных языков в образовании. Это связано с тем, что в последние годы наблюдается сокращение финансирования образовательных учреждений, что приводит к снижению качества преподавания иностранных языков. Кроме того, многие студенты предпочитают изучать иностранные языки самостоятельно, что также способствует снижению роли преподавания в вузах.

В то же время, несмотря на все трудности, преподавание иностранных языков в неязыковом вузе остается актуальным. Это связано с тем, что иностранные языки являются важным инструментом для расширения международных связей, повышения конкурентоспособности выпускников и подготовки специалистов, способных работать в международной среде.

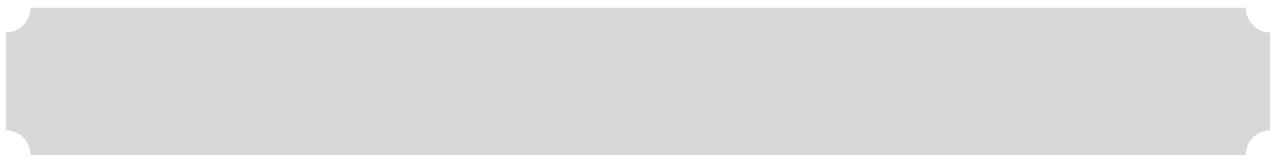
Важным аспектом преподавания иностранных языков в неязыковом вузе является интеграция языковой подготовки с профессиональной деятельностью. Это позволяет студентам применять свои знания на практике, что способствует более глубокому усвоению материала и развитию коммуникативных навыков.

Для повышения качества преподавания иностранных языков в неязыковом вузе необходимо принимать комплексные меры. Это включает в себя обновление учебных программ, повышение квалификации преподавателей, внедрение современных технологий обучения и создание благоприятной языковой среды в вузе.

В заключение можно сказать, что преподавание иностранных языков в неязыковом вузе является сложной задачей, требующей комплексного подхода. Несмотря на все трудности, это направление остается важным для подготовки высококвалифицированных специалистов, способных конкурировать на международном рынке труда.

1. ... // ... 2014. - . 130-133.

2. . . // -
- 2013. - 4. - . 409-420. -
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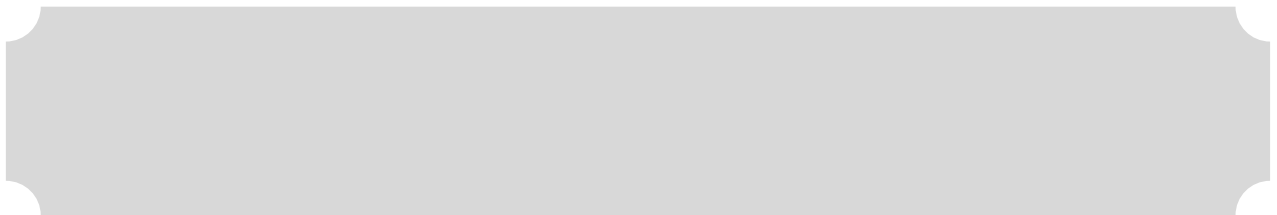
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6. Read the text ... and:

- a) express your point of view on ... (the problems discussed in it);
- b) put down 2-3 questions on the text and ask your partner;
- c) make a short synopsis () of it either in English or in Russian.

1. ... : . / . . ,
2. ... , - : . . , 1996. - 522 . [] / . . , . . .
// . - 1999. - 1.
3. // . . . - 1999. - 1.

(**«ECOLOGICAL ENGLISH»**)

460014, . . . , 18,
8 (3532) 30-65-31,60-99-11, kaf_angl_lang@list.ru

«Ecological English»,

«Ecological English»,

ecological Situation in Orenburg Region

h r gion has its wn l gical r blem. Our region is known s logically unfavorable. ding to the total volume f polluting substances the ar t kes th 8th pl mong 77 r vinces f Russia and the3d l in the stern rt nd renburg, Novotroitsk, Orsk and Mednogorsk in particular. Every inhabitant has about 3 tons of dangerous wastes to breathe. These towns are included in the list of the most polluted towns of Russia. Factories and plants are the main pollutants of air water and soil. The wastes and by-products are dispersed into the rivers. The index of air and water pollution with harmful substances is above the norm. Due to the renburg Gas Plant the air pollution index in renburg is also very high (4%).

