

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ
ФИЛИАЛ КУБАНСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА
В Г. СЛАВЯНСКЕ-НА-КУБАНИ**

Кафедра русской и зарубежной филологии

О. Н. БАКУМЕНКО

ИНОСТРАННЫЙ ЯЗЫК

**Методические рекомендации
к лабораторным занятиям и самостоятельной работе
обучающихся 1-2-го курсов бакалавриата направлению
Направление 44.03.02 Психолого-педагогическое образование
(профиль подготовки – Психология и социальная педагогика)
очной и заочной форм обучения**

Славянск-на-Кубани
Филиал Кубанского государственного университета
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Рецензент:

Кандидат филологических наук, доцент

О. С. Финько

И Бакуменко, О. Н.

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Методические рекомендации по дисциплине «Иностранный язык» составлены в соответствии с ФГОС ВО, учебным планом и учебной программой курса, содержат методические рекомендации к организации процессов освоения дисциплины, самостоятельной работе обучающихся над англоязычными текстами по направлению обучения, а также по подготовке к зачету.

Издание адресовано обучающимся бакалавриата по направлению 44.03.02 Психолого-педагогическое образование (профиль подготовки – Психология и социальная педагогика) очной и заочной форм обучения.

Электронная версия издания размещена в электронной информационно-образовательной среде филиала и доступна обучающимся из любой точки доступа к [информационно-коммуникационной сети «Интернет»](#).

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СОДЕРЖАНИЕ

1	Цели и задачи изучения дисциплины.....	5
1.1	Цель освоения дисциплины.....	5
1.2	Задачи дисциплины.....	5
1.3	Место дисциплины в структуре образовательной программы	5
1.4	Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения образовательной программы.....	6
2	Структура и содержание дисциплины.....	7
2.1	Распределение трудоёмкости дисциплины по видам работ.....	7
2.2	Структура дисциплины.....	9
3	Оценочные средства для текущего контроля успеваемости и промежуточной аттестации.....	11
3.1	Примерные тестовые задания для внутрисеместровой аттестации.....	11
3.2	Примерные задания для самостоятельной работы обучающихся	12
	Text 1.....	12
	Text 2.....	15
	Text 3.....	16
	Text 4.....	20
	Text 5.....	22
	Text 6.....	25
	Text 7.....	27
	Text 8.....	28
	Text 9.....	31
	Text 10.....	32
	Text 11.....	33
	Text 12.....	34
	Text 13.....	35
	Text 14.....	37
	Text 15.....	40
	Text 16.....	42
	Text 17.....	44
	Text 18.....	46
	Text 19.....	49
	Text 20.....	51
	Text 21.....	54
	Text 22.....	56
	Appendix.....	58
4	Фонд оценочных средств для проведения промежуточной аттестации.....	61

5	Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины.....	65
5.1	Основная литература.....	65
5.2	Дополнительная литература.....	66
5.3	Периодические издания.....	66
6	Перечень ресурсов информационно-телекоммуникационной сети «интернет», необходимых для освоения дисциплины.....	66
7	Методические указания для обучающихся по освоению дисциплины.....	68
8	Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине	69

1 ЦЕЛИ И ЗАДАЧИ ИЗУЧЕНИЯ ДИСЦИПЛИНЫ

1.1 ЦЕЛЬ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целью освоения дисциплины «Иностранный язык» является формирование системы знаний, умений и навыков по всем аспектам языка и видам речевой деятельности для активного применения иностранного языка в повседневном, деловом общении и профессиональном общении.

1.2 ЗАДАЧИ ДИСЦИПЛИНЫ

Изучение дисциплины «Иностранный язык» направлено на формирование у обучающихся следующей компетенции ОК-5 – способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия. В соответствие с этим ставятся следующие задачи дисциплины:

- формирование системы знаний и умений, связанных с иностранным языком;
- расширение и углубление коммуникативных навыков и фоновых знаний, как в области профессиональной деятельности, так и по широкому кругу смежных проблем;
- формирование у обучающихся навыков аналитического чтения и осмысления глубинной структуры общественно-политического текста, его исторической, социокультурной и социально-политической составляющих;
- стимулирование самостоятельной деятельности по освоению содержания дисциплины и формированию необходимых компетенций.

1.3 МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Дисциплина «Иностранный язык» относится к базовой части профессионального цикла дисциплин (Б1.Б.)

На неязыковых факультетах иностранный язык относится к дисциплинам общекультурной подготовки бакалавров. Образовательная роль иностранного языка связана с возможностью получения с его помощью новой информации, приобретением навыков работы с научной литературой, расширением общего и профессионального кругозора, повышением культуры речи. Другими словами, иностранный язык имеет статус дисциплины, способствующей гуманизации образования. Воспитательный потенциал иностранного языка реализуется в формировании у обучающихся интереса к чужой культуре, чувства уважения и понимания духовных ценностей других народов и национальностей.

Основной задачей курса является формирование у обучающихся практических навыков различных видов речевой деятельности: говорения, аудирования, чтения и письма для активного применения иностранного языка как в повседневном, деловом, так и в профессиональном общении. Для

освоения дисциплины «Иностранный язык» обучающиеся используют знания, умения, навыки, сформированные в ходе изучения школьного курса «Иностранный язык».

1.4 ПЕРЕЧЕНЬ ПЛАНИРУЕМЫХ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ ПО ДИСЦИПЛИНЕ, СООТНЕСЕННЫХ С ПЛАНИРУЕМЫМИ РЕЗУЛЬТАТАМИ ОСВОЕНИЯ ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ

Изучение данной учебной дисциплины направлено на формирование общекультурной компетенции (ОК): ОК-5 – способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия.

№ п. п.	Индекс компетенции	Содержание компетенции (или её части)	В результате изучения учебной дисциплины обучающиеся должны		
			знать	Уметь	владеть
1.	ОК-5	способностью к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	– фонетические и лексико-грамматические особенности русского и иностранных языков; – наиболее распространенные языковые средства выражения коммуникативно-речевых функций и общеупотребительные речевые единицы; – основные правила орфографии и пунктуации в русском и	– выделять главную мысль сообщения; догадываться о значении незнакомых элементов в тексте (слов, морфем, словосочетаний) по контексту, сходству с родным языком и т.д.; – понимать основную идею, содержащуюся в простых прагматических текстах (объявления, реклама и др.), создавать (устно) вторичный текст на основе	– навыками оформления речевых высказываний в соответствии с грамматическим и лексическими нормами устной и письменной речи, фонетическими нормами (устная речь) и основными правилами орфографии и пунктуации (письменная речь) иностранного языка, не допуская ошибок, препятствующих межличностному

№ П. П. .	Индекс компетенции	Содержание компетенции (или её части)	В результате изучения учебной дисциплины обучающиеся должны		
			знать	Уметь	владеть
			иностранных языках; – основные грамматические явления в объеме, необходимом для получения, редактирования и составления иноязычных сообщений на социально-значимые темы.	прочитанного; – писать письма, связанные с личным опытом и мнением; – опознавать синонимы, антонимы, однокоренные слова, безэквивалентную лексику и раскрывать значения многокомпонентных слов и выражений (в рамках изучаемых тем); – использовать двуязычных словари.	и межкультурному взаимодействию.

2. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

2.1 РАСПРЕДЕЛЕНИЕ ТРУДОЁМКОСТИ ДИСЦИПЛИНЫ ПО ВИДАМ РАБОТ

Общая трудоёмкость дисциплины составляет 4 зач. ед. (144 часов), их распределение по видам работ представлено в таблицах.

для обучающихся ОФО

Вид учебной работы	Всего часов	Семестры (часы)	
		1	2
Контактная работа, в том числе:			
Аудиторные занятия (всего):	68	34	34
Занятия лекционного типа	-	-	-

Лабораторные занятия	68	34	34
Занятия семинарского типа (семинары, практические занятия)	-	-	-
Иная контактная работа:			
Контроль самостоятельной работы (КСР)	4	2	2
Промежуточная аттестация (ИКР)	0,4	0,2	0,2
Самостоятельная работа, в том числе:			
Курсовая работа	-	-	-
Проработка учебного (теоретического) материала	40	20	20
Выполнение индивидуальных заданий	20	10	10
Реферат	-	-	-
Подготовка к текущему контролю	11,6	5,8	5,8
Контроль:			
Подготовка к экзамену	-	-	-
Общая трудоемкость	час.	144	72
	в том числе контактная работа	72,4	36,2
	зач. ед	4	2

для обучающихся ЗФО

Вид учебной работы	Все го час ов	1 курс			2 курс		
		Сес сия 1	Сес сия 2	Сес сия 3	Сес сия 1	Сес сия 2	Сес сия 3
Контактная работа, в том числе:							
Аудиторные занятия (всего):	12	0	0	6	4	2	0
Занятия лекционного типа	-	-	-	-	-	-	-
Лабораторные занятия	12	0	0	6	4	2	0
Занятия семинарского типа (семинары, практические занятия)	-	-	-	-	-	-	-
Иная контактная работа:							
Контроль самостоятельной работы (КСР)	-	-	-	-	-	-	-
Промежуточная аттестация (ИКР)	0,4	0	0	0	0	0,2	0,2
Самостоятельная работа, в том числе:							
Курсовая работа	-	-	-	-	-	-	-
Проработка учебного материала	124	0	0	66	0	30	28

Выполнение индивидуальных заданий	-	-	-	-	-	-	-
Реферат	-	-	-	-	-	-	-
Подготовка к текущему контролю							
Контроль:							
Подготовка к зачету	7,6	0	0	0	0	3,8	3,8
Общая трудоемкость	час.	144	0	0	72	4	36
	в том числе контактная работа	12,4	0	0	6	4	2,2
	зач. ед	4	2			2	

2.2 СТРУКТУРА ДИСЦИПЛИНЫ

Распределение видов учебной работы и их трудоемкости по разделам дисциплины.

Разделы дисциплины, изучаемые в 1, 2 и 3 семестрах (очная форма)

№	Наименование разделов	Всего	Количество часов			
			Аудиторная работа			Внеаудиторная работа
			ЛК	ПЗ	ЛР	СР
1	2	3	4	5	6	8
1 семестр						
1	О себе. Моя семья. Дом, жилищные условия. Домашние обязанности.	28	-	-	14	14
2	Мой рабочий день. Досуг. Еда.	24	-	-	12	12
3	Магазины и покупки. Книги в нашей жизни. Путешествия.	17,8	-	-	8	9,8
Итого по 1 семестру:		69,8	-	-	34	35,8
2 семестр						
4	Праздники. Моя будущая профессия. Климат и погода. Спорт.	28	-	-	14	14

5	Здоровый образ жизни. Образование в России и Великобритании. Выдающиеся деятели искусства разных эпох, стран и культур.	24	-	-	12	12
6	Лондон. Москва.	17,8	-	-	8	9,8
Итого по 2 семестру:		69,8	-	-	34	35,8

Примечание: ЛК – лекции, ПЗ – практические занятия / семинары, ЛР – лабораторные занятия, СР – самостоятельная работа.

Разделы дисциплины, изучаемые в 1, 2, 3, 4 семестрах (заочная форма)

№	Наименование разделов	Всего	Количество часов			
			Аудиторная работа			Внеауди- торная работа
			ЛК	ПЗ	ЛР	СР
1	2	3	4	5	6	8
1 курс, сессия №3						
1	О себе. Моя семья. Дом, жилищные условия. Домашние обязанности. Мой рабочий день. Досуг. Еда.	24	-	-	2	22
2	Магазины и покупки. Книги в нашей жизни. Путешествия. Праздники. Моя будущая профессия.	24	-	-	2	22
3	Климат и погода. Спорт. Здоровый образ жизни.	24	-	-	2	22
Итого по 3 сессии:		72	-	-	6	66
2 курс, сессия №1						
1	Образование в России и Великобритании.	2	-	-	2	-
2	Выдающиеся деятели искусства разных эпох, стран и культур.	2	-	-	2	-
Итого по 1 сессии:		4	-	-	4	-
2 курс, сессия №2						
1	Лондон. Москва. Мой родной город.	15	-	-	1	14

2	Российская Федерация. Великобритания. Канада.	17	-	-	1	16
Итого по 2 сессии:		32	-	-	2	30
2 курс, сессия №3						
1	Пресса. Телевидение. Театр и кино.	14	-	-	-	14
2	Наука. Информационные технологии 21 века. Охрана окружающей среды.	14	-	-	-	14
Итого по 3 сессии:		28	-	-	-	28

Примечание: ЛК – лекции, ПЗ – практические занятия / семинары, ЛР – лабораторные занятия, СР – самостоятельная работа.

3 ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

3.1 ПРИМЕРНЫЕ ТЕСТОВЫЕ ЗАДАНИЯ ДЛЯ ВНУТРИСЕМЕСТРОВОЙ АТТЕСТАЦИИ

1. Выберите верный вариант ответа:

Where were you born?

- 1) I were born in 1994.
- 2) I was born in Анапа.
- 3) I was born in 1994.
- 4) I were born in Анапа.

2. Выберите верный вариант ответа:

What is your father?

- 1) He is a businessman.
- 2) He is forty-seven.
- 3) He is John.
- 4) He is a good worker.

3. Выберите верный вариант ответа:

What are you?

- 1) I am at University.
- 2) I am a first-year student.
- 3) I am student.
- 4) I have a student.

4. Выберите верный вариант ответа:

How many brothers and sisters do you have?

- 1) I am no sisters or brothers.

- 2) I have not sisters or brothers.
- 3) I don't have sisters or brothers.
- 4) I not have sisters or brothers.

5.Выберите верный вариант ответа:

What is your name?

- 1) My name is Ann.
- 2) My name Ann.
- 3) Her name is Ann.
- 4) My mother's name is Ann.

6.Выберите верный вариант ответа:

How old are you?

- 1) I 17 years old.
- 2) I am 17 years old.
- 3) I am 17 years.
- 4) I have 17 years old.

7.Выберите верный вариант ответа:

Have you got a family?

- 1) Yes, it is.
- 2) Yes, I do.
- 3) Yes, I have.
- 4) Yes, I am.

8.Выберите верный вариант ответа:

Is your family large?

- 1) Yes.
- 2) Yes, she is.
- 3) Yes, it does.
- 4) Yes, it is.

9.Выберите верный вариант ответа:

What is your mother`s hobby?

- 1) My mother hobby is handicraft.
- 2) My mother's hobby is handicraft.
- 3) My mother hobby's is handicraft.
- 4) My mothers' hobby is handicraft.

10.Выберите верный вариант ответа:

What are you fond of?

- 1) I am singing.
- 2) I fond of singing.
- 3) I dislike singing.
- 4) I am fond of singing.

3.2 ПРИМЕРНЫЕ ЗАДАНИЯ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ОБУЧАЮЩИХСЯ

TEXT 1

QUALITIES WHICH A TEACHER MUST EITHER HAVE OR DEVELOP IN HIMSELF

The first and the most important thing is a good teacher must know what he teaches. Therefore teaching is inseparable from learning. Every good teacher will learn more about his subject every year, every month, every week if possible. He must avoid the sort of feeling that there is nothing more for him to learn. Education is going forward. The real teacher must go on learning, reading, experimenting all his life if he wants to be a success. There is always room for self-improvement. If he has taken up languages, for example, he should keep up his English in every possible way, enlarge the scope of his knowledge all the time, he should build up a growing library of his own.

