

11. They are student-centered and address specific needs of students.
12. They use multiple modalities to support different learning styles.
13. They meet affective needs of students: motivation, self-esteem, and autonomy.
14. They provide appropriate feedback and assessment of content knowledge and English skills [3].

The role of English in the fields of economy and business is ever increasing. Consequently, so are the demands on teachers and students to serve the needs of students and professionals in these fields to conduct their studies, research and business in English on an international scale. Modern information technology can not only show the teaching content vividly, enlarge students' horizons, broaden students' views through the combination of audio and sound, appropriate forms of expression but also activate classroom atmosphere greatly, enrich the teaching content, stimulate students' interest and thirst for knowledge, strengthen students' ability of autonomous learning and understanding. Therefore the application of information technology in English teaching has become the hotspot in English education.

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INTERNATIONALISATION OF EDUCATION AND STAFF POSTGRADUATE TRAINING AT POLOTSK STATE UNIVERSITY

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In this paper the issues of internationalisation of education at Polotsk State University are considered with the view of capacity building of staff through their postgraduate studies which have been updated according to the requirements and principles of the Bologna Process in Europe tackled by the international EU-funded projects. The paper contains an example of a joint European project of the Tempus programme financed by the European Commission and shows how the staff at Polotsk State University are effected with sustainable impact.

Internationalisation strategy has been for a number of years one of the leading policies at Polotsk State University and considered such practices and guidelines as inter-University exchange, training overseas students at PSU, employing international staff at its faculties, and implementation of international bi- and multilateral projects. Tempus programme financed by the European Commission has been the lead donor in the foreign investments into the academic development of the University. The advancements were undertaken in such areas of modernisation as University management, curriculum development, and enhancing University-enterprise cooperation.

In 2013 the University started to implement a Tempus project 543724-TEMPUS-1-2013-1-LT-TEMPUS-JPCR “New Model of the Third Cycle in Engineering Education due to Bologna Process in BY, RU, UA” (acronym – NETCENG). It is still an ongoing project aimed widely at ensuring development and exploitation of pilot Doctoral Programmes in Engineering in line with the Bologna Process, according to the ten basic principles of Salzburg and Bucharest Forum. The specific project objectives include: development, implementation, and accreditation of core and transferable curricula based on the modular principles of education and application of ECTS credits as basic indicators of postgraduate students’ work load. The upgraded structure of the doctoral study programmes in engineering will meet the requirements of the regional and national labour market

Postgraduate training of engineering staff at Polotsk State University started more than forty years ago. The building of petrochemical industrial enterprises and the need in research professionals at a newly established polytechnic institute determined the necessity of teaching staff postgraduate training. As a result, well-known scientists, researchers and engineers from the Soviet Union research centres, universities, and industry were invited to work, arrange postgraduate training, and establish research schools.

Further capacity building of research staff training was associated with the opening of postgraduate study programmes in 1989. Initially, there were three PhD study programmes, two of which were in the field of civil engineering and architecture – ‘Constructions, Buildings and Facilities’ and ‘Heat and Gas Supply, Ventilation and Illumination’. The third programme was in the field of chemical technology – ‘Chemical Technology of Fuel and High-energy Materials’.

In the period from 1989 to 2014 the total number of postgraduate students was more than five hundred. Today the University offers twenty two postgraduate study programmes. More than 70% of them are in technical fields of study and research. [1], fig. 1.

