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THE CHARACTERISTICS OF FOREIGN EDUCATIONAL SYSTEMS

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Personnel training is the main aspect in providing stability and increasing competitiveness of organization according to the current requirements of external and internal environment. The article shows the importance of learning foreign experience in personnel training, which is considered in this article in terms of Great Britain and Japan.

Education is not preparation for life;
education is life itself.

John Dewey

At the moment the problem of personnel training is an acute one. The situation is aggravated by the formation of a fundamentally new professional personnel in educational system. In the current context, the main direction in the formation of labor potential is a serious reorganization of the entire system of personnel training, including specialists with top-qualification and semiskilled and skilled workers of mass professions. Highly qualified employee must be competitive in the labor market and have at least complete basic education. The employee must be trained professionally and master several related professions. Foreign experience shows that the characteristic features of the vocational training system include training students for complex integral professions, skills of constant change activities; continuity and gradualness of education, the possibility of entry and exit in the educational system at all levels. The latest technology in education is the key factor in the personal training of complex education. These training requirements for qualified personnel can be taken as a guideline in assessing training system. The experience of developed countries indicates that where training is paid appropriate attention to, production is growing rapidly, and produced goods are competitive in the world market.

Currency of these problems in the sphere of national vocational education predetermined the work objective in studying the process and content of education abroad. This choice of the theme is connected with finding optimal teaching methods in studying foreign educational systems, which could be applied to our country. The development of the national economy depends on the effectiveness of development of education. The basis of education is presented by successfully found form of educational organization and a source of development. Such a policy can actually take into account two central points in education: educational process at all levels and education and raising the level of professional skills in all its forms, education and raising the level of professional skills as a fixed format for the appropriate results (medals, diplomas, certificates, academic titles and degrees). As the predominant teaching method, information puts the students in such a situation, where they must organize and acquire knowledge themselves to maintain a high level of motivation. The testing process indicates that only people with keen and well-formed theoretical intelligence can cope with this independent work. We believe that in such circumstances almost every well-made test identifies not only students' professional training, but their overall development – intelligence. The purpose of education reform is a reorientation of all its spheres and levels with the process of informing students (formation of their general idea

about the particular sphere of knowledge and professional activities) about the final results in professional gaining specific knowledge and skills for using them in real life and in practical professional work.

The quality of education is the quality of syllabus, training, testing or monitoring. According to these criteria and feedback from the public interested, the activity of all educational institutions (the main subjects of education) must be assessed. The purpose of education is the development of the individual, society and on a global scale, the preservation and development of cultural and civilized life can be achieved by individual through the mastering various forms of activity. Therefore, education is synthesis of teaching and learning (individual cognitive activity), education, self-education and self-development [1]. Every educational system provides some necessary stages. However, they all include preschool, school, vocational and higher education. There is some difference in terms of learning stages. In connection with, we consider the educational system in such countries as Great Britain and Japan.

Education in the UK is compulsory for all citizens aged from 5 to 16 and is divided into public (free education) and private (fee-paid education). There are three educational systems in accordance with the administrative division and established traditions: England and Wales, Northern Ireland, Scotland. Preschool education is available in public and private educational institutions of the UK. The system of preschool education consists of day nurseries and kindergartens as well as in our country. Traditional British school education lasts for 13 years, from 5 to 18 years of age. There are schools for girls, boys and mixed schools. British schools are divided into:

- Full-cycle schools: children are taught from 2 to 18 years.
- Junior schools: for children from 7 to 13. The course is followed by an exam – Common entrance examination. Passing the exam is a compulsory admission to high school.
- Senior schools: from 13 to 18 years of age. First 2 years of studying for exams GCSE, followed by another two-year program: A-level or International Baccalaureate.
- Sixth form: for 16-18 year old persons [2].