A teacher must be devoted to duty. Outside of school hours he has much to do in the way of preparation and marking. A teacher may be asked to help run such extra-activities as the sporting games, the choir, the School Band and the like; all these things are a part of school life and the teacher should cooperate. The waiting-for-the-final-bell type of a teacher is out of place in school.

A teacher must be kind and understanding, but at the same time firm. The pupils should feel that their teacher wants them to improve, is interested in their growth, is sorry for their mistakes and pleased with their success. He should be just and fair. All children must be equal in the eyes of their teacher.

A teacher who wants to improve his pupils must be patient. His patience will be tried dozens times a day. There will always be the child, who needs something explained ten times before he understands or the child who is constantly distracting others. To lose one's temper is to lose one's dignity and to lower oneself in the eyes of one's pupils.

One of the most important qualities of a good teacher is humour. The real purpose of humour in teaching is to link the teacher and the pupils through enjoyment. A very wise old teacher once said: "I consider a day's teaching is wasted if we all don't have one hearty laugh".

The teacher must treat different pupils differently. He must have a way with them. To do this he must be a good psychologist. If he knows his pupils' characters he will be able to adapt his teaching to their differences.

No doubt you realize what a hard job it is to live up to your chosen profession. And you should do your best to be worthy of it.

EXERCISES TO TEXT 1:

1. Practice the pronunciation of the following words:

Inseparable, final, avoid , type, self-improvement, firm, example, improve, enlarge, growth, scope, just, own, fair, preparation, patient

2. Give Russian equivalents to:

therefore, avoid the sort of feeling, to be a success, room for self-improvement, library of his own, to run extra-activities, out of place in school, to be interested in their growth, just and fair, to lose one's temper, to treat, no doubt, do your best, to be worthy of something

3. Give English equivalents to:

неотделимо от учения, каждый месяц, продолжать учиться, читать, экспериментировать, любым возможным способом, предан работе; тип учителя ожидающего последнего звонка, совершенствоваться, равны в глазах учителя, терпеливый, терять чье-либо достоинство, юмор, по-разному, хороший психолог.

4. Answer the following questions:

- 1) Must a good teacher know what he teaches?
- 2) Can we separate teaching from learning?
- 3) Education is going forward, isn't it?
- 4) What must a real teacher do to be a success?
- 5) What can you say about self-improvement for a teacher?
- 6) The teacher must not be devoted to duty, must he?
- 7) What does the teacher do outside of school hours?
- 8) Do you think the teacher may be asked to run extra-activities?
- 9) What kind of them do you know?
- 10) How do you understand the words "waiting-for-the-final-bell" type of a

5. Model: There is always room for self-improvement.

Write four sentences according to the above construction, e.g.: There was room in the bus, why didn't you take it?

6. Model: The waiting-for-the-final-bell type of a teacher is out of place in school.

Write four sentences according to the above construction, e.g.: Such students are out of place in our college.

7. Model: To lose one's temper is to lose one's dignity.

Write four sentences according to the above construction, e.g.: I don't like Jane, she often loses her temper.

8. Models: teacher = teach + er
writer = write + er

Nouns are formed from verbs with the help of suffix -er. Complete the following sentences. Pay attention to the articles.

1. A person who smokes is called... .
2. A person who advises another is called... .
3. A person who begins something is called... .
4. A person who organizes things is called... .
5. A person who buys things is called... .

9. Model: unimportant

The adjective "unimportant" is formed from the prefix UN + important. UN = NOT, and therefore "unimportant" means "not important ". To put UN before an adjective is a very common way of forming negative adjectives.

Make the following adjectives negative: kind, just, fear, successful, worthy, equal, wise.

10. Tell about the qualities which a teacher must either have or develop in himself.

TEXT 2

FROM THE HISTORY OF EDUCATION

The history of education begins with the childhood of the human race and traces its intellectual development step by step to the present times. History of education is the history of man's achievements since he began to keep written records, a period of about seven thousand years. At the beginning education was quite unconscious. In trying to get food, shelter and safety, a man originally learned to observe nature, to use it and to keep away from danger. Experience was the next means of training. This was the beginning of education imparted by the elders to their children.

Asia was the birthplace of civilized cultures. Early oriental people had a definite attitude to education. They were not concerned about the development of individuality and education was dictated to a person. The educational aims of these oriental cultures were to keep traditions, to observe social order and prepare for life. The method of instruction that early men used was through imitation. Children began to imitate their elders first in play. As children grew older, they imitated their elders more closely by participating directly in the hunt, in agriculture, in domestic duties and in religious ceremonies. There were no schools at that time and children got their education in the family.

Greeks and Romans showed more concern for individuality. Children learned writing, reading, arithmetic, music and poetry. Much attention was given to sports in order to bring up strong and healthy soldiers. Schools were set up and instruction was given by teachers.

EXERCISES TO TEXT 2:

1. Give Russian equivalents to:

the history of education, the childhood of the human race, step by step, man's achievements, a period of about seven thousand years, at the beginning, quite unconscious, in trying to get food, shelter and safety, education imparted by the elders to their children, education was dictated to a person, educational aims, prepare for life, the method of instruction, to show more concern for individuality, to give much attention to sports.

2. Give English equivalents to:

умственное развитие, до настоящего времени, вести летопись, наблюдать за природой, остерегаться опасности, родина цивилизованной культуры, древние азиаты, определенное отношение к образованию, развитие индивидуальности, соблюдать общественный порядок, религиозные обряды, получать образование в семье, письмо, чтение, арифметика, музыка и поэзия, воспитать сильных и здоровых солдат, были организованы школы, обучение велось учителями.

3. Give antonyms to the following:

to begin, a child, safety, unconscious, next, definite, social, life, first, elder, more, agriculture, strong.

4. Fill in the blanks with prepositions if necessary:

1. The history ... education starts ... the childhood ... mankind. 2. What is your attitude ... education? 3. The teacher was concerned ... our participation ... the championship. 4. I learned to swim ... imitation. 5. He didn't have friends ... that time and had to spend his spare time ... home. 6. In our country much attention is given ... education. 7. That lecture was given ... Professor Forshow.

GRAMMAR EXERCISES

1. A. Form adjectives using the suffix -OUS: religion, danger, poison, continue.

B. Form nouns using the suffix -ER (OR): teach, instruct, write, imitate, participate, hunt.

2. Write the basic forms of all the irregular verbs in the text:

3. Make the following sentences a) interrogative, b) negative

1. At the beginning education was quite unconscious.
2. Early oriental people had a definite attitude to education.
3. Education was dictated to a person.
4. Children began to imitate their elders first in play.
5. Schools were set up.

TEXT 3

HEINRICH PESTALOZZI (1746-1827)

Born in Zurich, Pestalozzi was brought up by his mother after his father died when the boy was five years old. This experience started his view, central to his educational outlook, of the importance in early education of mother and home. Strongly influenced by writings of Rousseau, Pestalozzi abandoned ideas of entering the ministry and later the law and became a farmer though not a successful one. An industrial school for 20 orphans, which he set up and in which work and learning were to be combined, was a financial failure. He turned to writing. The work, that made the most powerful impact, was a novel of village life "Leonard and Gertrude", in which he described a form of home instruction where learning was based on immediate observation by children. For example they began arithmetic by counting the panes in the window. His work attracted great attention and made it influential in the development of educational ideas.

In 1798 Pestalozzi was briefly in charge of a school of orphans in Stanz, in Switzerland, and afterwards, his ideas sharpened by experience, he was appointed head of a teachers training college at Burgdorf. In 1805 he set up the Institute of Yverdon, a magnet for teachers and pupils from many European countries. Pestalozzi's most important book "How Gertrude Teaches Her Children" (1801) was based on his experience at Burgdorf.

Essentially, Pestalozzi believed with Rousseau that the primary concern of education is with the individual approach, and that a true method of education must be based on a firm understanding of the way in which children develop. Like Rousseau he believed that the life and operation of school should resemble those of a family, but unlike Rousseau he did not feel that the success of the home or the school called for exceptional parents or teachers or for ideal circumstances. And though he shared Rousseau's concern for individuality, he recognized that a child depends a great deal on his social role for the full development of his powers. Pestalozzi's approach to method initiated the first modern view of learning now widely followed: that it must begin in experience and lead to ideas and that it must be always within a child's grasp. There must be progress from the simple to the increasingly complex.

EXERCISES TO TEXT 3

1. Read the proper names:

Zurich

Pestalozzi

Rousseau

Leonard

Gertrude

Switzerland

2. Give Russian equivalents to:

his educational outlook, to abandon ideas, to set up a school, to combine learning and work, a financial failure, immediate observation, to attract attention,

head of a teachers training college, the primary concern, on experience, a true method of education, a firm understanding, ideal circumstances, a great deal, within a child's grasp, from the near to the distant, from the simple to the increasingly complex.

3. Choose the right word:

1. Russian school pays ... to mental, moral and physical development of children.
2. The Academy of Science is ... scientific guidance in the field of the natural and social sciences.
3. This child is sick and ... special attention.
4. They had practically no ... in this kind of work.
5. Labour ... and polytechnical principle of ... help a pupil be oriented in modern production.
6. Excursions and pupils' personal ... of nature make up a regular part of school program.
7. My friend wanted to become a teacher like her mother so she entered a
8. There are many ... institutions in Moscow.
9. Who ... Rector of an Institute?
10. The film was funny and we laughed

in charge of, to call for, attention, instruction, education, experience, a great deal, to appoint, observation, teachers training college, educational.

4. Translate into Russian:

1. A great deal of literature is published in Russia on various aspects of education, its history and teaching methods.
2. The primary concern of education is to bring up good human beings.
3. In 1920 Makarenko was appointed head of a rehabilitation institution for young delinquents near Poltava.
4. One of Makarenko's educational principles was combination of instruction and productive labour.
5. I know it from my personal experience.
6. After five years of study at a teachers training college she will become a history teacher at school.
7. Dickens abandoned school very early as his father could not pay for his education.

5. Give English equivalents to:

привлечь внимание; влиять; индивидуальный подход; педагогический институт; непосредственное наблюдение; сочетать обучение с трудом; требовать; развитие; опыт; создать школу; назначить; оказать огромное воздействие; много; первостепенное дело; педагогическое мировоззрение; оставить мысль о чем-либо; заведовать школой.

6. Arrange the following words in pairs of synonyms:

a) complex, an instruction, a great deal, to abandon, to set up, a college, to attract attention, briefly, important, to resemble;

b) to give up, difficult, an institute, to draw attention, much, to organize, to copy, shortly, a tuition, significant.

7. Arrange the following words in pairs of antonyms:

a) strongly, many, true, to begin, after, near, a failure;

b) false, before, a success, weakly, to finish, few, far.

8. Answer the following questions:

1) Where was Pestalozzi born?

2) How old was he when his father died?

3) Did Pestalozzi's mother or grandmother bring him up?

4) Pestalozzi believed that mother and home were very important in early education, didn't he?

5) What did Pestalozzi become after abandoning ideas to enter the ministry and the law?

6) What school did he set up? Was it a financial failure?

7) When did Pestalozzi turn to writing?

8) What book by Pestalozzi made the most powerful impact?

9) What did he describe in it?

10) When did Pestalozzi set up the Institute of Yverdon?

11) Did it become a magnet for teachers and pupils from many European countries?

12) What was Pestalozzi's idea of school operation?

13) Whose concern for individuality did he share?

14) What was the leading principle of Pestalozzi's educational method?

9. Ask questions for these answers:

1) Pestalozzi was influenced by the writings of Rousseau.

2) He set up an industrial school for 20 orphans.

3) Yes, he did. He turned to writing.

4) Pestalozzi described his teaching experience.

5) Pestalozzi's most important book was "How Gertrude Teaches Her Children".

6) No, he didn't. Unlike Rousseau he believed that success of the school did not call for exceptional teachers.

7) According to Pestalozzi a child's development depends a great deal on his social role.

10. Combine the words into sentences. Translate them into Russian:

1) last, attracted, his, much, book, attention.

2) son, a, education, good, very, received, her.

3) in, developed, century, countries, capitalism, the, European, nineteen, in.

4) influenced, Rousseau, outlook, Pestalozzi's, educational.

5) his, bring up, why, him, did, grandmother

- 6) experiment, the, much, for, success, this, of, work, called.
- 7) approaches, modern, to, problem, different, this, scientists, has.
- 8) she, did, town, her, when, abandon, native
- 9) is, method, observation, important, an, scientific.

11 Complete the sentences from the text:

- 1) Pestalozzi was brought up..... .
- 2) Strongly influenced.....
- 3) The work that made the most powerful impact.....
- 4) Pestalozzi was briefly in charge.....
- 5) Like Rousseau he thought.....
- 6) Though he shared Rousseau's concern for individuality.....

GRAMMAR EXERCISES TO TEXT 3

1. a) Form nouns from the following verbs using the suffix -ION.

Translate them into Russian: to educate, to operate, to instruct, to expect

b) Form adjectives from the following nouns using the suffix -AL. Translate them into Russian: education, exception, industry, centre, influence, finance.

2. Translate into English (in writing):

- 1) Работа в школе требует от учителя любви и уважения к детям, терпения и широкого кругозора.
- 2) Известный педагог Древнего Рима Квинтилиан полагал, что в воспитании важен индивидуальный подход к ученику
- 3) Мой друг много занимался в прошлом году и поступил в университет.
- 4) После окончания института он был назначен директором школы на Дальнем Востоке.

TEXT 4

K.D. USHINSKY - GREAT RUSSIAN EDUCATOR

K.D.Ushinsky was in the fullest sense of the word, the founder of the Russian primary school and pedagogical training for teachers. His contribution to Russian education was great. Ushinsky's pedagogical ideas outstripped his time in many ways and were implemented only in the 20-th century.

His works are not only of a historical value today but greatly assist the course of the genuinely people's education that was the lifetime dream of the outstanding pedagogue, patriot and citizen.

Ushinsky was born in 1824 in Chernigov gubernia in the family of a well-to-do landowner. He learned very early to study independently and, after making a fine record in the gymnasium, Ushinsky enrolled in Moscow University at the age of 16. He graduated from the University with high honours when he was 20 years

old. Two years later, despite his youth, Ushinsky was appointed professor of Jurisprudence at the Demidov Lycee in Yaroslavl. His lectures were an immediate success for they were based upon his already considerable erudition. It was then that Ushinsky started criticizing the present educational system in Russia and was forbidden by the Ministry of Education to teach even in elementary school.