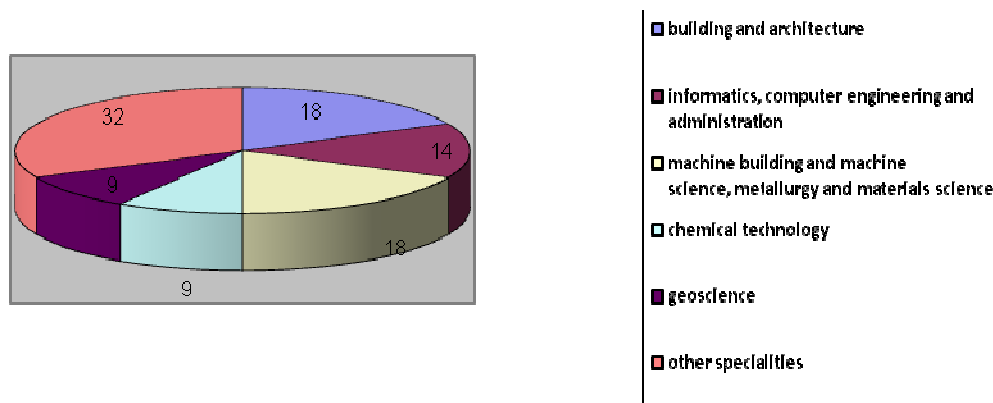


Fig. 1. The percentage of technical postgraduate study programmes at PSU

Under current circumstances of intensive innovation development and tough competition preference is given to the introduction of new elements, materials, technologies and equipment in different fields. This problem can be solved by supplying science and production with highly qualified scientists.

Postgraduate students have a great opportunity to improve their professional skills, and realise their scientific and engineering potential. More often young professionals consider postgraduate education not only as a possibility to become a teacher at university but also as a possibility to increase their rating on the labour market. As a result, the requirements are increased not only to those who want to become a postgraduate student, but also to the University research schools and research supervisors who support the PhD students, advise, and involve them in continuous research.

Eight research schools have been formed and developed at Polotsk State University in the following spheres: historical and contextual methods in the world literature, plasma emission electronics, mobile development of machinery manufacturing based on the rational choice and adoption of new products and technologies, computer-aided design of module production tools and intensification of machine and physico-technical material processing, alternative methods of mathematical measurement treatment, structural assessment and reinforcing of buildings and facilities, industrial security of objects of pipeline transport, archeological and ethnographic study of Podvinye region, and theory and practice of information security.

Knowledge accumulated at these schools help young researchers to gain invaluable experience through linking theory and practice. Later it helps postgraduate students to become professional teachers and continue their research in dissertations.

According to the current state of postgraduate education and taking into account the developed traditions staff training at the University is carried out in the following way:

- selection of candidates for postgraduate course at 1st and 2nd stages of higher education and vocational guidance work with students who are going to work at research;
- selection of research supervisors including their research and teaching;
- regular monitoring of the whole period of postgraduate education till the defense of a dissertation.

Candidates for postgraduate studies are selected from young talented students who are willing to join research teams or schools at the University.

Students usually start their research activities during the first stage at University in those subjects which they learnt at school (physics, mathematics, history, etc.). The advanced study of basic sciences helps students to find and analyse necessary information, to set certain goals and problems. As a rule, students study basic sciences till the third year, when they start learning special courses. It helps them to get acquainted with research

activities of leading scientists, departments and laboratories. From the third year till the end of studies students take part in contests, competitions and research conferences.

Undergraduate students who are engaged in research activities have a possibility to publish their works in the serial publication 'Young staff research papers' and in the annual publication of proceedings of the 'Junior researchers' conference' in the English language. The results of the best research works co-authored with research supervisors can also be published in the academic periodical 'Herald of Polotsk State University'.

Students usually continue their research work during master studies if they choose it. Master study programmes were opened at Polotsk State University in 1997. It included seven technical study programmes in petro-chemistry, machine-building and civil engineering. At present the University offers twenty one master study programmes, 50% of which are in technical fields [1], fig. 2.

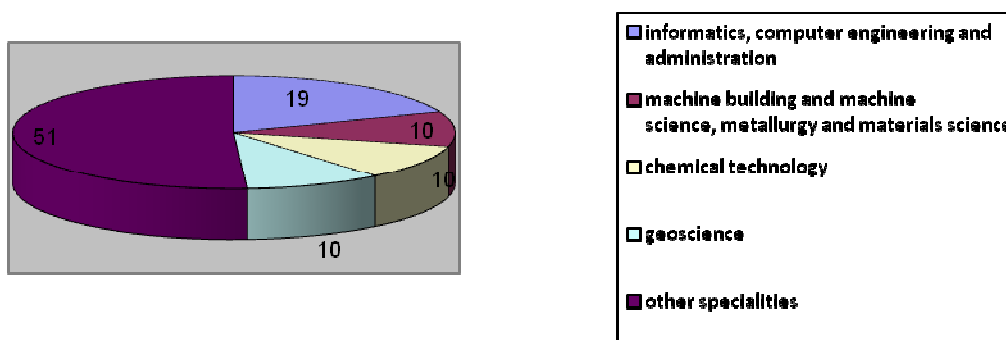


Fig. 2. The percentage of technical master study programmes at PSU

Staff training at postgraduate PhD and Master study programmes respects not only the requirements of Polotsk State University but also the requirements of scientific, production, innovation and administrative spheres of the regional and national economy. This is exactly how postgraduate staff training is carried out at Yanka Kupala State University of Grodno, Belarusian-Russian University, JSC 'Khimremont', MUDPE 'Polotkselstroy', 'Vitebskgrazhdanproekt', JSC 'Naftan', etc.

