



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Магнитогорский государственный технический университет им. Г.И.
Носова»

УТВЕРЖДАЮ
Директор ИГО
Т.Е. Абрамзон
01.02.2022 г.

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)

ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Направление подготовки (специальность)
44.04.01 Педагогическое образование

Направленность (профиль/специализация) программы
Проектирование индивидуальных образовательных траекторий (гуманитарный цикл)

Уровень высшего образования - магистратура

Форма обучения
очная

Институт/ факультет	Институт гуманитарного образования
Кафедра	Лингвистики и перевода
Курс	1
Семестр	2

Магнитогорск
2022 год

Рабочая программа составлена на основе ФГОС ВО - магистратура по направлению подготовки 44.04.01 Педагогическое образование (приказ Минобрнауки России от 22.02.2018 г. № 126)

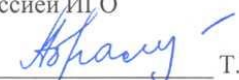
Рабочая программа рассмотрена и одобрена на заседании кафедры Лингвистики и перевода

25.01.2022, протокол № 5

Зав. кафедрой  Т.В. Акашева

Рабочая программа одобрена методической комиссией ИГО

01.02.2022 г. протокол № 6

Председатель  Т.Е. Абрамзон

Согласовано:

Зав. кафедрой Языкознания и литературоведения


 С.В. Рудакова

Рабочая программа составлена:

доцент кафедры ЛиП, канд. пед. наук  Т.Ю. Баклыкова

Рецензент:

Зав. центром визуальной культуры "Век" МБУК ОЦБ г. Магнитогорска ,

канд. филол. наук  Н.Л. Карпичева

Лист актуализации рабочей программы

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2023 - 2024 учебном году на заседании кафедры Лингвистики и перевода

Протокол от _____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2024 - 2025 учебном году на заседании кафедры Лингвистики и перевода

Протокол от _____ 20__ г. № ____
Зав. кафедрой _____ Т.В. Акашева

1 Цели освоения дисциплины (модуля)

Целями усвоения дисциплины "Иностранный язык в профессиональной деятельности" являются: способность применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия; способность анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия.

2 Место дисциплины (модуля) в структуре образовательной программы

Дисциплина Иностранный язык в профессиональной деятельности входит в обязательную часть учебного плана образовательной программы.

Для изучения дисциплины необходимы знания (умения, владения), сформированные в результате изучения дисциплин/ практик:

Знания (умения, владения), полученные при изучении данной дисциплины будут необходимы для изучения дисциплин/практик:

Онлайн-образование: от разработки до внедрения

Проектирование и мониторинг в образовании

3 Компетенции обучающегося, формируемые в результате освоения дисциплины (модуля) и планируемые результаты обучения

В результате освоения дисциплины (модуля) «Иностранный язык в профессиональной деятельности» обучающийся должен обладать следующими компетенциями:

Код индикатора	Индикатор достижения компетенции
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия
УК-4.1	Устанавливает контакты и организует общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии
УК-4.2	Составляет деловую документацию, создает различные академические или профессиональные тексты на русском и иностранном языках
УК-4.3	Представляет результаты исследовательской и проектной деятельности на различных публичных мероприятиях, участвует в академических и профессиональных дискуссиях на русском и иностранном языках
УК-5	Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия
УК-5.1	Ориентируется в межкультурных коммуникациях на основе анализа смысловых связей современной поликультуры и полиязычия
УК-5.2	Владеет навыками толерантного поведения при выполнении профессиональных задач

4. Структура, объём и содержание дисциплины (модуля)

Общая трудоемкость дисциплины составляет 2 зачетных единиц 72 акад. часов, в том числе:

- контактная работа – 30,1 акад. часов;
- аудиторная – 30 акад. часов;
- внеаудиторная – 0,1 акад. часов;
- самостоятельная работа – 41,9 акад. часов;
- в форме практической подготовки – 0 акад. час;