In 1855 many teachers who had lost work before could find job again. In 1859 Ushinsky was appointed inspector of Smolny Institute in St. Petersburg. In 1860 Ushinsky became editor of the Journal of the Ministry of Education and in two years completely changed its character. Under his editorship its focus was centered upon real problems of teaching, theories of pedagogy and psychology, accounts of educational activities and criticism of current pedagogical literature. Smolny Institute became a laboratory to which were directed the eyes of everyone interested in education. Ushinsky's name became popularly known throughout Russia and at the end of his three years of work there he was already well-known as one of the foremost teachers and guides of educational movements in Russia and as a teacher of teachers.

Ushinsky was not only concerned with Russian affairs but was a devout patriot. One of the basic principles of his pedagogical system is the inculcation of a feeling of patriotism in the young. In his early articles he expressed this view and never changed his basic concept that "education must be based on patriotism". Ushinsky thought that this could be done best with the help of native language, taught at school. One of the most famous works "Rodnoe Slovo" (Native Word) was a series of readers for Russian children designed to give them greater love and respect for their national literature.

Ushinsky believed that education should devote itself primarily to the formation of character. Here a special attention should be paid to the development in the pupil of the habit of work. According to Ushinsky, "life without serious work can neither be worthy nor happy".

Ushinsky underlined the personal influence of the teacher as an educational force. He put forward the idea of setting up teachers seminars to train teachers for their important and responsible work.

Ushinsky was interested in foreign educational systems. He made trips to Germany, Switzerland, France, Italy and Belgium to observe school organization there. His first impressions after visiting Swiss institutions were published in the Journal of the Ministry of Public Education in 1862-63 in seven letters as "Pedagogical Travels in Switzerland". These letters are not only valuable material for Comparative Education but are literary masterpieces of the Russian language. Ushinsky analyzed merits and defects of foreign educational systems always comparing them with actual conditions in Russia.

After coming back to Russia from abroad in 1867 Ushinsky devoted his energies to St. Petersburg Pedagogical Society. He travelled, lectured, held conferences and interviews and continued his research and writing. Such a program was too much for his already weakened health. Ushinsky's death in 1870 was mourned not only by teachers, but by all progressive people in Russia, not only in the capital but in the most distant corners of the country.

EXERCISES TO TEXT 4

1. Form 10 questions covering the main idea. Ask your fellow-student to answer them. Concentrate on:

- 1) Ushinsky's contribution to Russian education.
- 2) Ushinsky's educational views.
- 3) Ushinsky's interest in foreign educational systems.

TEXT 5

ELEMENTARY EDUCATION

The elementary school provides the basis for all further education. The tasks of the elementary school are to teach the child to read, write and do sums, to provide an introduction to nature study and the social sciences, as well as to aesthetic, vocational and physical training (or physical education), to develop the child's powers of reasoning. The subjects studied in elementary school are: native language, mathematics, nature study, shop lessons, music and physical training. The entire complex of tasks is resolved in the full range of the curriculum according to the age-determined abilities of the pupils.

The course of language study includes grammar, reading, spelling, speech development, penmanship and the fundamentals of composition. Reading classes teach the child to read aloud, both expressively and quickly, and instill a love for books. The grammar lessons provide the fundamentals of grammatical structure. Much emphasis is placed on the ability to express one's thoughts logically and well.

Mathematics provides an introduction to numbers and the four rules of arithmetic (from ten to numbers expressed by several figures), measures of time, length, weights, square measurements and simple fractions. Much emphasis is placed on doing problems and sums orally. There are elements of plane geometry and an introduction to algebra (symbols, composing formulae and using formulae in doing problems).

Elementary nature study provides an introduction to plant and animal life, as well as a study of the earth, seas and air. The children learn the geography of their native land, the fundamentals of anatomy and hygiene. Excursions and their own personal observations of nature make up a regular part of the course. Simple experiments are conducted. The preservation of wildlife is taught, and the children take part in planting trees and flowers and caring for them.

Shop (or handicraft) lessons teach children arts and crafts. There are outdoor classes on the school garden plot where they lay out the vegetable beds, prepare them for sowing and conduct simple experiments in botany.

Art classes include drawing from life and applied art. The aim is to teach the children to draw and to develop their taste and interest in art.

There are also talks on great artists and art treasures. The art classes are tied with the classes in reading and shop.

Music and singing classes aim to develop the child's ear for music and encourage a sense of music appreciation. The children at school have their own choirs, orchestras and music clubs. Physical training is one of the most important elements in child's all-round development. In elementary school children exercise with large and small balls, do exercises to improve posture and sense of balance and participate in field-and-track activities (walking, running, jumping, etc.). Gym classes are held outdoors on the school's playing grounds, at stadiums or in children's parks.

Elementary education is the stepping-stone to secondary education. In elementary schools one teacher conducts all the classes, while several teachers take over beginning with the 4th grade. Special care is taken to help the children over this psychological barrier.

EXERCISES TO TEXT 5

1. Give Russian equivalents to the following words and phrases:

basis, to provide, further education, a four-year period, an introduction to nature study, social sciences, aesthetic education, vocational training, shop lessons, age-determined abilities, composition, penmanship, to instill a love for books, fundamentals, the emphasis is placed on, an introduction to numbers, the four rules of arithmetic, square measurements, elements of geometry, doing problems, plant and animal life, personal observation, to make up, the preservation of wildlife, to care for, vegetable beds, applied arts, art treasures, to develop a child's ear for music, all-round development, a stepping-stone, a psychological barrier.

2. Choose the right word:

The principal documents determining the content of school education are... . A ... is a state document establishing the ... to be ... at a school of a particular type. Curricula include humanities, ... and mathematics, and ... , shop ... , ... and ... classes, ... training. Such a structure of curricula ensures the of pupils.

Over the past decade the content of ... has been updated. The most significant changes have taken place in ... school. ... have shown that following the ... of the new syllabuses the ... of the 1st, 2nd and 3rd ... acquired a more thorough knowledge and their intellectual level has considerably risen.

curriculum, curricula, studied, subjects, natural sciences, lesson, arts, crafts, music, singing, physical, grade, all-round development, elementary, observations, education, pupils, introduction.

3. Give English equivalents to the following words and phrases:

основа; дальнейшее образование; четырехлетний период (срок); введение в природоведение; общественные науки; эстетическое воспитание; обучение; профессиональная подготовка; привить любовь к; упор делается

на; четыре действия арифметики; решение задач; личные наблюдения; составлять часть курса; уроки труда; грядки; прикладное искусство; всестороннее развитие; развивать музыкальный слух; психологический барьер.

4. Translate into Russian:

Meanwhile all sorts of interesting things were going on in the class. Children counted, wrote, drew and recited poems with such pleasure as if it wasn't a lesson at all. ...Why? I asked myself many "whys" after my meeting with the children and their teachers.

Why did the lesson last only 35 minutes instead of the usual 45-40? Why did they all, without exception, study with such great interest? Why at seven were they all so independent and so intelligent?

Why were no marks given to them and why were there no reproofs in their school record books, only a great deal of praise?

Once again I had a doubt: what if Shalva had gathered all the infant prodigies of Tbilisi at his school?

The professor smiled: «No, they are not prodigies; they are simply children of the eighties. Many of them came to school already knowing how to read and count. Modern families with televisions in every home, kindergartens and our life in general produce children who develop ahead of their years. And the difficulty of working with them lies in fact that, on the one hand they are too “educated” for their years, while, on the other, they still only six-year-olds for whom games are the main thing in their lives”.

5. What is the opposite of: regular, quickly, walking, outdoor classes, simple, entire.

6. Arrange: a) and b) in pairs of synonyms:

a) to care for, basis, professional, education, stage, to do problems, participate, artist, further, skill, emphasis;

b) fundamentals, to look after, training, vocational, to take part in, stepping-stone, to solve problems, painter, craft, higher, stress.

7. Answer the following questions;

1) Do you agree with the statement that the elementary school provides the basis for all further education? Prove it.

2) What are the tasks of elementary school?

3) What are the subjects studied?

4) What was the reform in the primary stage of education?

5) What is the entire complex of tasks?

6) What does mathematics provide?

7) What does the course of language study include?

8) What are the children taught in the course of nature study?

9) What do shop lessons prepare children for?

10) Why do you think the art classes are tied with the classes in reading and shop?

11) What are music and singing classes aimed at?

12) Physical training is one of the most important elements in a child's all-round development, isn't it? Why so?

8. Fill in the blanks with prepositions if necessary. Translate the text.

“The teachers ... our experimental classes try to make children love their school, lessons, and try to instill ... them a thirst and enthusiasm ... knowledge. Methods may be most varied, even strange ... those, who are used ... an academic quietness ... lessons, strictness ... the teachers and unquestioned obedience ... children. Our teachers do not forget even ... a moment that they are working ... pupils who are only 6, 7 or 8 years old. A child cannot sit still even ... 35 minutes ... the lesson and why not toss a ball around ... a maths lesson? The one who catches the ball goes ... the blackboard to answer.

And you should see how the class livens when the teacher “makes a mistake”, “forgets”, ... instance, how the word is spelled correctly or misses a line ... the poem children have learned ... heart and know well. We give unusual home assignments. We do not say: “Learn the poem ... page 25”. We ask the children which ... the two poems we read they prefer. The same ... maths problems. “You can solve five ... these or three ... those because they are more difficult. Will you able to manage them?” There is doubt and hope ... the teacher's voice. You may be sure that ... the next lesson all the pupils will happily show you they've managed to solve all the eight problems”.

TEXT 6

STUDY WITH JOY

Natella, the teacher, walked into the class of her first-graders with a smile.

“Children, do you know what occasion we are celebrating today?” A forest of hands rose in answer. Those who were most impatient could not restrain themselves and cried out in chorus.

“It's Magda's birthday today!”

“Yes, children, today our Magda is seven.”

This brought an avalanche of applause.

“Let's congratulate Magda and focus all today's lesson on her. Now, for instance, we'll write a composition for her and call it: “My Friend Magda”.

I called in on this class once again after the 3rd lesson. Strange as it may seem, no one was in a hurry to rush out of the classroom for the interval. All the pupils were sitting quietly at their desks and were drawing with their felt-tipped pencils on pages torn out of their copybooks in which two hours before they had written their compositions for Magda. On the teacher's table lay scissors, reels of thread, a darning needle and colored paper. Natella was busy making a cover for their homemade book from copybook pages.

Towards the end of the school day, a bright, attractive book was ready and presented to Magda. Probably, like all our children she has got used to receiving presents. She has her favourite dolls and entertaining toys and books illustrated by professional artists. ...Why then was the girl so happy to receive this book? "I'll show it to everyone at home and tell how many friends I have".

Even when you are only seven it seems that you need the attention of others of your own age and the realization that not only your mother and father love you, but also all your friends, all the class. Magda's teachers are indeed very wise if they understand it.

The children are lucky to have such teachers. They are lucky because the primary classes of this school in the city of Tbilisi are under the "patronage" of the laboratory of experimental teaching methods of the Research Institute of Pedagogy of Georgia. And also because this laboratory is headed by a wonderfully warm-hearted, kind man who loves and understands children. His name is Shalva Amonashvili. He has a doctorate in psychology, is a professor, and his books are well known both in our country and abroad. He has developed a method of teaching children from the age of six, and conducted an experiment based on his method. He has shown in the course of his teaching practice that it is not necessary to give children marks because there are other more moral methods of teaching.

"We decided not to give the usual marks," says Shalva Amonashvili. "The child does not need them. He comes to school with confidence. He's no worse than the boy at the next desk, he's simply another person. But the boy gets "excellent" marks while he gets "bad" ones. Anxiety grows in him and he becomes unhappy at school. He's afraid of the strict teacher's look, at the mockery of his classmates if he again fails to solve a problem, or loses track while reciting a poem. Then he is in trouble at home.

"What do we suggest instead of marks? "Examination judgements" as the sciences say. In practice – it is the teacher's praise or reproach, the analysis of an answer or a mistake, very often made collectively together with the entire class and a general decision: "Good boy!" or "If Iliko had given it a bit more thought he would've got the right answer!"

"How do parents learn how their children are getting on at school? In different ways. At the open lessons, for instance, which we hold every week and which, by the way, bring parents and teachers closer together. The final results for the term, a six-month period or for a year will not be put into school record books but placed in ... packets. What is it?

"At the beginning of the school year we say to the children: Let's make some attractive packets. What for? For presents. Who for? For your fathers, mothers, granddads and grannies. At the end of the term everyone of you will place into them all the best things that you were able to do: drawings appliqué, compositions, maths problems without a single mistake. Children do their best because they do it not some abstract mark but to make their parents happy. And this stimulus to study is absolutely moral.

"Parents come to the class meeting and see for themselves whose packets are thicker and who's thinner so far. And at the end of the year the teacher places a

note inside the packet with his address: “Write to me how things are with you because we won't see each other for three months”. And, honestly, I have never seen my colleagues happier when they open letters in which every word breathes love toward them and our school.

“Every time I become more and more convinced that they are teaching the children well”, Shalva said in conclusion. “Because for a child an idea is inseparable from the personality. Things a favourite teacher says are perceived quite differently from those told to them by a person whom they dislike or who is a stranger to them. For a child a teacher is the incarnation of kindness and justice. It may be the most difficult thing in our profession: always to be kind and just. But if you stumble even once, these ties snap immediately and at times for good; those warm ties which link us with our pupils and without which the upbringing is impossible”.

EXERCISES TO TEXT 6

1. After each paragraph ask a question about information contained in it. Ask your fellow student to answer them.

TEXT 7

MOSCOW UNIVERSITY, ITS PAST AND PRESENT

In the centre of Moscow, opposite the Alexandrovsky Garden near the Kremlin wall you can see an assemblage of buildings in the classical style. In 1793 Matvei Kazakov, the well-known Moscow architect, created the building of the first Russian University founded by Michail Lomonosov, the great Russian scientist.

The University founded in 1755 was the first European university which didn't have a theological faculty. At first it had three faculties – philosophy, medicine and law with ten chairs. Later new chairs and faculties were organized including the first chair of agronomical sciences in the world. The University together with its remarkable library was burned down in 1812 but after the war was over architect Gilardi restored the old building, to the state in which we see it now. Monuments to Herzen and Ogarev, two Russian revolutionary writers, were erected in front of the building. Both of them just like many other famous Russian poets, writers and scientists studied at Moscow University. The University has given the world many men of letters. Among its graduates were Griboyedov, Lermontov, Belinsky, Pirogov, Sechenov, Timiryazev and many others.

The University grew and the so-called “new” building was erected in the 19th century. It stands next to the older building but on the opposite side of Herzen Street. The new building was constructed by architect Tyurin in 1836 and a monument to Michail Lomonosov, the founder of the University, was placed in front of it.

The other building of the University went up behind the first two. However, they, too, proved inadequate to house the rapidly growing faculties. Therefore, the main building, 36-stories high, and the complex of buildings for natural sciences faculties, students' hostels and teachers' flats were all built in Lenin Hills in the early 1950s.

The main University building is unique and of special interest. The departments and faculties, libraries, assembly halls, museums are all located in the central tall structure. The teachers' apartments and students' rooms are in the wings.

The University campus is a large students' town in itself with its own shops, all kinds of services, several gymnasias and swimming facilities.