Preschool starts at the age of 5, when children learn the compulsory subjects: English, mathematics and subjects chosen by parents: history, geography, music, art and technology. Elementary school: from 8 to 11, where science, information technology, design are added. There are only 12 compulsory subjects. High school (11-16 years old), from 11 to 14 a large set of school subjects is studied, comparable to our syllabus, and at 14 a student chooses 5 – 10 subjects and up to 16 he focuses on preparing for exams – General Certificate of Secondary Education (GCSE). Compulsory education finishes after getting GCSE. By the age of 16 students decide to continue their education at university, get vocational training or go to work. Who wants to go to university, must complete a 2-year training program. UK educational system is focused on the early specialization: a student chooses four items which indicate his future career up to 16. In the UK the academic year is divided into three terms 12 weeks each: 1st term: beginning of September – mid-December, 2nd: beginning of January – end of March, the 3rd: mid-April – end of June or mid-July. You can get a professional education in the UK both at the secondary level and at the level of higher education. This is called Further education (FE). Professional education is at mixed schools, technical colleges, vocational training centers and job centers. Colleges are intermediate stage between school and university. They provide training in a wide range of professions from skilled worker to a specialist of intermediate level and it is closely related to learning in the workplace. College can be private, public and multidisciplinary or narrow specialized. There is no single syllabus or training programs in Britain. Training is conducted under programs approved by the local education authorities and professional societies, which leads to significant differences in the level of training of graduates of these schools. Training terms from one to five years depending on the specialization and qualification. After graduating from college one can go to the second year of university. British higher education is one of the best in the world. There are famous prestigious universities such as Oxford (founded in 1167) and Cambridge (1209). To be enrolled in a university in Britain, one must pass British exams A-levels. Duration of both programs is two years: A-level – classic British program includes in-depth studying of 4 subjects required for admission to the University (pre-selected). In Scotland the system is a bit different: the study program (Scottish higher) is only 1 year old, but it is recognized by all universities in the UK.

The UK higher education is designed according to the classical European model: the first degree is Bachelor. Undergraduate degree (UG) lasts for three year and the fourth year of studying allows students to receive a bachelor degree with honors. The second degree is Master – 1-2 years. The third degree is Doctor of Philosophy (PhD), individual training, depending on the sphere of research, it takes from three and a half to four years. The degree is awarded after successful writing and defending a thesis, which is the result of scientific research.

Education, Social Studies, Law

In Japan a lot of attention is paid to preschool education. Japanese children are given their own “workplace” in a group (“khan”). Thus, since early childhood they learn how to cooperate in a team. School education in Japan lasts for 12 years, half of which is taken by elementary school owing to (because of) the difficulty in learning the native language. Up to 45 children are allowed to study in Japanese classrooms. The academic year in Japan is a long one – 245 days. It lasts from the 1st of April till the 1st of March next year. It’s divided into 3 terms: April-July, September-December and January-March. According to the regulations of Japanese Ministry of education, science and culture senior secondary school uses institutional system of academic performance assessment: every pupil must score at least 80 credits to get a secondary school-leaving certificate (Kotogakko). Japan has a multilevel system of education:

- Elementary school (1 – 6 grade)
- Lower-secondary school (7 – 9 grade)
- Upper-secondary school (10 – 12 grade)

Education institutions are divided into full-time, evening-time and correspondence. Evening- and correspondence school graduates receive equal leaving certificates. There exist different types of school with specific training: general, academic, technical, natural-science, business and art. Around 70% of pupils opt for general curriculum. Apart from the obligatory primary school, Japanese children attend optional/additional academic institutions: “dzuku” (equivalent of our tuition). About 15% of primary, 50% of secondary and 99% of high school pupils attend “dzuku”. These institutions help to get prepared for entering secondary schools and universities. Vocational training in Japan is aimed at those who are interested in getting narrowly technical education. Courses duration is 3 years. Japanese colleges are equal to/have the same status as our secondary specialized colleges. They are divided into junior, technological and colleges of specialized training. Higher education in Japan is included into unified system of vocational education and is obligatory. The most prestigious state universities are the University of Tokyo, Kyoto University and Osaka University. The system of higher education includes:

- universities of full cycle. After completion of four-year degree program (medicine, dentistry, and veterinary science programs require six years of preparation) the graduate can apply for a master or doctoral degree.
- universities of accelerated cycle. Training period lasts for 2 years (nurses study 3 years). Girls make up about 60% of university students. They major in such areas as economics, literature, foreign languages, education, social protection .
- technical institutes. Training period is 5 years. Students are provided with a broad technical training. Graduates find employment in research centers associated with the development of new advanced technology and know-how.