Atomic explosions are another problem. The first one took place on September, 14, 1954. It greatly influenced nature and the health of the population. The rate of cancer is 4-5 times higher than in other regions.

The region also faces fresh water supply problems. There are not many rivers and lakes and people must take care of them. Nature has suffered greatly because of sloughing up the steppe, falling the trees, pollution of water and soil. 132 kinds of flowers and 30 kinds of animals need protection (marmots, heathcocks, capercaillies, eagles, swans, herons). There are 18 hunting reservations in the region and also reservations, of lilies of the valley and sweet-berries in Buguruslan and Ilek where wild animals and rare plants are protected. There are some lakes in Svetly.

Recently the Regional Ecological and Nature Protection Committee has been established. It's a plenipotentiary agency regulating the use of nature resources and providing ecological safety of the region. Laboratories and inspection services are submitted to this state committee, which takes part in the program planning for preservation of nature: monitors the surrounding, maintains limits for the use of natural resources, defines levels of pollution and so on.

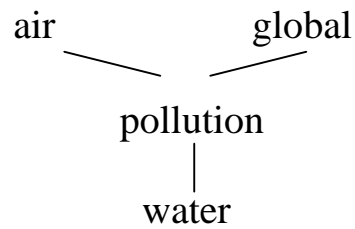
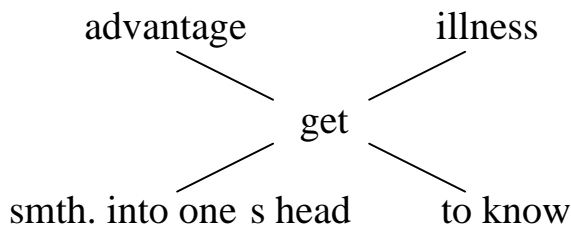
Only half of the 305 enterprises got permission on disposing garbage. 40 plants throw down the flows in the rivers and lakes. Some steps have been taken for saving the Ural river, but it is obviously insufficient.

1. Some scientists say that if we carry on digging up and cutting down our planet for a few more years of mass consumption, we are going to die. In this connection we need to rethink our whole way of life and live in small communities which only produce the food and goods. The opponents of the theory prove that development is essential. Unless there is growth and development, the standard of living cannot rise.

2. It is sad when an animal or plant species becomes extinct. But we don't feel bad about the dinosaurs – and they disappeared millions of years ago. It does not really matter if we lose a few more species of an animal or plant.

75

«Ecological Problems»,
«Spidergrams».



«Ranging»

1. *People pollute environment with garbage, litter, tins, paper.*
2. *Megalopolises are full of lorries, buses, cars. Large cities suffer from smog, cars with their engines have become the main source of pollution in industrial countries. Cars pollute the air and because of it we have smog, dust, harmful gases (some of them are invisible).*

1. *Modern technology has completely changed our lives. Hypermarkets, fast food restaurants, multi-storey car parks and urban motorways are just some of the signs of modern economic growth and development. What are their advantages and disadvantages? Work in small groups and list as many pros and cons as you can.*

2. *Can you give any examples of a rise in the standard of living in Russia?*

3. *List the major problems facing the world's environment. Give some examples of recent environmental disasters. Are you interested in "green" issues?*

«Environmental Protection» «Save the Earth!»

«Evil» (John Green) «Barter» (Sara Teasdale).