EXERCISES TO TEXT 7

1. Find the answers to these questions:

- 1) Where are the old and new buildings of Moscow University situated?
- 2) In what way did the Moscow University differ from other European universities?
- 3) How many faculties were there in Moscow University at first?
- 4) What were they?
- 5) What happened to the University in 1812?
- 6) Why was the main building built in Lenin Hills in the early 1950's?

TEXT 8

TEACHER'S PROFESSION

Teaching is a very difficult job of great responsibility and most specific character. There is a wide variety of work in teaching. A good teacher is not only a communicator of knowledge but a model of competence. He forms attitudes to his subject and attitudes to learning, becoming himself a symbol of education process, a person who is learning as well as teaching. While communicating with children a teacher studies them closely to discover their interests, their strength and weaknesses, their needs and abilities. Thus a good teacher always regards capacities his pupils have, trying to temper his teaching methods to children's abilities and aptitudes. He builds his work upon what he learns about his children.

An environment should be created to stimulate children to develop their abilities and satisfy their interests. "Climate" of a classroom depends on the nature of personal relationships between a teacher and his pupils. These relationships should be founded on respect for a person. Thus a primary condition of creating a good atmosphere in class is that everybody in it respects everybody in it. Teacher's authority will be ensured by respect of his pupils, because his knowledge and skill are greater and better coordinated and his thinking is at a higher level than that of his pupils. His commands are likely to be respected and obeyed then.

It is a purpose of education to liquidate ignorance. But it is also the function of education to help children to live in the community, to prepare them for real life situations. Social development is paid just as much attention to as intellectual development. School becomes a place of work and play, of living and learning. A teacher takes an active part in shaping of child's character, fostering honesty, kindness, loyalty, cooperation and respect for ideals.

Quintilian, the prominent Roman school master, wrote in his "Institutes of Oratory" («О воспитании оратора») published about 95 AD the following about a teacher and his work: "Let him adopt a parental attitude to his pupils. Let him be free from vice himself. Let him be strict but not austere, kind but not too familiar: for austerity will make him unpopular, while familiarity breeds contempt. He must control his temper without shutting his eyes to faults requiring correction. His instruction must be free from affection, his industry great, his demands on class continuous, but not extravagant. He must be ready to answer questions and to put them unasked to those who sit silent. In praising the answers of his pupils he must be neither grudging nor over-generous. In correcting faults he must avoid sarcasm and above all to discourage industry."

Here is an exacting job, but those who are well equipped for it will have a happy and satisfying life.

EXERCISES TO TEXT 8

1. Give Russian equivalents to the following:

a wide variety of work, a communicator of knowledge, a model of competence, to study closely, to temper methods to children's abilities, to form an attitude, the nature of personal relationships, his commands are likely to be respected and obeyed, a primary condition, to create an environment, at a higher level, to foster honesty, to shape a child's character, familiarity breeds contempt, continuous demands on class, he must be free from vice, neither grudging nor over-generous, above all, to adopt an attitude, to discourage industry

2. Choose the right word:

1) One of the most important tasks of the October Revolution was ... illiteracy in Russia. 2) Our school creates good ... of education for the younger generation. 3) Radium was ... by Maria and Pierre Curie. 4) To make his work more successful a teacher should ... his pupils' interest. 5) In kindergartens children learn ... with each other. 6) His report was good and the teacher ... him. 7) I ... him for his broad erudition and knowledge. 8) Thanks to his ... he could prepare for examinations in a short period of time. 9) What are your ... to this teaching method? 10) Many films tell about ... between teachers and pupils. 11) Children's ... can be developed in course of studies. 12) Sport helps ... a child's character. 13) Psychologists say that there is no limit to the ... of our memory.

abilities, to liquidate, to discover, to communicate, to respect, conditions, industry, to praise, relationship, to shape, to regard, attitude, capacity

3. Write out English equivalents of:

создать хорошую атмосферу, сформировать характер ребенка, трудолюбие, хвалить, способности, уважать, первостепенное условие, отрывать, ликвидировать, на высоком уровне, личные взаимоотношения, окружающая среда, контролировать себя, прививать, учитывать

4. Arrange a) and b) in pairs of synonyms:

a) difficult, to communicate, prominent, to praise, honesty, to stimulate, extravagant, fostering, to liquidate, faults, to control, closely, to regard, to require, to shape, to discover, community, ignorance, purpose

b) to find, society, to check, thoroughly, to approve, inculcation, to instigate, to contact, to form, mistakes, to eliminate, to consider, to need, hard, outstanding, integrity, task, inordinate, illiteracy

5. Arrange a) and b) in pairs of antonyms:

a) wide, always, primary, to respect, to obey, real, to give attention, kindness, to be free, silent, to discourage, abuse

b) to be busy, to encourage, praise, narrow, noisy, secondary, to contempt, never, to disobey, to ignore, unreal, evil

6. Answer the following questions:

- 1) What can you say in general about teacher's work?
- 2) A teacher forms attitude to his subject and to learning, doesn't he?
- 3) What does a teacher have to regard in his work?
- 4) Is it necessary for a teacher to know his pupils' abilities and aptitudes? Why?
- 5) Why is it important to create a good atmosphere in class?
- 6) What does "climate" of a classroom depend on?
- 7) Should personal relationships between teacher and pupils be founded on respect or fear?
- 8) What do children mostly respect their teacher for?
- 9) When are teacher's commands likely to be obeyed?
- 10) What are the chief tasks of education?
- 11) Which qualities does a teacher foster in children?
- 12) Do you think that school should become a place of living and learning?
- 13) When does teaching bring satisfaction and happiness?

7. Ask 5 questions about the text. Concentrate on:

- 1) Teacher's authority.
- 2) Quintilian's recommendations to teachers.

8. Fill in the blanks with prepositions where necessary:

The young men and women who go to teach have to be responsible not only ... small children, but ... the whole community. Each child has a different

character and the teacher has to discover and direct the best qualities ... his children.

But the duties ... the teacher have not ended when children go ... home ... school. Most ... his spare time is again devoted ... teaching. Our country may be proud ... faithful sons and daughters teaching ... very far-away villages. These young people are ready to give their lives ... the good ... their country, especially ... the struggle ... ignorance, the greatest enemy ... mankind.

9. Combine the words into sentences and translate them into Russian:

- 1) discover, on, school, new, a, entering, children, world.
- 2) with, character, child's, growing up, of, along, shaping, his, goes.
- 3) are, enrolled, musical, good, children, in, abilities, schools, with, music, special.
- 4) only, of, liquidation, education, the, of, task, not, ignorance, is.

10. Translate into English:

- 1) Честность, ответственность и другие качества прививаются детям в школе.
- 2) Воспитание в коллективе является первым условием правильного социального развития ребенка.
- 3) Взаимоотношения старшеклассников с родителями, учителями и воспитателями построены на уважении и дружбе.
- 4) Постоянно общаясь с детьми, учитель имеет возможность наблюдать за их развитием.
- 5) Что помогает учителю в формировании характера ребенка?
- 6) Учитывая способности ребенка, учитель всегда может помочь ему достичь хороших результатов в учебе.

TEXT 9

THE CLASS TEACHER

The education of children in their formative years is a difficult and important trust, which places a considerable burden of responsibility on the teacher. The qualities that have enabled teachers to carry this responsibility are not easy to define. Yet these qualities exist in abundance in our primary schools, and it may be useful to try to enumerate some of those that characterize the good teacher in the primary school of today.

Qualities of heart and head go together in the making of a good teacher. Her whole attitude is optimistic and cheerful. She does not pretend to be omniscient, but is lively, keen and receptive, enjoying her work and sharing with her pupils their zest for new discoveries. The fact that her interests are far wider than the school curriculum helps to make her more interesting as a teacher. She can explain a difficult point clearly, knows many interesting ways of presenting information, and is resourceful in creating situations in which the pupils make discoveries for themselves.

Out of her daily contacts with children comes the understanding on which the mature teacher relies. She is sympathetic, patient especially with slow pupils,

and fair to all, avoids any appearance of favourites. Her sympathy is genuine but unsentimental; she can be firm when the situation demands it.

Above all, the good teacher is alive to the possibility of improving the content and method of her teaching, and therefore keeps abreast of new developments, gives them adequate trial, and absorbs whatever elements are suited to her own situation. She herself is able through the discoveries which she makes in her classroom, to contribute to the body of knowledge upon which educational progress depends.

The influence of the successful teacher extends beyond her own classroom in yet another way – through the help which she is able to give to inexperienced colleagues who may at first find difficulty in translating educational theory into classroom practice. In return she is quick to appreciate the value of contacts with younger teachers trained in advanced methods.

EXERCISES TO TEXT 9

1. Suggest another title.

2. Answer the following questions:

- 1) Why does education place a great responsibility upon a teacher?
- 2) What makes a good teacher?
- 3) How far does the influence of the successful teacher extend?

TEXT 10

TEACHERS AND ACTORS

To be a good teacher, you need some of the gifts of the good actor; you must be able to hold the attention and interest of your audience; you must be a clear speaker, with a good, strong, pleasing voice which is fully under your control; and you must be able to act what you are teaching, in order to make its meaning clear. Watch a good teacher, and you will see that he does not sit motionless before his class; he stands the whole time he is teaching, he walks about, using his arms, hands and fingers to help him in his explanations, and his face to express feelings. Listen to him and you will hear the loudness, the quality and the musical note of his voice always changing according to what he is talking about.

The fact that a good teacher has some of the qualities of a good actor does not mean that he will indeed be able to act well on the stage; for there are important differences between the teacher's work and the actor's. The actor has to speak words which he has learned by heart; he has to repeat exactly the same words each time he plays a certain part; even his movements and the ways in which he uses his voice are usually fixed before. What he has to do is to make all these carefully learnt words and actions seem natural on the stage.

A good teacher works in quite a different way. His audience takes an active part in his play: they ask and answer questions. The teacher, therefore, has to

understand the needs of his audience, which is his class. He cannot learn his part by heart, but he must invent it as he goes along.

There are many teachers who are fine actors in class, but are unable to take part in a stage-play...

EXERCISES TO TEXT 10

1. Answer the following questions:

- 1) What must a good teacher be able to do?
- 2) What will you see if you watch a good teacher?
- 3) Why cannot a good teacher act well on the stage? What are the differences between the teacher's and the actor's work?
- 4) How does a good teacher work?
- 5) Do you want to be a good teacher or a good actor? Why?

TEXT 11

THE TEACHING PROFESSION

What kind of men and women do we want in the teaching profession? There is a good deal of relevance in the old gibe that 'Those who can, do, those who can't, teach.' There is relevance because it reveals the fact that teaching, even today, is scarcely a profession. There are university lecturers whose discourses reveal that they know nothing whatever about teaching; there are educational administrators who act in a way that shows that they have never stopped to consider for one moment the obligations due to members of a profession; there are teachers whose actions sometimes indicate little of the sense of responsibility which is the mark of a professional person. And finally, there is the public which still in so many cases thinks that the teaching profession exists simply to keep Johnny off the street between nine o'clock in the morning and four o'clock in the afternoon. Not yet, in fact, have we decided the kind of people we need as teachers and the kind of conditions we need to attract them.

What kind of people do we want? The two essential qualities are intellectual distinction and sympathetic understanding of young people. A teacher should have the sort of mind that retains a smack of radicalism through life. This will enable him to keep one foot firmly planted in the future where the test of his work will lie. At the same time he needs a great measure of human understanding and sense of responsibility which will enable him to play his part in forming the character of young people. To both these tasks he must bring confidence and enthusiasm in greater measure than the powers of criticism which he must also employ. For one of his jobs is to help adolescents to believe in themselves. There are other very important but not essential qualities. Teachers are lucky if they also happen to be all-rounders, versatile both in mind and hand, ready to meet the young on ground of the young's own choosing and so to canalize young enthusiasm down ways that already been approved. They are also lucky if they have administrative gifts

because young people are attracted by the well-organized enterprise, and yet being accustomed to the standard in efficiencies of adult existence. They have another advantage if they are clearly people who live in the macrocosm of the school world. For adolescents can be greatly influenced when they feel that they are being taught by mature men and women who are prepared to regard them as young adults rather than overgrown children. Composed of men and women with these qualities, backed up by efficient, business-like administration, and led by a head with a talent for getting the best out of his team, a school should be able to carry out its tasks. The results, of course, lie far in the future.

EXERCISES TO TEXT 11

1. Find the answers to these questions:

- 1) "Those who can, do, those who can't, teach." Do you agree with that?
- 2) Is teaching a profession to your mind?
- 3) There is the public which still in so many cases thinks that the teaching profession exists simply to keep Johnny off the streets between 9 o'clock in the morning and 4 o'clock in the afternoon, is there?
- 4) What are the two essential qualities of a good teacher?
- 5) What kind of mind should a teacher have and what for?
- 6) What will enable a teacher to keep one foot firmly planted in the future?
- 7) Can you name other very important but not essential teachers' qualities?

TEXT 12

EDUCATING FOR A CHANGING FUTURE

"By the time the students reach us, the technology you can teach them is out of date."

Those are the words of Walt Corey, president of Pickwick Manufacturing Company. Corey is a member of the school district's Career Development Task Force, a committee of 21 citizens and staff members who will make career development recommendations to the Board of Education later in the fall.

"We don't want you to teach kids how to do the jobs we have available. The employers will do that," Corey stresses. "We want you to teach kids how to think, how to learn, and how to adapt to changing technologies and a changing workplace. We think you should teach the basic skills – reading, writing, maths, and communication skills. There's no sense learning how to think if you can't communicate your ideas.

John Altenberg, production services manager at the Cryovac plant, agrees with Corey. "We're looking for high school graduates who have all-round basic educational skills," says Altenberg. "When screening job applicants, we concentrate on reading, writing and arithmetic. Our plants in Texas and South Carolina have had difficulty finding people with those basic skills, but we have had great success finding good walk-in applicants."

Corey believes another of today's necessary basic skills is computer keyboarding, since so many of his employees now run computers or computer-operated equipment. "We're not talking about just college-bound kids," he says. "Typing skills are now essential for everyone whether the student plans to become a psychology professor or a mechanic."

It is clear that the time has passed when school could provide instruction in the specific job skills required for a great variety of careers. "The 35 to 40 per cent of our graduates who go directly into the job market from high school are finding that employers no longer want them to know how to run a lathe or a milling machine," says Dr. William Rainbow, Executive director for High Schools. "They want them to have certain traits and characteristics which have been identified as essential for success in the workplace, such as dependability, punctuality the ability to accept supervision, basic math, language and communication skills, self-discipline, and the ability to reason, solve problems and think critically."

VOCABULARY LIST:

out of date	устаревший, несовременный
staff members	персонал
the Board of Education	Отдел образования
available	доступный, имеющийся в наличии
changing workplace	смена рабочего места
basic skills	основные умения
high school graduates	выпускники вузов
all-round	всесторонний
when screening job applicants	при отборе претендентов на рабочее место
job market	рынок рабочих мест
identified as essential	определены как обязательные
in the fall	осенью

1. Answer the questions in 2-3 sentences:

- 1) What is the main idea of the text?
- 2) What should and what shouldn't teachers teach students?
- 3) How do employers screen job applicants?
- 4) Why is computer keyboarding is one of today's basic skills?
- 5) What do employers want their workers to know (or to do)?
- 6) What traits and characteristics are identified as essential for success in the workplace?