In Japanese universities, there is a clear division into general scientific and special discipline. The first two years all students receive a general education, studying history, philosophy, literature, social studies and foreign languages. They listen to special courses in their future profession. The last two years students study their chosen major and then get a bachelor's degree. Formally a student can be enrolled in high school up to 8 years, i.e. expulsion of students is usually unpractically. Separate universities admit foreign students in the second or third year. There are special examinations in translation for foreigners (transfer examination). Admission to public universities is carried out in two stages: applicants take uniform achievement examination "General Achievement Test first stage" and then students take exams administered by universities they hope to enter. Private universities conduct their own entrance exams. In Japan, postgraduate education is widely practiced: Master's (2 years) and Doctorate (5 years) programs. The student must learn for 2 years to submit the master's thesis and get a positive assessment to pass the exam in the major. After this, a student has the opportunity to apply for a doctoral degree. Postgraduate education is considered complete when a doctoral thesis is successfully presented and the student passes the exam in the major.

The meaning of education reform is to refocus on the final results of all its subject activities. There should be selected a successful form of educational organization and motivating source of its development - a guarantee of results to society. Today unilateral informing students and formal orientation process in education should be replaced by a strong feedback. An important factor for success is the need to overcome the inertia and lack of professionalism among the subjects of education. Education reorienting can be realized through quality of curriculum, monitoring results and the learning process. It’s advisable to instill desire to comprehend the knowledge at the initial stages of personality development. A lot of school-leavers face the problem of choosing a career unlike their foreign peers.

Foreign experience has shown that they do not have uniform curricula and programs, which allows prepare narrow specialists. It’s important to improve the quality of training programs through upgrading and

introduction of more detailed standard programs. Some of the varying work programs focus on the information and methodological support and organizing classroom and extracurricular activities of students within programmed and free training. Special attention should be paid to the professional testing organization in the sphere of education. The initial foundation can act mastering the curriculum each student in assessing the learning process. Need to form a sequence of actions on the results orientation of each element of educational activity: external conditions (incentive mechanism), educational material, the teacher and students.

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CRIME VICTIMS AND THEIR RIGHTS IN CRIMINAL JUSTICE SYSTEM

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Victims of crime play a critical role in the criminal justice system. The victim often provides eyewitness information to the police, which aids in the capture of suspects. Furthermore, prosecutors and judges tend to rely heavily on a victim's testimony in court.

'Victims' means a person or persons who have suffered financial, social, psychological or physical harm as a result of an offense, and includes, in the case of any homicide, an appropriate member of the immediate family of any such person.

People are victims if and only if (1) they have suffered a loss or some significant decrease in well-being unfairly or undeservedly and in such a manner that they were helpless to prevent the loss; (2) the loss has an identifiable cause; and (3) the legal or moral context of the loss entitles the sufferers of the loss to social concern.

In the criminal law context, the word 'victim' has come to mean those who are preyed upon by strangers: 'Victim' suggests a non-provoking individual hit with the violence of a street crime by a stranger. The image created is that of an elderly person robbed of her life savings, an 'innocent by-stander' injured or killed during a holdup, or a brutally ravaged rape victim. . . . In short, the image of the 'victim' has become a blameless, pure stereotype, with whom all can identify.

A crime occurs when someone breaks a law put in place by a government. A criminal case involves the government prosecuting the criminal defendant. As a victim, you will not be a direct party to the case.

Until recently, victims of crime have enjoyed very few rights in the criminal justice process [2].

Crime Victims Have Rights

Every crime has a victim who suffers some harm at the hands of the offender -- be it physical, financial, psychological or emotional.

The victims' rights movement got its start with a 1973 Supreme Court decision in which a victim was denied the right to force prosecutors to charge someone with a crime. The court ruled that although victims had no right to force prosecutions, Congress could pass laws to create legal rights for crime victims.

In 1982, the President's Task Force on Victims of Crime issued 68 recommendations on how governments could pass legislation to protect victims' rights.

The core rights for victims of crime include:

- The right to be treated with fairness, dignity, sensitivity, and respect;
- The right to attend and be present at criminal justice proceedings;
- The right to be heard in the criminal justice process, including the right to confer with the prosecutor and submit a victim impact statement at sentencing, parole, and other similar proceedings;
- The right to be informed of proceedings and events in the criminal justice process, including the release or escape of the offender, legal rights and remedies, and available benefits and services, and access to records, referrals, and other information;