

нилища в верхнем и нижнем бьефе существуют значительные отличия. Выше плотины зоны влияния водоема, как правило, располагаются в названной последовательности, опоясывая водохранилище и сужаясь вверх, а в нижнем бьефе зона влияния протягивается вдоль русла реки. Размеры зоны влияния могут быть соизмеримы с площадью зеркала искусственного водоема.

Изменение микроклимата определяется увеличением суммарной радиации и радиационного баланса, большей теплоемкости водной поверхности по сравнению с сушей, уменьшением шероховатости поверхности и иными причинами.

Объем и масштабы распространения подпора грунтовых вод на разных участках водохранилища неодинаковы и зависят от высоты подпора вод реки, режима заполнения и сработки водохранилища, морфологии побережья, характера залегания, механического состава и фильтрационных свойств грунтов.

В зоне влияния водоема происходит трансформация почв в сторону заболачивания и оглеения, а также смена растительных флораций. В зависимости от условий почвенной влажности на берегах водохранилищ получает развитие гидрофильная растительность (осоки, щучка, ситняг). Древесно-кустарниковая растительность с глубоко расположенной корневой системой очень чутко реагирует на изменение природных условий. В зоне сильного подтопления большинство деревьев или гибнет, или сильно угнетено. А в зонах умеренного и слабого подтопления прирост древесины иногда увеличивается на 50–70 %.

Действие негативных факторов, сопутствующих строительству и эксплуатации водохранилищ, может быть предотвращено или ослаблено при рациональном подходе к использованию искусственных водоемов.

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PROBLEMS OF ECOLOGY IN THE PROCESS OF TEACHING ENGLISH AT A TECHNICAL UNIVERSITY

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Training any professional nowadays is impossible without teaching him/her a foreign language. A foreign language at a technical university implies acquiring certain amount of specialized vocabulary, certain specific grammar material as well as practicing in translating technical literature, understanding the content of what is being read, evaluating the content for the purpose of using it for practical jobs/tasks. One of the aspects of teaching a foreign language as part of socio-cultural education is discussing problems of ecology.

Key words: socio-economic sphere, specialized vocabulary, retention, a means of conveying the meaning, comprehension, socio-cultural education, natural hazards, rehabilitation the nature, waste utilization

Ecology... So why ecology?

The era of information with its focus on information as a key business resource, has changed the way we view the role of information technology (IT) in the life of people. Today IT is an essential enabler of innovation and a tool for getting the right information into the

hands of the right people at the right time. The information age is truly a time when knowledge is power more so than ever before, businesses all over the world are focusing on information as a key resource with an even greater focus.

Education in information systems is critical for employment in almost any field. Specialists are expected to suggest new uses for information systems and participate in the design of solutions to business problems employing information systems. Training any professional nowadays is impossible without teaching him/her a foreign language. With international relations being fast developed in socio-economic sphere, in science, technology, culture the problem of efficient language education is really extremely urgent. In technical educational establishments – especially those training specialists in IT sphere – it is of utmost importance. Due to modern achievements in technology young people are more interested in learning foreign languages: they use Internet both for studying and entertainment, references, communicating with friends, etc.

Teaching a foreign language presupposes acquiring knowledge in pronunciation, grammar, spelling; working out skills in these essential and really unsurpassed spheres of a language. A foreign language at a technical university implies acquiring certain amount of specialized vocabulary, certain specific grammar material as well as practicing in translating technical literature, understanding the content of what is being read, evaluating the content for the purpose of using it for practical jobs/tasks.

Reading as a means of learning a foreign language is of great educational importance, as it is a means of communication: people get information they need from different sources, enrich their knowledge of the world around them, find the necessary materials for their practical tasks, learn about the faraway countries and their people, their culture – that often might differ greatly from the cultural habits of the students – and in this way help them successfully communicate with each other. Reading develops students' intelligence, their memory, will, imagination. The more the student reads, the better his retention of the linguistic material is.

Translation means the transmission of a thought expressed in one language by means of another language. In this way translation ensures comprehension between people speaking different languages. In order to transmit a thought from one language into another, one must understand this thought in the language from which one is to translate it and find equivalents to express it in the other language. Therefore translation is a complicated process; it requires the ability to think in both languages. As a means of conveying the meaning translation is the most economical method from the point of view of the time required. Specific features for learning a foreign language – especially English – at a technical university is that students should first of all obtain knowledge necessary for their future job, to meet the needs of their professional interests. And what about their general level of culture? Do they acquire habits of citizens of the country they live in? Do they realize that they are responsible for the world they live in today and will live tomorrow? That's why one of the aspects of teaching a foreign language as part of socio-cultural education is discussing problems of ecology. Yes, the students have a course of ecology on their curriculum, but in the course of learning a foreign language it is absolutely necessary to turn to the emotional part of human nature. What contributes to effective learning of a foreign language is memory. The soviet psychologist P.K. Zinchenko proved that in learning a subject both voluntary and involuntary memory is of great importance. In his investigation of involuntary memory he came to the conclusion that this memory is retentive. Involuntary memorizing may be more retentive under certain circumstances. Consequently, in teaching a foreign language favourable conditions for involuntary memorizing should be created. P.K. Zinchenko showed that involuntary memorizing is possible only when students' attention is concentrated not on fixing the material in their

memory through numerous repetitions, but on solving some mental problems which deal with the material.

To start working at ecological problems we may either with discussing the natural hazards all over the world – recently we've had a lot – or considering the problems of the students' home land, their native place. For the students of Belarus the problem of Chernobyl might be more or less familiar, so why not ask them to find some facts about the size of the damage, the measures being taken to lessen the impact of contamination, finances being spent every year for rehabilitation the nature there, the efficiency of the measures taken. Let them present their ways to solve the problems, organize role-play game. Not only may this topic be the object for discussion. You don't live in the so-called Chernobyl zone, are there any problems with nature in your region (air contamination because of plants waste, water contamination because of excessive use of fertilizers, waste utilization, etc.)? What can you do to improve the situation? At the same time the necessity for frequent repetitions and revision of material the students study is one of the means of inculcating habits. (According to Pavlov's theory of 'conditioned reflexes').

One of the forms of human behavior is language behavior, i.e. speech response to different communication situations. Therefore in teaching a foreign language we must bear in mind that students should acquire the language they study as behaviour, as something that helps people to communicate with each other in various real situations of intercourse. Hence a foreign language should be taught through such situations. Pavlov's theory of "dynamic stereotype" furnishes the physiological base for the topical vocabulary arrangement. Appealing to the personal experience of students, to their feelings makes them think more of the real problems and the ways for solving them. And this may be a way to successful studying a foreign language as a means of communication at a technical educational establishment.