TEXT 13

AN EDUCATION FOR LIFE?

There is a problem that will touch us all – men, women and children in the not too distant future, a problem that resolves itself into a question: what is education for? At the moment most of us can answer that fairly practically and

without too much soul-searching. On the lowest level education is for enabling us to cope in an adult world where money must be added up, tax forms filled in, numbers looked up in telephone directories, maps read, curtains measured and street signs understood. On the next level it is for getting some kind of job that will pay a living wage.

But we are already peering into a future so different from anything we would now recognize as familiar that the last of these two educational aims may become as obsolete as a dodo. Basic skills (reading, writing and arithmetic) will continue to be necessary but these, after all, can be taught to children in from one to two years during their childhood. But education with a view to working for a living, at least in the sense of earning daily bread, may well be on its way out right now for the majority of us. Then the question ‘what is education for?’ becomes much more complex. Because what the future proclaims is: an education is an education is an education.

In other words, our grandchildren may well spend their lives learning as, today, we spend our lives working. This does not simply involve a straightforward substitution of activity but a complete transformation of motive. We work for things basically unconnected with that work – usually money, prestige, success, security. We will learn for learning’s sake alone: a rose is a rose because it IS and not what we can get out of it. Nor need any cynic doubt that we shall not wish to work without there being any obvious end in view. Already, adult education classes are overcrowded – one friend of mine teaching French literature says she could have had 10 pupils for every one she has.

Nevertheless, we still live in very competitive society and most of us will need to reshuffle the furniture of our minds in order to gear our children towards a future in which outer rewards – keeping up with the Joneses – become less relevant than inner and individual spurs. The existence of competition has always meant doing things because they win us some essentially unconnected advantage but the aim of the future must be to integrate the doing with its own reward, like virtue.

Oddly enough it is in America, that citadel of competitiveness, that the first experiments in this change of mind are taking place. In that New World, there are already organizations set up to examine ways in which competitiveness can be replaced by other inner-directed forms of reward and pleasures. Take one interesting example in a Foundation whose aim is to transform competitive sport. A tug-of-war, as we all know, consists of one team pitting its strength against another team. The aim is to tug the opposing team over a line and, by doing so, win.

In the brand-new non-competitive version, things are very different. There are still two teams on either end of a rope but now the aim is not to win but to MAINTAIN the struggle. As the two teams tug, any individual on either team who senses a coming victory must let go the winning end of the rope and rush over to lend his weight to the other side, thus redressing the balance, and keeping the tug-of-war going as long as possible. If you actually imagine doing this, the startling fact that emerges is that the new game offers MORE possibilities of individual judgment and skill just because victory is not the aim and the tug-of-war is ended

only by defeat of those judgment and skills. What's more, I think most people would get more pleasure out of the neo-tug than the old winners-take-all concept.

So could it be for learning. Most of us, at some time or another, have glimpsed one of the real inner pleasures of education – a sort of one-person chase after an elusive goal that pits you only against you or, at the very most, against the discoveries of the greatest minds of other generations. On a more humble level, most of us have already got some pleasurable hobby that we enjoy for its own sake and become expert in for that enjoyment. In my own stumbling efforts, since last year, to learn the piano, I have seen the future and it works.

(from an article by Jill Tweedie in “The Guardian”)

1. Answer the questions:

- 1) What are the two traditional reasons for education?
- 2) What changes must occur in future?
- 3) What might make it difficult for us to adjust to any changes?
- 4) What evidence does the writer give to suggest that we will succeed in adjusting?

TEXT 14

**WHAT MAKES A PERSON EDUCATED?
WHAT DO YOU THINK CAN HELP YOU TO BE SUCCESSFUL IN
YOUR STUDIES?
HOW CAN YOU ACQUIRE A GOOD KNOWLEDGE OF DIFFERENT
SUBJECTS?**

Each of us has to study at school. Only school, can make a person educated. School teaches us moral values, helps to understand ourselves better and make our own decisions. That's why school plays one of the greatest roles in everyone's life. It's often at school that we learn to make friends and get on with other people. A student's experience at school can influence how he or she relates to the rest of the society. The kind of education a student receives will of course influence his or her job prospects. Besides, it offers many opportunities for many kinds of activities. So schools are often responsible for producing the citizens of tomorrow. Besides school introduces us to different sorts of people, it makes us polite and well-behaved and helps us to use our free time sensibly. And, which is most important, it teaches us about our country, its history, culture and its present-day place in the world, because an educated person contributes more to the rest of the society and education on the other hand gives a person the prospect for professional advance. Taking part in all kinds of contests, making reports and holding discussions give us opportunities to develop speaking skills and explore new ideas. The scientific knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.

The activities of the school day afford different opportunities for pupils to participate in sports and in some useful work. They give opportunities for deeper study, for exercising speech, for making a wall newspaper, for developing our

talents for paintings, music, drama and so on. These opportunities for practice are with us all day and every day.

In Russia there is a nine – year compulsory education, but to enter a university one has to study two years more. This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession. Others, more diligent pupils continue their studies to get a higher education and to enter university.

Still there is always place for improvement. For example, pupils want uniform at schools not to be compulsory or they want more educational excursions to be arranged.

But it is not a secret that studying at school isn't easy so we have to face lots of problems. Nobody is good at everything without making any efforts. Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject. We should take any opportunity of speaking English if you want to improve your conversational skills. Diligent work, additional reading and responsibility can help us to pass examination successfully. We will need someone's parent's advice and daily practice and a friend's help and support to cope with a difficult subject. We need all this to become an educated person, to become personalities, because an educated person is one who knows a lot about many things. Knowledge is power, light and wealth.

ACTIVE VOCABULARY

moral values – моральные ценности
to make decisions – принимать решения
student's experience – опыт школьника
to influence – оказывать влияние
opportunities – возможности
polite – вежливый
deeper study – углубленное обучение
to make efforts – прилагать усилия

EXERCISES TO TEXT 14

1. Read the following words paying attention to the pronunciation:

Person, successful, acquire, knowledge, subjects, values, decisions, experience, influence, opportunities, responsible, well-behaved, sensibly, present-day, contributes, professional, advance, discussions, explore, scientific, knowledge, chemistry, biology, physics, valuable, exercising, speech, diligent, improvement, conversational, responsibility, power, wealth.

2 .Give Russian equivalents to the following words and word-combinations:

to be successful in studies, different subjects, moral values, make own decisions, student's experience at school, will influence his or her job prospects,

offer many opportunities, make polite and well-behaved, to use free time sensibly, present-day place in the world, the prospect for professional advance, to develop speaking skills, place for improvement, conversational skills, diligent work, to pass examination successfully, daily practice.

3. Give English equivalents to the following words and phrases:

Приобрести хорошие знания, моральные ценности, принимать собственные решения, опыт ученика, перспективы работы, вежливые и благонравные, образованный человек вносит вклад, навыки говорения, предоставлять различные возможности для учеников, прилежные ученики, получить высшее образование, усовершенствование, диалоговые навыки.

4. Fill in the blanks with articles if necessary:

- 1) Only school, can make ... person educated.
- 2) ... student's experience at school can influence how he or she relates to the rest of ... society.
- 3) ... kind of education ... student receives will of course influence his or her job prospects.
- 4) ... activities of ... school day afford different opportunities for pupils to participate in sports and in some useful work.
- 5) In Russia there is ... nine – year compulsory education, but to enter ... university one has to study two years more.
- 6) Others, more diligent pupils, continue their studies to get ... higher education and to enter university.
- 7) Good work habits, constant study and ... good memory help us to acquire ... serious knowledge of some subject.
- 8) We need all this to become... educated person, to become personalities, because ... educated person is one who knows lot about many things.

5. Make the following sentences 1) interrogative, 2) negative

- 1) School teaches us moral values, helps to understand ourselves better and make our own decisions.
- 2) A student's experience at school can influence how he or she relates to the rest of the society.
- 3) The kind of education a student receives will of course influence his or her job prospects.
- 4) The scientific knowledge, which pupils get at their lessons of chemistry, biology and physics, will be valuable to them.
- 5) This system of education is quite good: those who fill with studies can go working or in special places to learn this or that profession.
- 6) Good work habits, constant study and a good memory help us to acquire a serious knowledge of some subject.

6. Complete the sentences from the text:

- 1) School teaches us moral values, helps to understand ourselves better and ...

- 2) ... often responsible for producing the citizens of tomorrow.
- 3) Taking part in all kinds of contests, making reports and holding discussions give us opportunities ...
- 4) The activities of the school day afford different opportunities for pupils to participate in sports ...
- 5) But it is not a secret that studying at school isn't easy ...
- 6) We will need someone's parent's advice and daily practice and a friend's help and ...

7. Make up sentences of your own using the words and word-combinations given below:

Person, values, decisions, responsible, well-behaved, present-day, contributes, valuable, improvement, power, wealth.

8. Give the words of the same root:

Person, values, decisions, friends, education, responsible, polite, use, culture, history, contributes, participate, music.

9. Suggest the title of the text.

TEXT 15

PRE-PRIMARY AND PRIMARY EDUCATION IN GREAT BRITAIN

In some areas of England there are nursery schools for children under 5 years of age. Some children between two and five receive education in nursery classes or in infants' classes in primary schools. Many children attend informal play-groups organised by parents in private homes. Nursery schools are staffed with teachers and students in training. There are all kinds of toys to keep the children busy from 9 o'clock in the morning till 4 o'clock in the afternoon while their parents are at work. Here the babies play, lunch and sleep. They can run about and play in safety with someone keeping an eye on them.

For day nurseries which remain open all the year round the parents pay according to their income. The local education authority's nurseries are free. But only about three children in 100 can go to them: there aren't enough places, and the waiting lists are rather long.

Most children start school at 5 in a primary school. A primary school may be divided into two parts: infants and juniors. At infants school reading, writing and arithmetics are taught for about 20 minutes a day during the first year, gradually increasing to about 2 hours in their last year. There is usually no written timetable. Much time is spent in modelling from clay or drawing, reading or singing.

By the time children are ready for the junior school they will be able to read and write, do simple addition and subtraction of numbers.

At 7 children go on from the infants school to the junior school. This marks the transition from play to "real work". The children have set periods of arithmetic,

reading and composition which are all Eleven Plus subjects. History, Geography, Nature Study, Art and Music, Physical Education, Swimming are also on the timetable.

Pupils were streamed according to their abilities to learn into A, B, C and D streams. The least gifted are in the D stream. Formally towards the end of their fourth year the pupils wrote their Eleven Plus Examination. The hated Eleven Plus Examination was a selective procedure on which not only the pupils' future schooling but their future careers depended. The abolition of selection at Eleven Plus Examination brought to life comprehensive schools where pupils can get secondary education.

ACTIVE VOCABULARY

nursery school – детский сад

clay – глина

primary school – начальная школа

addition – сложение

private homes – частные дома

subtraction – вычитание

income – доход

Eleven Plus Examination – отборочные экзамены

local education authorities – местные органы образования

secondary education – среднее образование

EXERCISES TO TEXT 15

1. Give Russian equivalents to:

nursery schools, receive education, nursery classes or infants' classes, primary schools, informal play-groups, staffed with teachers, keeping an eye on them, according to their income, local education authority's nurseries, infants and juniors, gradually increasing, do simple addition and subtraction of numbers, Eleven Plus Examination, selective procedure, future careers, comprehensive schools, secondary education.

2. Give English equivalents to:

Дошкольное и начальное образование, детские сады, в дошкольных учреждениях, неофициальные дошкольные игровые группы, частные дома, под чьим – либо присмотром, исходя из их личных доходов, дошкольные учреждения, в ведении местных органов образования, начальная школа, выполнять простейшее сложение и вычитание, отборочные экзамены в 11,5лет, отмена отборочных экзаменов, единая средняя школа, среднее образование.

3. Answer the following questions:

- 1) What can you say about pre-primary education in England?
- 2) What can parents choose for their children?

- 3) Nursery schools are staffed with teachers and students in training, aren't they?
- 4) What can children do in nursery school?
- 5) When do most children start primary school?
- 6) How may a primary school be divided?
- 7) When do children go on from the infants' school to the junior school?
- 8) Is the Russian system of pre-primary education the same? Are there any changes in it?
- 9) Where can pupils get secondary education in England?

4. Combine the words into sentences. Translate them into Russian.

- 1) training, and , teachers, staffed, with, schools, are, students, nursery, in.
- 2) divided, infants, school, may, primary, a, be, parts, into, and, juniors.
- 3) C, learn, to, their, and, D, streams, streamed, pupils, according, were, B, and, A, into, learn.

5. Complete the following sentences:

- 1) In some areas of England there are nursery schools for
- 2) But only about three children in 100 can go to them:
- 3) At infants school reading, writing and arithmetic are taught for about 20 minutes a day during the first year,
- 4) Here the babies play,
- 5) The abolition of selection at Eleven Plus Examination brought to life comprehensive schools
- 6) The children have set periods of arithmetic, reading and composition

6. Translate into Russian (orally):

A teacher must be kind and understanding, but at the same time firm. The pupils should feel that their teacher wants them to improve, is interested in their growth, is pleased with their success. All children must be equal in the eyes of their teacher.

TEXT 16

SECONDARY EDUCATION IN GREAT BRITAIN

Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain. Indeed children must go to school until the age of 16, and pupils may stay on for one or two years more if they wish. Secondary schools are usually much larger than primary schools and most children – over 80% - go to a comprehensive school at the age of 11. These schools are not selective – you don't have to pass an exam to go there. In 1965 the Labor Government introduced the policy of comprehensive education. Before that time, all children took an exam at the age of 11 called – the '11+'. Approximately the top 20% were chosen to go to the academic grammar schools. Those who failed the '11 +' (80%) went to secondary modern schools.

A lot of people thought that this system of selection at the age of 11 was unfair on many children. So, comprehensive schools were introduced to offer suitable courses for pupils of all abilities. Some LEAs (Local Education Authority) started to change over to comprehensive education immediately, but some were harder to convince and slower to act. There are a few LEAs who still keep the old system of grammar schools, but most LEAs have now changed over completely to non-selective education in comprehensive schools.

Comprehensive schools

Comprehensive schools want to develop the talents of each individual child. So they offer a wide choice of subjects, from art and craft, woodwork and domestic science to the sciences, modern languages, computer studies, ect. All these subjects are enjoyed by both girls and boys. Pupils at comprehensive schools are quite often put into 'sets' for more academic subjects such as mathematics or languages. Sets are formed according to ability in each subject, so that for example the children in the highest set for maths will not necessarily be in the highest set for French. All pupils move to the next class automatically at the end of the year.