In 2012 the evaluation of research supervisors' competences was set to take place regularly at the end of each year of postgraduate studies at the sitting of the University Council. At the same time the number of postgraduate students supervised by one research supervisor has been reduced. It was caused not only by the increase bureaucratic responsibility of research supervisors but also by the tightened requirements to postgraduate students, stricter control within limiting regulations and prescribed deadlines for dissertation manuscript presentation and defense.

In 2013 to increase research supervisors' motivation and enhance efficiency of staff postgraduate training, the University Council adopted special regulations for the encouragement of research supervisors at Polotsk State University.

The matter of postgraduate students' education is under consideration at their attestation. In 2006 quarterly attestations of postgraduate students were set up. In 2011 annual and semi-annual attestations were initiated. In 2012 with the completion of postgraduate study programmes, the final attestation of postgraduate students and applicants was performed by the national certifying commission. Since 2012 the national certifying commission awards the scientific qualification of a researcher and the diploma of a researcher to all postgraduate students who have successfully completed their postgraduate studies [2]. The scientific qualification of a researcher allows postgraduate students to work as a lecturer or an assistant for two years without any staff elections and can participate in election competitions for a vacant job of a senior researcher.

The recent monitoring has shown that all postgraduate students who have finished postgraduate study programmes in the past five years now work as lecturers and members of the research sector at the University. However, for some postgraduate students research is not a career destination.

It must be mentioned that success of dissertations depends on the interaction between postgraduate students, research supervisors, and the head of the department. At the same time, senior postgraduate students who work as assistants or lecturers have to study more subjects (from three to five), prepare for the lectures. Sometimes it slows down the work on dissertations. An average duration of dissertation writing after graduation is about five years at the University.

At Polotsk State University young researchers are provided with all the necessary conditions for their research. The existing system of staff training helps to select talented young people who could work at

manufacturing and solve real economic problems in the country. However, market relations create a noticeable trace on the behaviour and the system of values of young researchers. In market relations knowledge is not only a result of research but also a product for merchandise that must be sold. In recent years the fall of the prestige of researcher and teacher professions has been observed. It is related to the constantly growing pragmatism of young generation who start their career. It leads to the constant flow-out of young staff to different branches of economy and business.

At Polotsk State University there is a complex of measures which help to stimulate young specialists to work at the University. There are also measures which help to raise the standard of the material prosperity of postgraduate students. Among them – creation of temporary research teams for the application of postgraduate training and research, and combining teaching with training at the Institute for Professional Development at PSU. But this has a negative effect which is in slowing down the work on dissertations. Polotsk State University provides young staff with accommodation, usually in its own halls of residence. At the same time, the governmental social support of young staff is of high importance, especially in the matter of solving housing problems.

The problem of attracting the junior staff at Polotsk State University has to be solved. In spite of the fact that students succeed in their postgraduate studies, some leave the University without getting employment at it. As a result, many departments are short of senior researches and PhD holders in general.

To summarise it should be mentioned that the enhancement of the system of postgraduate staff training at the University it has:

- to carry out the vocational guidance work with talented students at the first and second stages of higher education and emphasise the advantages of a research career;
- to engage talented young staff members to work in temporary research teams for application of their postgraduate studies;
- to consider work of postgraduate students' research supervisors as a prioritised activity at the University;
- to create conditions for dissertation writing in groups of postgraduate students, research supervisors, senior postgraduate students and heads of departments.

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ENVIRONMENTAL CRIMES AGAINST FLORA IN THE CRIMINAL CODE(1999) AND THE CRIMINAL CODE OF THE BELARUSSIAN SSR(1960)

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Standards of the criminal code of Republic of Belarus (1999) and the Belarussian criminal code by the Soviet Socialist Republic (1960), the regulating public relations encroaching on ecological safety and environment, namely on flora are considered in the article. The comparative and legal analysis of the above-stated norms is carried out.