Evil

*From the fairest creatures we desire increase,
That thereby beauty's rose could never die,
But as the ripper should by time decease,
Her tender heir might bear her memory.
But thou, contracted to thine own bright eyes,
Feed'st thy light'st flame with self-substantial fuel,
Making a famine where abundance lies,
Thyself thy foe, to thy sweet self too cruel.
The mortal moon hath her eclipse endured.*

*And the sad augurs mock their own
presage;
Uncertainties now crown themselves as-
sured
And peace proclaims olives of endless
age.
The Earth'll stay, but not so long,
And we'll never reach good life,
But if we try to change life song,
People won't harm anymore the Earth.
Never anymore!*

1. *Nature is the main element of all civilizations. For many centuries people possess different natural resources — soil, water, forests. I'd like to mention that only nature has always provided us with all that we need. But now scientists say that our civilization will inevitably perish as a result of industrial and urban pollution of environment. The fact is that we are getting our planet to death, because poisoning the world's land, air and water is the fastest spreading disease of civilization*

2. *There is a number of national laws and international conventions on the protection of the environment. They pay much attention to the control of industrial pollution and the utilization of garbage.*

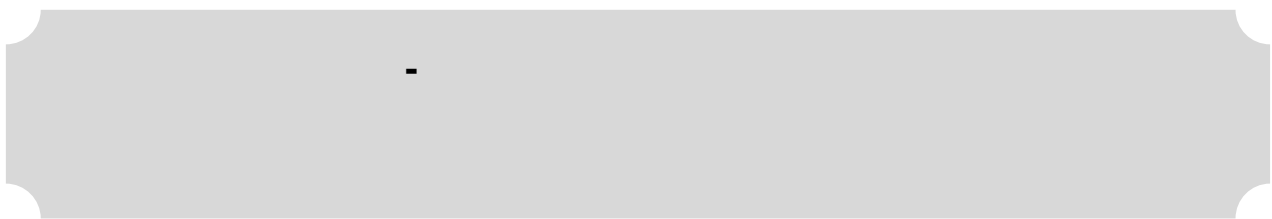
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2. : - : , 1977.
3. : « « », 2010.



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– (teacher podcasts) – -
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 2. . . . -
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 3. -
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 4. -
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, 2009.
 5. Graus, J. An Evaluation of the Usefulness of the Internet in the EFL Classroom [] – : <http://home.plex/~jgraus/thesis/Evaluation.htm>
 6. Stanley, G. Podcasting for ELT [] – : <http://www.teachingenglish.org.uk/think/articles/podcasting-elt>



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460000, . , . , 6,
. 8 (3532) 77-59-98, zabolotnaya56rus@yandex.ru

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[1].

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1. // . – 2011. – 2 (121). – . 318-321.
2. : , 2002.
3. // « » . – 2011. – 4 (1). – . 25-29.
4. , 2009.
5. – . : , 1999.

LEGALESE:

460000, (. . . .) , 50, . : 8 (3532) 31-25-43, kafedra_english@mail.ru

“Legalese”,

legalese. , ,
legalese ,
? .
Legalese –
legalese,
legalese ,
“legal loopholes” –
legalese
1. ?
: **nemo dat** (nemo dat quod not habet) –
2. : **nuisance** (tort of nuisance) –
Nuisance – 1) ; 2) ;
3. : **hereinafter** – ; **aforsaid** –
4.

: That is to further state that within said time period and within said County and State, the aforesaid defendants . . . did combine, conspire and agree, one with the other and with others, to defraud the State of Oklahoma... (the 25th day of October, 2004 A.D.)

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«in-house»

(LCIA).