ACTIVE VOCABULARY

Available – доступный

academic grammar schools – средняя классическая школа

a comprehensive school – общеразвивающая школа

selective – выборочный

to pass an exam – сдать экзамен

unfair – несправедливый

craft – деревообработка

ability – возможность

EXERCISES TO TEXT 16

1. Give Russian equivalents to the following words and word-combinations:

Education Act of Parliament, free secondary education, not selective, to pass an exam, the policy of comprehensive education, the academic grammar schools, to offer suitable courses, Local Education Authority, the talents of each individual child, the talents of each individual child, woodwork and domestic science, move automatically.

2. Give English equivalents to the following words and phrases:

Свободное среднее образование, сдать экзамен, примерно 20% лучших, различные способности, предлагать широкий выбор, деревообработка, в соответствии со способностями по каждому предмету, переходить автоматически.

3. Express agreement or disagreement with the following saying:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

- 1) Since the 1944 Education Act of Parliament, free secondary education has been available to all children in Britain.
- 2) Secondary schools are selective – you have to pass an exam to go there.
- 3) In 1956 the Labor Government introduced the policy of comprehensive education.
- 4) All children took an exam at the age of 11 called – the '11-'.
5) Comprehensive schools don't offer a wide choice of subjects.
- 6) All pupils move to the next class automatically at the middle of the year.

4. Ask all types of questions:

- 1) Secondary schools are usually much larger than primary schools.
- 2) In 1965 the Labor Government introduced the policy of comprehensive education.
- 3) A lot of people thought that this system of selection at the age of 11 was unfair on many children.
- 4) There are a few LEAs who still keep the old system of grammar schools.
- 5) Comprehensive schools want to develop the talents of each individual child.
- 6) All pupils move to the next class automatically at the end of the year.

5. Point out the nouns, adjectives and adverbs and write them down in three columns:

Secondary, education, French, according, individual, the talents, completely, harder, abilities, immediately, selection, grammar, schools, academic, approximately, the policy, not selective, usually, children.

6. Translate into English:

Свыше 7% детей ходят в частные школы. Выделяют три уровня частных школ – начальная школа (с четырех до восьми лет), подготовительная школа (с восьми до тринадцати). В возрасте 13 лет дети сдают экзамены. Если они сдают их успешно, то переходят в бесплатную государственную школу, где обычно остаются до 18 лет. Подготовительные и большинство бесплатных государственных школ являются школами-пансионатами, дети живут в школе в течение всего семестра. Хотя эти школы и называют государственными, но они, фактически, частные.

TEXT 17

HIGHER EDUCATION IN GREAT BRITAIN

There are over 90 universities in GB. They are divided into three types: the old universities (Oxford, Cambridge and Edinburgh Universities), the 19th century universities, such as London and Manchester universities, and the new universities. Some years ago, there were also polytechnics. After graduating from polytechnic, a

student got a degree, but it was not a university degree. 31 former polytechnics were given university status in 1992.

Full courses of study offer the degree of Bachelor of Art or Science. Most degree courses at universities last for three years, language courses 4 years (including a year spent abroad). Medicine and dentistry courses are longer (5-7 years).

Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food. This grant depends on the income of their parents.

Most students live away from home, in flats or halls of residence.

Students don't usually have a job during term time because the lessons called lectures, seminars, classes of tutorials (small groups), are full time. However, many students now have to work in the evenings.

University life is considered «an experience». The exams are competitive but the social life and living away from home are also important. The social life is excellent with a lot of clubs, parties, concerts, bars.

There are not only universities in Britain but also colleges. Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

ACTIVE VOCABULARY

to divide – разделять

to receive grants – получать гранты

to get a degree – получать степень

spent abroad – проведенный за границей

to depend on – зависеть от

to last for – длиться

EXERCISES TO TEXT 17

1. Practise in pronunciation of the following words:

divided, types, Oxford, Cambridge, Edinburgh, Manchester, polytechnics, status, Bachelor, Science, dentistry, accommodation, tutorials, competitive.

2 .Give Russian equivalents to the following words and word-combinations:

are divided into, after graduating from, got a degree, former polytechnics, Bachelor of Art or Science, year spent abroad, dentistry courses, receive grants, grant depends on the income, courses in.

3. Give English equivalents to the following words and phrases:

Университеты разделены на три типа, после окончания политехнического, получать степень, степень Бакалавра искусств и науки, год, проведенный за границей, зависеть от заработка, студенческое общежитие, должны работать по вечерам, связанные с медициной.

4. Fill in the blanks with prepositions if necessary:

- 1) They are divided ... three types: the old universities (Oxford, Cambridge and Edinburgh Universities), ... the 19th century universities, such as London and Manchester universities, and the new universities.
- 2) After graduating ... polytechnic, a student got a degree, but it was not a university degree.
- 3) Full courses ... study offer the degree ... Bachelor ... Art or Science.
- 4) Students may receive grants ... the Local Education Authority to help pay ... books, accommodation, transport, and food.
- 5) Most students live away ... home, ... flats ... halls ... residence.
- 6) However, many students now have to work ... the evenings.
- 7) The social life is excellent ... a lot ... clubs, parties, concerts, bars.
- 8) There are not only universities ... Britain but also colleges.

5. Form adjectives using the suffixes:

Polytechnics, medicine, education, home, technology, profession.

6. Make the following sentences 1) interrogative ,2) negative

- 1) There are over 90 universities in GB.
- 2) After graduating from polytechnic, a student got a degree.
- 3) 31 formers polytechnics were given university status in 1992.
- 4) Full courses of study offer the degree of Bachelor of Art or Science.
- 5) Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.
- 6) This grant depends on the income of their parents.
- 7) Most students live away from home, in flats of halls of residence.
- 8) However, many students now have to work in the evenings.
- 9) The social life is excellent with a lot of clubs, parties, concerts, bars.
- 10) Colleges offer courses in teacher training, courses in technology and some professions connected with medicine.

7. Express agreement or disagreement with the following sayings:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

- 1) There are over 100 universities in GB.
- 3) 31 formers polytechnics were given university status in 1929.
- 4) Full courses of study offer the degree of Bachelor of Art or Science.
- 5) Students may receive grants from the Local Education Authority to help pay for books, accommodation, transport, and food.
- 7) Most students don't live far away from home.
- 8) However, many students now have to work in the evenings.
- 9) The social life is excellent with a lot of clubs, parties, concerts, bars.
- 10) There are not any colleges in Britain.

OXBRIDGE

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge to denote an elitarian education. Both universities are independent. Only very rich and aristocratic families can afford to send their sons and daughters to these universities. Mostly they are former public schools leavers.

The tutorial is the basic mode of instruction at Oxford and Cambridge, with lectures as optional extras.

The normal length of the degree course is three years, after which the students take the Degree of Bachelor of Arts (B. A.). Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge universities consist of a number of colleges. Each college is different, but in many ways they are alike. Each college has its name, its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members, the smallest colleges have less than 30. Each college offers teaching in a wide range of subjects. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the Master, and also rooms for teaching purposes.

Oxford is one of the oldest universities in Europe. It is the second largest in Britain, after London. The town of Oxford is first mentioned in the Anglo-Saxon Chronicle in 911 A. D. and it was popular with the early English kings. The university's earliest charter is dated back to 1213.

There are now twenty-four colleges for men, five for women and another five which have both men and women members, many from overseas studying for higher degrees. The Cambridge University started during the 13th century and grew until today. Now there are more than thirty colleges. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977.

The University was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Many great men studied at Cambridge, Roger Bacon, the philosopher, Milton, the poet, Oliver Cromwell, the soldier, Newton, the scientist, and Kapitza, the famous Russian physicist.

The universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport is a part of students' life at Oxbridge. The most popular sports are rowing and punting.

ACTIVE VOCABULARY

to afford to send – позволять отправлять

former schools leavers – бывшие выпускники
normal length – обычная продолжительность
to be alike – быть похожим
a wide range of subjects – широкий выбор предметов
is first mentioned – впервые упоминается
rowing – гребля

EXERCISES TO TEXT 18

1. Read the following words paying attention to the pronunciation:

prestigious, universities, aristocratic, tutorial, Bachelor, languages, undergraduates, purposes, mentioned, branches, architecture, choir, philosopher, scientist, physicist.

2. Read the proper names:

Oxford
Cambridge
Great Britain
Latin
Europe
London
Anglo-Saxon
University College
Peterhouse
Robinson College
Roger Bacon
Milton
Oliver Cromwell
Newton
Kapitza

3. Give Russian equivalents to the following words and word-combinations:

called collectively, an elitarian education, former public schools leavers, the basic mode of instruction, cling to traditions, a wide range of subjects, undergraduates, the Master, teaching purposes, the most recent, magnificent chapel.

4. Give English equivalents to the following words and phrases:

наиболее престижные университеты, основной способ обучения, с дополнительными, необязательными лекциями, имеет своё название, свой герб, второй по величине город, устав университета датирован, самый современный, спортивные состязания.

5. Give the answers to these questions:

- 1) What are the oldest and most prestigious universities in Great Britain?
- 2) Who can afford to send their sons and daughters to these universities?

- 3) What is the basic mode of instruction at Oxford and Cambridge?
- 4) What do the students take after three years?
- 6) Oxford and Cambridge don't cling to their traditions, do they?
- 7) Do Oxford and Cambridge universities consist of a number of colleges or universities?
- 8) Oxford isn't one of the oldest universities in Europe, is it?
- 9) Is the university's earliest charter dated back to 1321?
- 10) When did the Cambridge University start?
- 11) The University was only for women until 1871, wasn't it?
- 12) Is sport forbidden at Oxbridge?

6. Write the basic forms of all the irregular verbs in the text:

7. Read and translate the derivatives. Mind the suffixes.

Collective – collectively,

Educate – education,

Instruct – instruction,

Science – scientist,

Philosophy – philosopher,

Physics – physicist

8. Fill in the blanks with prepositions if necessary:

- 1) Only very rich and aristocratic families can afford to send their sons and daughters ... these universities.
- 2) The tutorial is the basic mode ... instruction ... Oxford and Cambridge, ... lectures as optional extras.
- 3) Full academic dress is worn ... examinations.
- 4) Oxford and Cambridge universities consist ... a number ... colleges.
- 5) Each college is governed ... a Master.
- 6) There are beautiful college gardens ... green lawns and lines ... tall trees.

TEXT 19

EDUCATIONAL SYSTEM IN RUSSIA

Russians have always shown a great concern for education. The right to education is stated in the Constitution of the Russian Federation. It's ensured by compulsory secondary schools, vocational schools and higher educational establishments. It is also ensured by the development of extramural and evening courses and the system of state scholarships and grants.

Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; and senior school for ages 10-11 to 12-13 inclusive, and secondary school for ages 13-14 to 14-15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years.

Primary and secondary school together comprise 11 years of study. After finishing the 9th form one can go on to a vocational school which offer programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. Higher education institution, that is institutes or universities, offer a 5-years programme of academic subjects for undergraduates in a variety of fields.

Higher educational establishments are headed by Rectors. Rectors are in charge of academic and scientific work. Some institutes or universities has a number of faculties. The system of higher and secondary education in Russia is going through a transitional period. The main objectives of the reforms are: to decentralize the higher education system, to develop a new financial mechanism, to give more academic freedom to faculties and students. All secondary schools, institutes and universities until recently have been funded by the state. Now, there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments.

ACTIVE VOCABULARY

to show a great concern for – выражать заботу о

a right to education – право на образование

higher educational establishments – высшие учебные заведения

a transitional period – переходный период

are headed by – возглавляются

inclusive – включительно

EXERCISES TO TEXT 19

1. Practise in pronunciation of the following words:

concern, Russian Federation, compulsory, vocational, establishment, extramural, scholarship, inclusive, senior, comprise, technical field, lyceum, gymnasium, applicants, competitive, variety, scientific, specializing, decentralize, financial, mechanism, departments.

2 .Give Russian equivalents to the following words and word-combinations:

School, a great concern, right to education, higher educational establishments, extramural and evening courses, senior school, comprise 11 years of study, a lyceum or a gymnasium, all applicants, take competitive exam, establishments are headed by, academic and scientific work, transitional period, to decentralize, private fee-paying primary.

3. Give English equivalents to the following words and phrases:

Право на образование, конституция Российской Федерации, профессионально-технические школы, учреждения высшего образования, заочные и вечерние курсы, до девятого класса включительно, вместе

включают 11 лет обучения, все абитуриенты, возглавляются ректорами, переходный период, новый финансовый механизм, финансироваться государством, частные школы.

4. Find the right word order:

- 1) right, to, the, is, constitution, federation, education, stated, in, Russian,
- 2) in, Russia, education, up, the, 9th, compulsory, to, form, is, inclusive.
- 3) school, comprise, together, secondary, of, primary, and, 11 years, study.
- 4) Rectors, educational, by, establishments, are, headed, higher.
- 5) schools, all, secondary, by, universities, recently, until, institutes, and, have, funded, the, been, state.
- 6) number, of, now, is, quite, a, and, fee-paying, secondary, fee-paying, primary, schools, universities, private, have, there, some, departments.

5. Give the answers to the following:

- 1) Where is the right to education stated?
- 2) Education in Russia is compulsory up to the 9th form inclusive, isn't it?
- 3) What are the stages of compulsory schooling in Russia?
- 4) How many do primary and secondary school together comprise?
- 5) Are higher educational establishments headed by Rectors?
- 6) What have been funded by the state until recently?
- 7) Now, there is quite a number of private fee-paying primary and secondary schools, some universities have fee-paying departments, isn't there?

6. Insert the missing words.

- 1) Russians have always shown a great concern for ...
- 2) The right to education is stated in ...
- 3) Education in Russia is compulsory up to ...
- 4) Primary and secondary school together comprise ...
- 5) After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can ...
- 6) Higher educational establishments are headed ...
- 7) The system of higher and secondary education in Russia is going ...

7. Make up short monologues using the following words and word-combinations:

the right to education, higher educational establishments, extramural and evening courses, senior school, the stages of compulsory schooling, competitive exam, private fee-paying primary and secondary schools.

TEXT 20

HIGHER EDUCATION IN THE USA

Finishing school is the beginning of an independent life for millions of school graduates. Many roads are open before them. But it is not an easy thing to choose a profession out of more than the 2000 existing in the world.

Out of the more than three million students who graduate from high school each year, about one million go on for “higher education”. Simply by being admitted into one of the most respected universities in the United States, a high school graduate achieves a degree of success. A college at a leading university might receive applications from two percent of these high school graduates, and then accept only one out of every ten who apply.

The system of higher education in the United States is complex. It comprises four categories of institution:

The university, which may contain:

- several colleges for undergraduate students;
- the four-year undergraduate institution – the – college;
- the technical training institution;
- the two-year, or community college;

Any of these institutions, in any category, might be either public or private, depending on the source of its funding. Many universities and colleges, both public and private, have gained reputations for providing their students with a higher quality of education. In the United States it is generally recognized that there are more and less desirable institutions. The more desirable institutions are generally more costly to attend. Still, many Americans are not satisfied with the condition of higher education in their country. Perhaps the most widespread complaint has to do with the college curriculum as a whole and with the wide range of electives in particular. The National Institute of Education (NIE) issued a report, “Involvement in Learning”. In its report, the NIE concluded that the college curriculum has become “excessively vocational and work-related”. The report also warned that college education may no longer be developing in students “the shared values and knowledge”.

