

глаголов, является следующее: студенты описывают профессию, с использованием модальных глаголов *can, can't*, а остальные угадывают ее.

Далее предполагается работа в группах. Студентам нужно обсудить вопросы, касающиеся профессий, которыми бы они хотели заниматься, которыми они не хотели бы заниматься, а также привести примеры людей, выполняющих ту или иную работу. *Jobs I would like to do. Jobs I wouldn't like to do. I know someone who does this job.*

С целью задействия и других видов деятельности на занятии, а именно, аудирования, студентам предлагается прослушать несколько человек из разных стран и посоветовать профессию, которая подойдет им больше всего, согласно их интересам, аргументируя ответ и используя следующие фразы: *I think (Morgan) should become a nurse because she can ..., I don't think (Carman) will be a good librarian because ..., Mark is very (hard-working) so he will be a good (accountant) or perhaps he should ...*

В заключении, работая в парах, студенты обсуждают преимущества и недостатки их будущей профессии, а также черты характера, которыми должен обладать экономист-менеджер.

Последовательность данных упражнений способствует развитию навыков коммуникативного общения, закреплению грамматического материала, изучению новых лексических единиц, а также созданию благоприятной атмосферы на занятии.

УДК 803. 0(07.07)

Assessment of the level of competencies in the interdisciplinary integration

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Universal interdisciplinary and professional competences are developed in the process of mastering disciplines planned in the curriculum. Therefore, competences should be clearly indicated in the curriculum of each discipline and closely connected with assimilated knowledge, abilities and acquired skills.

Assessment of the universal interdisciplinary and professional competences level of students in the period of studying them at the University is a complicated task. On the one hand we can assess students' ability to put personal qualities, knowledge and skills into a professional activity only at practical lessons and in the period of industrial or economic training work, and more objectively at work. On the other hand we should know how to measure universal interdisciplinary and professional competences of students.

There can be two approaches to the assessment of universal interdisciplinary and professional competences at the university. The first approach offers the following tools of assessment of the level of competences and knowledge: an

exam, quiz, test, project, practice and laboratory work, etc. The disciplinary assessment tasks should be focused on the identification of the achieved level of students' competences. This approach allows teachers to evaluate and analyze the level of developed students' competences and quality of teaching throughout a semester, taking into account the contribution of each discipline.

The second approach involves the development and use of integrated multi-disciplinary control tasks simulating elements of professional activity. A case method is a perfect means for the assessment of universal interdisciplinary and professional competences and assimilated knowledge, abilities and skills.

The case method involves complex scenarios describing actual company situations that require clear decision-making. This method encourages students to employ their knowledge about different spheres of life and to put into practice universal interdisciplinary and professional competences that include: academic competences, personal – social competences, 3 types of professional competences: organizational and management activities, information-analytical activity, innovative activity. To be more objective in the assessment of universal interdisciplinary and professional competences and assimilated knowledge, abilities and skills it is better to use both approaches to the assessment together with a rating system that gives a chance for continuous monitoring of students' progress, the quality and effectiveness of education.

УДК 881/886

Мова публіцыстычных тэкстаў

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У апошні час публіцыстычнае слова набывае асаблівую важкасць. Яно актыўна ўспрымаецца чытачом у вуснай і пісьмовай формах.

Публіцыстычны стыль рэалізуе дзве функцыі мовы – інфармацыйную і ўздзеяння. Першая з іх садзейнічае фармаванню нейтральнай лексікі, маўленчых стандартаў, другая абумоўлівае наяўнасць ацэначнай лексікі. Дзякуючы ўзаемадзеянню гэтых дзвюх функцый у газетным тэксце спалучаюцца стандарт і экспрэсія.

Для публіцыстыкі характэрны такія рысы, як сацыяльная ацэначнасць і камунікатыўная агульнадаступнасць моўных адзінак. Газетныя тэксты не толькі паведамляюць факты і падзеі, але і сацыяльна ацэньваюць іх, інтэрпрэтуюць. Ацэначнасць уваходзіць у семантычны аб'ём многіх слоў публіцыстычнай лексікі: *сумленны, дастойны, трывалы, стабільны; грунтоўнасць, энтузіязм, ініцыятыва; безгаспадарчы, раўнадушны* і інш. Так, у сваёй манаграфіі «Дыкурс беларускіх СМІ. Арганізацыя