

1. Проведенные исследования позволяют говорить, что поголовно у всех пациентов с невротизмом имеются акцентуации по тем или иным типам личности.

2. В половине случаев (35 респондентов (52,24%)) имеется акцентуация по нескольким типам профиля личности одновременно.

3. Полученные результаты указывают на то, что в этиологии невротизма существенную, практически обязательную роль играют акцентуации личности.

4. Повышение значений по 5 и более шкалам у 61% пациентов позволяет говорить о возможности коррекции диагнозов в сторону расстройства личности, а не невротизма. Невротические симптомы могут в таком случае расцениваться как декомпенсации расстройства личности.

5. Выявленные личностные особенности необходимо учитывать при проведении психотерапевтических мероприятий.

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## **ENGLISH IN EDUCATION**

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Since the end of the Second World War, English has become the established language of scholarly communication. The main aim of the paper is to define the role of English in education.

English is the most popular foreign language studied worldwide. In the Republic of Belarus, 74% of secondary school students take English, 20,5% German, 4,3% French, 0,8% Spanish [1].

English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, advanced knowledge, and for communication with the entire world. English is also learned for the literature it possesses, and for the variety and rich experience it provides. English has replaced French as the language of diplomacy. In this computer age English is bound to expand its domains of use everywhere. Everyone wants to appropriate English as their own.

Significant also, is the increased presence of English more generally in higher education in Europe. Universities and schools are mainly trying to attract foreign students. These processes raise of course many questions about languages. The vast majority answer from the universities and other establishments is the use of vehicular English as a language of instruction.

The growth of English-medium education has permitted a rapid internalization of education and allows developing countries to reposition themselves as exporters of educational services. Like it has happened in Belarus where many universities teach all or some subjects in English rather than in Russian for their international students.

The practice of using English in higher education was first established in the Northern European countries from the 1990's and has never stopped expanding. In the Netherlands, the teaching in English is part of the second university teaching, then becomes more important, even prevailing, for the highest academic degrees. In a study carried out in 2008-2009 for the newspaper NRC Handelsblad, Marlies Hagers underlines that out of the 170 Masters awarded in the Amsterdam universities, 105 were in English, 89 out of the 196 at the university of Utrecht. A study carried out by U. Ammon et G. McConnell (2002) in 21 countries showed that, following Northern Europe, this practice spread very quickly in Germany, Central Europe, France and Southern Europe. In Germany, the first university degree in English was introduced in 1997. According to the authors of the study, in 2001, all the German universities had introduced an "English-speaking" degree in their education offer. Odile Schneider-Mizony (2006) underlines that the Deutscher Akademischer Austauschdienst (DAAD), the German Exchange University Department, lists 140 universities, engineer colleges (Fachhochschulent) and Higher Education School that each offer between 1 and 25 programs of studies partially or totally in English [2].

Among the more widely employed indices used to chart the penetration of English here is the proportion of PhD theses written in English and the number of English-medium content courses in operation in European universities.

In 2005, the British Council listed 1500 Masters Courses in English in Europe. A survey posed by the Stifterverband and carried out in 2007 in 27 European countries listed 2400 programs in English, 79 % of which are Masters and 16 % of which are bachelors. According to this survey, the number was trebled between 2003 and 2008 [1]. The Bologna process then probably intensified the phenomenon or created an expanding territory, the European sphere of higher education.

The various observations available show that the programs of studies mostly affected are engineering, business and management schools: they represent 27% and 24% respectively of the programs in the 2007 survey [2].

The number of programs offered in English has tripled in the last five years in continental Europe. Most countries have chosen to participate in the Bologna process, which has led to increased academic mobility and a number of student exchange programs. With visiting scholars and exchange students, European universities are becoming increasingly diverse linguistically. There are parts of academic communities in Europe now which operate predominantly in English, so English serves as a lingua franca (ELF), i.e. "a vehicular language spoken by people who do not share a native language". Across Europe, the subject area in which English-taught programs are most frequently offered is engineering with 27 % [3].

As of June 2013, according to StudyPortals.eu (the most comprehensive website related to educational offerings in Europe), the total number of English-taught programs in Europe was 6,407, representing a 38 percent increase since 2011. This number can be broken down into courses taught entirely in English and partially in English, with the largest growth occurring in the former category. The number of Master's programs taught entirely in English rose from 3,701 at the end of 2011 to 5,258 in June 2013, an increase of 42 percent occurring in the remarkably short span of one and a half years. Programs taught partially in English increased from 963 to 1,149 over the same period, a 19 percent increase [4]. The top host countries for English-taught Master's programs are: Netherlands, Germany, Sweden, France, and Spain.

The conclusion we have come to is that one of the most significant educational trends in the world is the growing number of courses in higher education in English that allows countries to export their educational services, and allows scientists from very different countries become a part of the international scientific community.

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## РАСПРОСТРАНЕННОСТЬ И СОВРЕМЕННОЕ СОСТОЯНИЕ ЛЕЧЕНИЯ ЗЛОКАЧЕСТВЕННЫХ НОВООБРАЗОВАНИЙ ТРАХЕИ, БРОНХОВ, ЛЕГКИХ В УКРАИНЕ

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Актуальность. Злокачественные новообразования (ЗН) трахеи, бронхов, легких (ТБЛ) – С33-С34 по МКБ-10 – занимают около 10,3-11,8% в структуре всех ЗН. Это довольно значительный процент, поэтому актуальными являются вопросы исследования и разработки новых методов профилактики и лечения этих заболеваний.

Цель. Исследовать современное состояние заболеваемости и смертности от ЗН ТБЛ в Украине, проанализировать состояние их лечения.

Материалы и методы. Обработка и анализ статистических данных, взятых в Национальном канцер-регистре Украины.