American higher education is changing, as it has throughout its history. In fact, the next change in American education may be a trend for people to continue their education in college – for a lifetime.

EXERCISES TO TEXT 20

1. Read the following words paying attention to the pronunciation:

Independent, existing, admitted, achieves, percent, accept, comprises, ranging, variety, source, gained, reputations, particularly, majority, satisfactory, advantages, employment, curriculum, knowledge.

2. Give Russian equivalents to the following words and word-combinations:

an independent life, the most respected universities, a degree of success, a wide variety of, the source of funding, gained reputations, the great majority, quite

satisfactory, more and less desirable institutions, the condition of higher education, the college curriculum.

3. Give English equivalents to the following words and phrases:

Окончание школы, независимая жизнь, более чем из 2000 существующих, самый преуспевающий, система включает 4 категории, может содержать, продолжительностью от 6 месяцев до 2 лет, источник финансирования, завоевать репутацию, преобладающее большинство, не удовлетворены состоянием, учебная программа.

4. Fill in the blanks with articles if necessary:

- 1) Finishing school is ... beginning of ... independent life for millions of school graduates.
- 2) But it is not ... easy thing to choose ... profession out of more than ...2000 existing in ...world.
- 3) ...system of higher education in ... United States is complex.
- 4) Still, many Americans are not satisfied with ... condition of higher education in their country.
- 5) In fact, ... next change in American education may be ... trend for people to continue their education in college – for ... lifetime.

5. Write the basic forms of all the irregular verbs in the text:

6. Ask all types of questions:

- 1) Finishing school is the beginning of an independent life for millions of school graduates.
- 2) But it is not an easy thing to choose a profession out of more than the 2000 existing in the world.
- 3) A college can accept only one out of every ten who apply.
- 4) The system of higher education in the United States comprises four categories of institution.
- 5) The great majority of these institutions are generally regarded as quite satisfactory.
- 6) The more desirable institutions are more costly to attend.
- 7) Many Americans are not satisfied with the condition of higher education in their country.

7. Underline the suffixes and state their meaning:

Independent, profession, education, applications, technical, duration, majority, generally, satisfactory, desirable, employment, American, National, involvement, vocational, traditionally, direction.

8. Translate into Russian.

The American system of education differs from ours in its freedom and personal approach. There are electives – subjects one choose freely for the

semester. They make up only part of the total number; there are required courses also. American professors take their job as a teacher more seriously; they are serious, honest teachers, taking their work as a duty. American teachers value the student's viewpoint as his or her essential right – “an inalienable right”. It is the right to express their thoughts, to fulfill their potential, to feel themselves equal to the teacher – not in age or experience, but in mental capabilities.

TEXT 21

A TEACHER'S LOT IS CERTAINLY A DIFFERENT ONE

Say ‘teacher’ and a clear image forms in people's minds. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange. Teachers themselves have a particularly self-conscious view of their role. They tend to feel isolated and to grow away from friends who work a standard office day. The teacher's job imposes exceptional stresses and conflicts, and this have the power to isolate teachers from everybody else, to alter their outlook and even their characters.

Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are not properly warned of the emotional impact children make on them. They sit and brood about the children's needs and always feel that they could be doing more. Of course that's true, but the best teachers are the ones who can switch off, by doing whatever work is necessary. If a teacher falls ill he can't afford to stay in bed till he gets well. Extremes of behavior are more common in the classroom than people would believe. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

But the rewards of the job are so special that teachers learn to maintain high expectations, to apply them generally. The experience, they have at school, have a great influence on their attitudes to job and people. Most of the generalizations about them are rooted somewhere in truth – teachers are different – but few people bother to find out why.

ACTIVE VOCABULARY

lot – судьба, участь

female – женский пол

fall ill – заболеть

intense – напряженный

afford – позволять

persistent – настойчивый, стойкий

rage- ярость, гнев

male – мужской пол

rewards – награды

self-conscious – застенчивый, сознательный

expectations – ожидания

EXERCISES TO TEXT 21

1. Read the following words paying attention to the pronunciation:

clear, certainly, minds, female, creatures, particularly, self-conscious, exceptional, characters, properly, behavior, depths, expectations, experience, influence, attitudes, generalizations, imposes, deprived, warned.

2. Give Russian equivalents to the following words and word-combinations:

clear image, persistent creatures, a little strange, self-conscious view, tend to feel, to grow away, job imposes exceptional stresses, to alter outlook, the emotional impact, brood about the children's needs, can't afford to stay in bed, discover in themselves, depths of bad temper, to maintain high expectations, a great influence on their attitudes.

3. Give English equivalents to the following words and phrases:

ясный образ, стойкое создание, склонны чувствовать, изменять мировоззрение, должным образом не предупреждены, эмоциональное влияние, оказываемое на них, размышлять о потребностях детей, не может позволить лежать в кровати, пока не поправится, опыт, полученный в школе.

4. Express agreement or disagreement with the following saying:

Model: Yes, you are right (it's correct).

No, you are not right (you are wrong).

1. Teachers themselves have a particularly unconscious view of their role.
2. They tend to feel isolated and to grow away from friends who work a standard office day.
3. Young teachers who have had college lectures on «discipline in the classroom situation» or «the deprived child» are warned of the emotional impact children make on them.
4. They sit and brood about the children's needs.
5. If a teacher falls ill he can always afford to stay in bed till he gets well.
6. Many teachers discover in themselves depths of bad temper, even rage, they never knew they had.

5. Make the following sentences 1) interrogative, 2) negative

1. Say 'teacher' and a clear image forms in people's minds.
2. People usually think that teachers, if female, are intense, persistent creatures, and if male, are a little strange.
3. Teachers themselves have a particularly self-conscious view of their role.
4. They tend to feel isolated and to grow away from friends who work a standard office day.

5. Teachers sit and brood about the children's needs and always feel that they could be doing more.
6. If a teacher falls ill he can afford to stay in bed till he gets well.
7. The experience, they have at school, have a great influence on their attitudes to job and people.

6. Insert the missing words.

- 1 Say 'teacher' and a clear image forms in ...
- 2 Teachers themselves have a particularly self-conscious view ...
- 3 They tend to feel isolated and to grow away from ...
- 4 They sit and brood about the children's needs and always feel ...
- 5 Extremes of behavior are more common in the classroom ...
- 6 Many teachers discover in themselves depths of bad temper, even rage ...
- 7 But the rewards of the job are so special that teachers learn to maintain high expectations ...

7. Make up sentences of your own using the words and words-combinations given below:

clear image, tend to feel, to grow away, to alter outlook, behavior, characters, attitudes, the emotional impact, high expectations.

8. Translate into English:

Учитель должен быть творческой личностью и применять различные методы и приемы при обучении. Он должен любить учеников и свою работу. Юмор обязательно должен присутствовать на уроке, тогда дети не боятся делать ошибки, у них есть шансы исправиться. Необходимо относиться к каждому ученику так же, как и ко всем детям в классе. Никогда нельзя выплескивать негативные эмоции в классе.

TEXT 22

VASILY A. SUKHOMLINSKY (1918-1970)

Sukhomlinsky started his pedagogical work as a village teacher in the Kirovograd Region. From 1948 he worked as director of a secondary school in the village of Pavlysh.

Sukhomlinsky is the author of numerous works in the field of applied pedagogics. He worked on questions concerning management of schools, teacher's professional skills, problems regarding intellectual, ethical, labour, esthetical and physical education of children. In his school he initiated an integral pedagogical system, based on trust and respect towards the child as an individual, on the idea of turning learning into a creative process, limiting the scope of group influence over an individual, and educating without resorting to punishment. Sukhomlinsky was a devoted advocate of humanitarian ideals in education, substantiated his theoretical concepts by his own daily practical work. As a pedagogue, he was an ideal of a popular teacher, who "gave his heart to children". His school was a scientific

laboratory, where the whole school participated in its director's innovations. It was here that a “School of joy” for the six-year old was opened for the first time, here were organized psychological consultations, classes for senior pupils in ethics and family life psychology, school for parents and many other projects that later on were introduced into general practice of pedagogy. Sukhomlinsky's views on education repeatedly led to conflicts with the official pedagogics and to heated discussions with its most conservative representatives.

ACTIVE VOCABULARY

applied pedagogics – прикладная педагогика

trust – доверие

management – управление

scope – сфера, охват

to initiate – положить начало, вводить

punishment – наказание

to participate – участвовать

representatives – представители

EXERCISES TO TEXT 22

1. Practise in pronunciation of the following words:

pedagogical, village, director, numerous, applied, concerning, management, regarding, intellectual, ethical, labour, esthetical, initiated, integral, trust, influence, punishment, humanitarian, substantiated, theoretical, pedagogue, consultations, representatives.

2 .Give Russian equivalents to the following words and word-combinations:

a village teacher, works in the field of, applied pedagogics, questions concerning management of schools, teacher's professional skills, integral pedagogical system, based on trust and respect towards the child, a creative process, limiting the scope of group influence, a devoted advocate, humanitarian ideals, director's innovations.

3. Give English equivalents to the following words and phrases:

педагогическая деятельность, многочисленные работы, прикладная педагогика, профессиональные умения, основываться на доверии и уважении, творческий процесс, ежедневная практическая работа, научная лаборатория, новшества.

4. Find the right word order:

- 1) Sukhomlinsky started his pedagogical work as a village teacher in the Kirovograd Region.
- 2) Sukhomlinsky is the author of numerous works in the field of applied pedagogics.

- 3) He worked on questions concerning management of schools, teacher's professional skills.
- 4) In his school he initiated an integral pedagogical system.
- 5) Sukhomlinsky was a devoted advocate of humanitarian ideals in education.
- 6) His school was a scientific laboratory, where the whole school participated in its director's innovations.
- 7) Sukhomlinsky's views on education repeatedly led to conflicts with the official pedagogics.

5. Give the answers to the following:

- 1) How did Sukhomlinsky start his pedagogical work?
- 2) Where did he work as director of a secondary school?
- 3) Is Sukhomlinsky the author of numerous works in the field of chemistry?
- 4) What did he initiate in his school?
- 5) He was for educating without resorting to punishment, wasn't he?
- 6) A "School of joy" for the six-year old wasn't opened for the first time, was it?
- 7) Did Sukhomlinsky's views on education repeatedly lead to conflicts with the official pedagogics?

6. Fill in the blanks with prepositions if necessary:

- 1) Sukhomlinsky started his pedagogical work as ... village teacher in ... Kirovograd Region.
- 2) From 1948 he worked as ...director of ... secondary school in ... village of Pavlysh.
- 3) Sukhomlinsky is ... author of ... numerous works in ... field of applied pedagogics.
- 4) In his school he initiated ... integral pedagogical system.
- 5) Sukhomlinsky was ... devoted advocate of humanitarian ideals in ... education.
- 6) His school was ... scientific laboratory.

7. Point out the nouns, adjectives and verbs and write them down in three columns:

Pedagogical, work, worked, pedagogics, professional, profession, intellectual, ethical, esthetical, physical, intellect, ethic, aesthetics, physic, individual, creative, create, punishment, punish, theoretical, theory, practical, practice, pedagogue, pedagogy.

8. Make up sentences (a story) of your own using the words and word-combinations given below:

a teacher, professional skills, trust and respect, a creative process, punishment, humanitarian ideals, daily practical work, innovations.

APPENDIX

A LOT OF KNOWLEDGE IS A DANGEROUS THING FOR ADDICTS OF THE INTERNET

Information is becoming the drug of the century.

The research, conducted among 1,000 managers in Britain, America, Europe and the Far East shows that, as information sources such as the Internet and cable news channels proliferate, we are witnessing the rise of a generation of dataholics.

The quest for information can lead to stress. Almost two-thirds said their leisure time had been curtailed as a result of having to work late to cope with vast amounts of information; 70 per cent reported loss of job satisfaction and tension with colleagues because of information overload.

The study also investigated the habits of the children of 300 managers and found 55 per cent of parents were concerned their children would become information junkies.

Forty-six per cent of parents believed their children spent more time on their PC's than interacting with friends. In one case a child had to be wheeled with his computer to the dinner table.

Sue Feldman, mother of Alexander, 13, a self-confessed Internet-addict, said she had not yet been forced to wheeling her son and computer to the table, but said she often served him sandwiches and crisps at his bedroom computer.

Alexander switches on his computer every day when he returns from Latymer School in Hammersmith to his home at Ealing, west London. "I'd confess to spending up to four hours a day on the Internet looking for information and speaking to friends. It's like an addiction," Alexander said.

"If I can't get on to my computer or the Internet, I do get really frustrated." He spends most of his time finding out the latest information on pop groups and facts for his homework.

"My parents have to tell me to get off the computer, and they complain a lot, but they also see it as a good thing. Practically everyone in my class has a PC with Internet access so all my friends are also on the line. It's the way forward."

(from "The Daily Telegraph")

WHY TRASHY BOOKS ARE SO GOOD FOR LITTLE BOYS

Boys should read trashy novels and biographies of soccer stars in school, an education expert said.

Dr. Nick Tate, head of the Qualifications and Curriculum Authority, order teachers to be more inventive about what they let boys read.

It should include horror stories and books on modern icons such as the Spice Girls, Oasis, Paul Gascoigne and Terminator star Arnold Schwarzenegger.

Shakespeare, already compulsory in schools, could be made more popular among boys by emphasizing the bloodthirsty nature of plots, he said.

The shake-up is part of a campaign launched to help boys read as well as girls.

Dr. Tate, who has overall responsibility for what schools teach, said: "We now know that from the age of five boys are doing worse than girls in English." The gap widens as they get older and from 14 to 16-years the gap is at its greatest and the girls are doing strikingly better. We can do something about the problem and schools can make a big difference. Reading trashy novels can get children into the habit of reading and thus move them on to something more valuable."

Dr. Tate recommended biographies of Garza and Schwarzenegger along with political figures such as John F. Kennedy, Winston Churchill, Adolf Hitler and Gandhi. And he said that even boys at primary school read action-packed classics, such as Homer's *The Iliad*, to dispel the notion that poetry was "girly".

But Labour MP Margaret Hodge said: "I am not too sure about these new proposals. It might be okay for children with learning difficulties, but not for everyone. Children's literature is overflowing with writing which grips kids."

Inspector Dr. Kate Seager said she thought the idea had merit, but warned: "The use of trashy books should be limited."

(from "The Express")

HONG KONG TEACHERS ATTACK BAN ON ENGLISH

Headmasters, parents and students in Hong Kong are furious over government moves to curb the use of English in secondary schools and replace it with Cantonese. Students at Pope Paul VI college in Kowloon put up posters demanding to be allowed to continue being taught in English.

The language's dominance in many institutions is a legacy of British rule.