- legalese, -
- proofreading;
1. ... /
- ... , 2005.
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.: 8(3532) 30-65-31, kaf_angl_lang@list.ru

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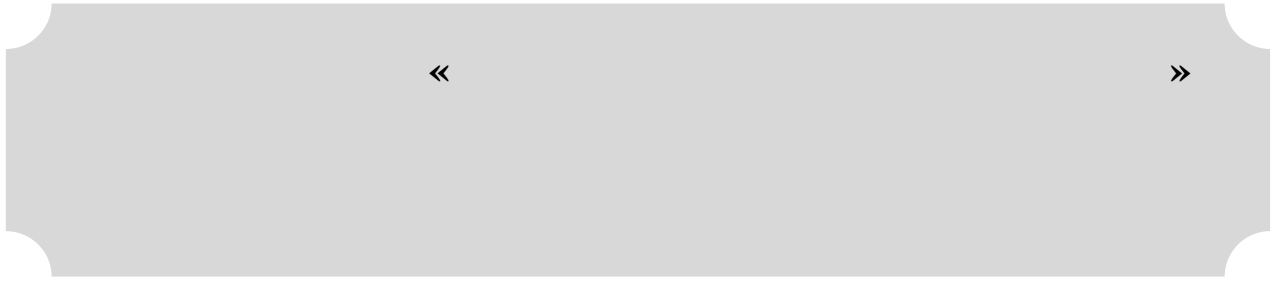
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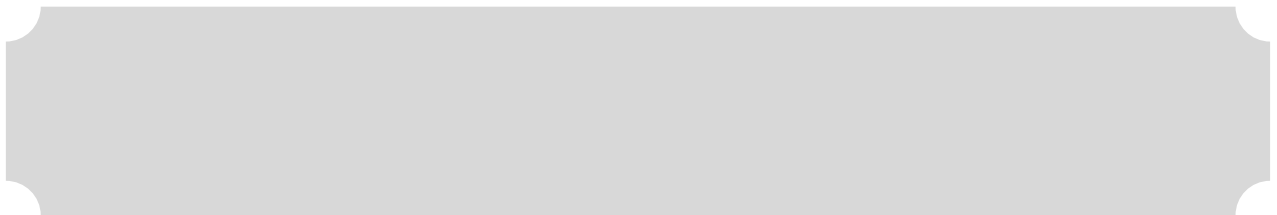
», «English on Economics»

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«Markets and Production»

1. a) «Market schema» (.81),
 «In the industry biosphere, only the strongest survive» (.84-85), (26, 27, 29 .86-88).
2. (V-ing,
3. «Market schema», (.81) «In the industry biosphere, only the strongest survive»(.84-85);



460000, . . . , б,
. 8(3532)77-59-98, k_language@orgma.ru

460000, . . . , б,
. 8(3532)77-59-98, k_language@orgma.ru

*Язык – лучший посредник для установления дружбы и согласия.
Эразм Роттердамский*

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1. . . . « » // . . . , 1996. – .41-47.
2. . . . / European Social Science Journal. , 2014. – 2. 6. – .191-196.
3. . . . , 2002. – 406 .

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«Auf neuen Wegen» -
(lerngewohnt). -
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(DSH; TestDaF). -
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(blindtraining)

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(Tipps).

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- Menschen in deutschsprachigen Ländern.
- Zeitrecherchen.
- Mein Beruf.
- Fitness.
- Theateraufführung.
- Studiengänge.
- Architekturwege.
- Kooperationen.

1. Willkop E-M, Wiemer C, Müller-Küppers E, Eggers D, Zöllner I. Auf neuen Wegen. Deutsch als Fremdsprache für die Mittelstufe und Oberstufe. – Max Hueber Verlag, 2014.

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460014, , , 18, 976ar@mail.ru

(), 460000, (,) , 50, post@oimsla.edu.ru

Education 2013 « EF 2013», EF
6 , 5 . 60
[5].
31 [5].
EF Test of English,
2008 (-)
1600 128
46 [6].

Преподавание иностранных языков в неязыковом вузе

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1. ? [6] -

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	15	26	22	11	8	30	14	14	8
	84	74	78	89	92	71	86	86	92

2. ? [6] (2006, , 15-29)

		15-19	20-24	25-29			
	17	19	18	14	27	18	12
	83	81	82	86	73	82	88

3. ? [6] (2006, , 15-29)

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	68	82	81	89

4. ? [6] (2007, - , -)

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kafedra_english@mail.ru

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Exercise 1

Teacher: Agree if it is so.