The government cites research showing that students learn more if taught in their mother tongue rather than through the medium of a second language few of them would use at home. It is planning to strengthen English teaching in the territory, but insists that Cantonese becomes the language of instruction unless schools have a proven academic track record using English. There are 424 secondary schools in Hong Kong: 300 teach in Cantonese, 100 have been told they can continue to use English for the time being, but 24 have been ordered to switch to the vernacular next year. Most of them have appealed against the decision, and several have promised to take more direct forms of action should their pleas prove unsuccessful.

A spokesman for the education department said that the policy had nothing to do with Hong Kong's change of sovereignty and had been implemented gradually for several years under British rule. English remains the language of government in Chinese-ruled Hong Kong, and is still widely used in law courts.

The government is seeking to improve the standards of English by hiring 700 native English-speaking teachers in secondary schools.

(from "The Daily Telegraph")

DON'T HIDE EXAMS FEARS

A Coroner yesterday warned students feeling under pressure to talk to someone after hearing how James Pope, 20, took his own life after failing his exams.

Unable to tell his parents he had failed, Mr. Pope led a “double-life”, dropping out of his course but pretending he was still attending Plymouth University. He hanged himself after his mother discovered the truth, an inquest at Plymouth heard.

Deputy Coroner Nigel Meadows, recording a verdict of suicide, said: “James Pope was leading something of a secret life. He had failed his exams, but was less than candid to his parents over what was happening. Students in this day and age come under enormous and considerable pressures and worries.

If James had been able to speak to someone, this may not have happened – we shall never know. I would urge any young person with similar problems to speak to someone about it so that matters do not overtake them.”

(from “The Daily Telegraph”)

4 ФОНД ОЦЕНОЧНЫХ СРЕДСТВ ДЛЯ ПРОВЕДЕНИЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ

для обучающихся ОФО

Обучающиеся обязаны сдать зачет в соответствии с расписанием и учебным планом. Зачет по дисциплине преследует цель оценить сформированность требуемых компетенций, работу обучающегося при изучении дисциплины, получение теоретических знаний, их прочность, развитие творческого мышления, приобретение навыков самостоятельной работы, умение применять полученные знания для решения практических задач.

Зачет проводится в устной форме. Студент должен выполнить два задания. На зачете не разрешается пользоваться литературой, словарями, конспектами и иными вспомогательными средствами. Преподаватель имеет право задавать обучающегося дополнительные вопросы по всей учебной программе дисциплины. Время проведения зачета устанавливается нормами времени. Результат сдачи зачета заносится преподавателем в экзаменационную ведомость и зачетную книжку.

Оценка «зачтено» выставляется, если ответ логически и лексически грамотно изложенный, содержательный и аргументированный, подкрепленный знанием литературы и источников по теме задания, студент умеет отвечать на дополнительно заданные вопросы; наблюдается незначительное нарушение логики изложения материала, допущено не более двух ошибок в содержании задания, а также не более двух неточностей при аргументации своей позиции, даны неполные или неточные ответы на дополнительно заданные вопросы.

Оценка «не зачтено» выставляется, если в ответе допущено существенное нарушение логики изложения материала, допущено более двух ошибок в содержании задания, а также более двух неточностей при

аргументации своей позиции, неправильные ответы на дополнительно заданные вопросы.

Примерные вопросы на зачет 1 семестр

1. Разговорная тема: О себе. Внешность и характер.
2. Разговорная тема: Моя семья.
3. Разговорная тема: Дом, жилищные условия.
4. Разговорная тема: Домашние обязанности.
5. Разговорная тема: Мой рабочий день.
6. Разговорная тема: Досуг.
7. Разговорная тема: Еда.
8. Разговорная тема: Магазины и покупки.
9. Разговорная тема: Книги в нашей жизни.
10. Разговорная тема: Путешествие.
11. Грамматическая тема: Спряжение глаголов to be, to have, множественное число существительных, притяжательный падеж.
12. Грамматическая тема: Конструкции there is\there are.
13. Грамматическая тема: The Present Continuous tense forms: positive, negative, questions; to be going to.
14. Грамматическая тема: Present Simple; do: do /does. Adverbs of frequency.
15. Грамматическая тема: The Present Simple tense – forms: positive, negative, questions.
16. Грамматическая тема: Модальные глаголы can, may, must.
17. Грамматическая тема: The Past Simple tense forms: positive, negative, questions; Regular and irregular verbs.
18. Грамматическая тема: Expressing quantity; some/any.
19. Грамматическая тема: Used to.
20. Грамматическая тема: Adverbs and adjectives.

2 семестр

1. Разговорная тема: Праздники.
2. Разговорная тема: Моя будущая профессия.
3. Разговорная тема: Климат и погода.
4. Разговорная тема: Спорт.
5. Разговорная тема: Здоровый образ жизни.
6. Разговорная тема: Образование в России и Великобритании.
7. Разговорная тема: Выдающиеся деятели искусства разных эпох, стран и культур.
8. Разговорная тема: Лондон.
9. Разговорная тема: Москва.
10. Разговорная тема: Мой родной город.
11. Грамматическая тема: The present perfect tense forms: positive, negative,

questions for/since with the present perfect tense.

12. Грамматическая тема: The future with will; First conditionals.
13. Грамматическая тема: Comparative and superlatives; as/as constructions; than constructions; so/as constructions.
14. Грамматическая тема: The past continuous tense forms: positive, negative, questions. Past simple and past continuous.
15. Грамматическая тема: The Past Perfect tense.
16. Грамматическая тема: The Future Perfect tense.
17. Грамматическая тема: Модальные глаголы с перфектным инфинитивом.
18. Грамматическая тема: Sequences of tenses.
19. Грамматическая тема: Reported Speech.
20. Грамматическая тема: Времена группы Simple Passive.

3 семестр

1. Разговорная тема: Российская Федерация.
2. Разговорная тема: Великобритания.
3. Разговорная тема: Канада.
4. Разговорная тема: Мой родной край.
5. Разговорная тема: Пресса.
6. Разговорная тема: Телевидение.
7. Разговорная тема: Театр и кино.
8. Разговорная тема: Наука.
9. Разговорная тема: Информационные технологии 21 века.
10. Разговорная тема: Охрана окружающей среды.
11. Грамматическая тема: Времена группы Progressive Passive.
12. Грамматическая тема: Времена группы Perfect Passive.
13. Грамматическая тема: Gerund.
14. Грамматическая тема: Participles.
15. Грамматическая тема: Infinitive.
16. Грамматическая тема: Passive Infinitive.
17. Грамматическая тема: Формальные признаки главных и второстепенных членов предложения.
18. Грамматическая тема: Типы придаточных предложений.
19. Грамматическая тема: Conditionals.
20. Грамматическая тема: Subjunctive Mood.

Примерные задания для зачета:

1 семестр

1. Insert appropriate present forms of the verb to be.
2. Fill in the gaps using the right form of the verb to have.
3. Translate into English using there is/ there are.
4. Make up negative sentences and questions.
5. Make up plural forms of following nouns.
6. Translate into English

7. Put the verb in the correct form.
8. Put the right modal verb.
9. Insert some or any.
10. Translate into English.

2 семестр

1. Write the correct time by words.
2. Insert the prepositions.
3. Put the verb in the correct form of Present or Past Continuous.
4. Make up sentences into Present Perfect Simple using for and since.
5. Insert the verbs in the Past Perfect tense.
6. Make up negative sentences and questions.
7. Translate into English
8. Put the verb in the correct form.
9. Use the right form of the attribute.
10. Say into Reported speech.

3 семестр

1. Translate into Russian.
2. Say into Active voice.
3. Say into Passive voice.
4. Find the infinitive and state its function.
5. Translate into English.
6. Make up negative sentences and questions.
7. Put the verb into the correct form.

для обучающихся ЗФО

Обучающиеся обязаны сдать зачет по дисциплине «Иностранный язык» в соответствии с расписанием и учебным планом.

Зачет по дисциплине преследует цель оценить сформированность требуемой компетенции, работу обучающегося за курс, уровень теоретических знаний, их прочность, наличие навыков самостоятельной работы, необходимых для освоения программного материала.

Компьютерное тестирование (промежуточная аттестация) включает в себя 50 тестовых заданий, которые выбираются автоматически, в произвольном порядке из базы тестовых заданий. В процессе прохождения тестирования по дисциплине обучающимся предлагаются тестовые задания различной формы: с выбором одного правильного ответа или с выбором нескольких правильных ответов.

Оценка «зачтено» выставляется в том случае, если обучающимся правильно выполнено более 50% тестовых заданий. Оценка «не зачтено» ставится, если выполнено менее 50% тестовых заданий.

Результат сдачи зачета заносится преподавателем в экзаменационную ведомость и зачетную книжку.

Оценочные средства для инвалидов и лиц с ограниченными возможностями здоровья выбираются с учетом их индивидуальных

психофизических особенностей.

– при необходимости инвалидам и лицам с ограниченными возможностями здоровья предоставляется дополнительное время для подготовки ответа на экзамене;

– при проведении процедуры оценивания результатов обучения инвалидов и лиц с ограниченными возможностями здоровья предусматривается использование технических средств, необходимых им в связи с их индивидуальными особенностями;

– при необходимости для обучающихся с ограниченными возможностями здоровья и инвалидов процедура оценивания результатов обучения по дисциплине может проводиться в несколько этапов.

Процедура оценивания результатов обучения инвалидов и лиц с ограниченными возможностями здоровья по дисциплине (модулю) предусматривает предоставление информации в формах, адаптированных к ограничениям их здоровья и восприятия информации:

Для лиц с нарушениями зрения:

- в печатной форме увеличенным шрифтом,
- в форме электронного документа.

Для лиц с нарушениями слуха:

- в печатной форме,
- в форме электронного документа.

Для лиц с нарушениями опорно-двигательного аппарата:

- в печатной форме,
- в форме электронного документа.

Данный перечень может быть конкретизирован в зависимости от контингента обучающихся.

5. ПЕРЕЧЕНЬ ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ УЧЕБНОЙ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ.

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7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

По курсу «Иностранный язык» предусмотрено проведение лабораторных занятий, а также организация самостоятельной работы обучающихся.

Главной задачей лабораторных занятий является углубление и закрепление теоретических знаний у обучающихся, формирование и развитие у них умений и навыков применения знаний для успешного решения лингвистических задач, поэтому на лабораторных занятиях разбираются теоретические вопросы учебной дисциплины, решаются практические задания (упражнения по темам курса), а также обучающиеся получают индивидуальные и групповые задания. Характер и количество задач, решаемых на лабораторных занятиях, определяются преподавателем, ведущим занятия.

При проведении лабораторных занятий уделяется особое внимание заданиям, предполагающим не только воспроизведение обучающимся знаний, но и направленных на развитие у них практических умений и навыков, а так же творческого мышления, научного мировоззрения, профессиональных представлений и способностей. Для лучшего усвоения и закрепления материала по данной дисциплине обучающегося необходимо научиться работать с обязательной и дополнительной литературой.

При изучении дисциплины «Иностранный язык» обучающиеся часть материала должны проработать самостоятельно. Роль самостоятельной работы велика.

Планирование самостоятельной работы обучающихся по дисциплине необходимо проводить в соответствии с уровнем подготовки обучающихся к изучаемой дисциплине.

Самостоятельная работа обучающихся предполагает следующие виды:

- Чтение, перевод, ответы на вопросы к учебным текстам;
- Выполнение устных и письменных лексико-грамматических упражнений;
- Чтение, перевод текстов по специальности с их последующим обсуждением на практических занятиях;
- Заучивание наизусть стихов, пословиц, поговорок на иностранном языке, которые используются в качестве фонетической зарядки.

Для повышения эффективности самостоятельной работы обучающихся используются методические рекомендации по чтению специальных текстов соответствующего профиля, разрабатываемые членами кафедры иностранных языков.

Самостоятельная работа обучающегося по изучению иностранного языка охватывает: заучивание слов иностранного языка, уяснение действия правил словообразования, грамматических правил, чтение текстов на иностранном языке вслух в соответствии с правилами чтения, понимание текстов, слушание текстов, записанных на магнитофонной ленте, с тем, чтобы научиться правильно произносить и понимать на слух содержание сообщения; построение вопросов и ответов к текстам; перевод на русский язык (устный и письменный).

Для того, чтобы достигнуть указанного в целевой установке уровня владения языком, следует систематически тренировать память заучиванием наизусть иноязычных слов, текстов. Надо помнить, что способности развиваются в процессе работы, что осмысленный материал запоминается легче, чем неосмысленный, что навык вырабатывается путем многократно выполняемого действия.

В освоении дисциплины инвалидами и лицами с ограниченными возможностями здоровья большое значение имеет индивидуальная учебная работа (консультации) – дополнительное разъяснение учебного материала.

Индивидуальные консультации по предмету являются важным фактором, способствующим индивидуализации обучения и установлению воспитательного контакта между преподавателем и обучающимся инвалидом или лицом с ограниченными возможностями здоровья.

8. ПЕРЕЧЕНЬ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ, ИСПОЛЬЗУЕМЫХ ПРИ ОСУЩЕСТВЛЕНИИ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА ПО ДИСЦИПЛИНЕ

Перечень информационных технологий

- Компьютерное тестирование по итогам изучения разделов дисциплины.
- Проверка домашних заданий и консультирование посредством электронной почты.

– Использование электронных презентаций при проведении практических занятий.

Перечень необходимого программного обеспечения

1. Офисный пакет приложений «Apache Open Office».
2. Приложение позволяющее просматривать и воспроизводить медиаконтент PDF-файлов «Adobe Acrobat Reader DC».
3. Программы, демонстрации видео материалов (проигрыватель) «Windows Media Player».
4. Программа просмотра интернет контента (браузер) «Google Chrome».

Перечень информационных справочных систем

1. Научная электронная библиотека статей и публикаций «eLibrary.ru» : российский информационно-аналитический портал в области науки, технологии, медицины, образования [база данных Российского индекса научного цитирования] : сайт. – URL: <http://elibrary.ru>.
2. Web of Science (WoS, ISI) : международная аналитическая база данных научного цитирования [журнальные статьи, материалы конференций] (интерфейс – русскоязычный, публикации – на англ. яз.) : сайт. – URL: <http://webofknowledge.com>.
3. Энциклопедиум [Энциклопедии. Словари. Справочники : полнотекстовый ресурс свободного доступа] // ЭБС «Университетская библиотека ONLINE» : сайт. – URL: <http://enc.biblioclub.ru/>.
4. ГРАМОТА.РУ : справочно-информационный интернет-портал. – URL: <http://www.gramota.ru>.
5. СЛОВАРИ.РУ. Лингвистика в Интернете : лингвистический портал. – URL: <http://slovari.ru/start.aspx?s=0&p=3050>.
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Бакуменко Ольга Николаевна

ИНОСТРАННЫЙ ЯЗЫК

Методические рекомендации
к лабораторным занятиям и самостоятельной работе
обучающихся 1-2-го курсов бакалавриата направлению
44.03.02 Психолого-педагогическое образование
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Филиал Кубанского государственного университета
в г. Славянске-на-Кубани
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