Ivanov is a good student.

Student: Yes, Ivanov is a good student.

1. Profession of a lawyer is responsible.
2. Students should work hard.
3. Highly qualified professors and teachers work here.
4. The University has several branches.
5. Different subjects are taught here.

Exercise 2

Teacher: Give statements according to the patterns in which qualities of different people are compared.

Pattern 1: Jim is a good swimmer. (Tom)

– Tom is a good swimmer too.

1. Mother is a good cook (My aunt)
2. John is a quick reader (His room-mate)
3. I'm a bad driver (My sister)
4. She's a good listener (My grandmother)

5. Mary is a fine girl (Ann)

Pattern 2: They are fast runners (Bob)

– *Bob is **also** a fast runner.*

1. They are quick learners (My brother)

2. They are bad riders (She)

3. They are clever pupils (Fred)

4. Jim and Jack are tall boys (Paul)

Pattern 3: Kate is an excellent student. (Her friends)

– *Her friends are excellent students **as well**.*

1. Jane is a pretty girl (Her sisters)

2. Mrs Black is a nervous woman (Her mother and aunt)

3. Mr Smith is a bad skater (His pupils)

4. This man is an excellent doctor (Those men) [5, c.18]

2)

Exercise 1

Teacher: Disagree if I am wrong.

«Harry Potter» is a dull book.

Student: No, “Harry Potter” is an interesting book.

1. Law students read little (much)

2. Classes begin at 11 o'clock in the morning (9 o'clock)

3. Students take their exams only once a year (twice a year)

4. A lecture lasts one hour (two hours)

3)

Exercise 1

Teacher: Extend the following statements according to the pattern. Replace nouns by pronouns where possible.

Pattern: Fred doesn't keep his note-books on the table (in his drawer)

– *He keeps **them** in his drawer.*

1. She doesn't study Greek. (Latin)

2. He doesn't drive a car (a motor cycle)

3. Granny doesn't do the shopping (the cooking)

4. He doesn't begin his work at eight (at nine)

5. The short hand of the watch doesn't tell the minutes (the hours)

6. He doesn't drink tea in the morning (coffee)

7. She doesn't like cheese (ham)

8. Mother doesn't cook breakfast (dinner) [5, c.48]

Exercise 2

Teacher: Reword the sentences according to the patterns. Use the verbs suggested and corresponding adverbs instead of the adjectives in the given sentence. Make all the necessary changes.

Pattern: Mike is a quick worker (work)

– *Mike works **quickly**.*

1. Fred is a quick runner (run)
2. Ben is a careful driver (drive)
3. Your brother is an excellent speaker (speak)
4. She is a beautiful singer (sing)
5. My granny is a slow walker (walk)
6. She always gives a prompt reply (reply)
7. He is a bad swimmer (swim)
8. Leonov is a wonderful actor (act) [5, с.76]

4)

Exercise 1

Teacher: Let's play "Guess" game. Yesterday I went to the department store and bought something.

Student 1: Did you buy a coat?

Teacher: No, I didn't.

Student 2: Did you buy a hat?

Student 3: Did you buy a dress?

Teacher: Yes, I did. I bought a new dress yesterday.

Exercise 2

Teacher: Answer the following questions. (This exercise should be done quickly to test whether the student is able to distinguish correctly between the singular and the plural, and to answer accordingly)

*Pattern: What does a singer do? – He **sings**.*

*What do singers do? – They **sing**.*

1. What does a student do?
2. What does an actress do?
3. What do students do?
4. What does a dancer do?
5. What do cooks do?
6. What do dancers do?
7. What does a painter do?
8. What do teachers do?
9. What does a typist do?
10. What do painters do?
11. What do writers do?

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«deceptive cognates», «faux amis», semi-technical term, [9, . 81-82].

«director, cartoon, character» (haracter) [10], «artoon» (1):

Complete the table.

Singular form	Translation	Plural form	Translation
		data	
list			

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