Форма аттестации - зачет

Раздел/ тема дисциплины	Семестр	Аудиторная контактная работа (в акад. часах)			Самостоятельная работа студента	Вид самостоятельной работы	Форма текущего контроля успеваемости и промежуточной аттестации	Код компетенции
		Лек.	лаб. зан.	практ. зан.				
1. Master's programme, a second cycle of higher								
1.1 The Bologna Process. The Master's Degree. The Manager's Role	2			10	10	Выполнение практических заданий	Устный опрос, эссе	УК-4.1, УК-4.2, УК-4.3, УК-5.1, УК-5.2
Итого по разделу				10	10			
2. Academic System								
2.1 History of Academic Degree. The Oldest Universities	2			10	21,9	Выполнение практических заданий	Устный опрос, эссе	УК-4.1, УК-4.2, УК-4.3, УК-5.1, УК-5.2
Итого по разделу				10	21,9			
3. Digital Education								
3.1 Distance Learning . Academic Mobility	2			10	10	Выполнение практических заданий	Устный опрос, эссе	УК-4.1, УК-4.2, УК-4.3, УК-5.1, УК-5.2
Итого по разделу				10	10			
Итого за семестр				30	41,9		зачёт	
Итого по дисциплине				30	41,9		зачет	

5 Образовательные технологии

При изучении дисциплины «Иностранный язык в профессиональной деятельности» используются следующие образовательные, интерактивные и информационные технологии: традиционные образовательные технологии (лекция, практическое занятие), технологии проблемного обучения (кейс метод), интерактивные технологии (практическое занятие – дискуссия), информационно-коммуникативные образовательные технологии (практическое занятие в форме презентации).

6 Учебно-методическое обеспечение самостоятельной работы обучающихся

Представлено в приложении 1.

7 Оценочные средства для проведения промежуточной аттестации

Представлены в приложении 2.

8 Учебно-методическое и информационное обеспечение дисциплины (модуля)

а) Основная литература:

Иностранный язык в профессиональной деятельности : учебное пособие / Л. И. Антропова, Т. И. Дрововоз, Т. Ю. Залавина, Л. А. Шорохова ; МГТУ. - Магнитогорск, 2014. - 103 с. : ил. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=723.pdf&show=dcatalogues/1/1113152/723.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Имеется печатный аналог.

б) Дополнительная литература:

1) Волкова, В. Б. Культурология и межкультурное взаимодействие : практикум / В. Б. Волкова ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3546.pdf&show=dcatalogues/1/1515183/3546.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2) Артамонова, М. В. Let`s Read and Speak about Culture : учебное пособие [для вузов]. Part 1 / М. В. Артамонова, Л. В. Павлова, И. Р. Пулеха ; МГТУ. - Магнитогорск : МГТУ, 2019. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3833.pdf&show=dcatalogues/1/1530015/3833.pdf&view=true> (дата обращения: 22.10.2019). - Макрообъект. - ISBN 978-5-9967-1460-5. - Текст : электронный. - Сведения доступны также на CD-ROM.

в) Методические указания:

Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. техниче-ский ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

г) Программное обеспечение и Интернет-ресурсы:

Программное обеспечение

Наименование ПО	№ договора	Срок действия лицензии
7Zip	свободно	бессрочно
MS Office 2007 Professional	№ 135 от 17.09.2007	бессрочно
LibreOffice	свободно	бессрочно
FAR Manager	свободно	бессрочно

Профессиональные базы данных и информационные справочные системы

Название курса	Ссылка
Университетская информационная система РОССИЯ	https://uisrussia.msu.ru
Электронные ресурсы библиотеки МГТУ им. Г.И. Носова	https://magtu.informsystema.ru/Marc.html?locale=ru
Информационная система - Единое окно доступа к информационным	URL: http://window.edu.ru/
Поисковая система Академия Google (Google Scholar)	URL: https://scholar.google.ru/
Национальная информационно-аналитическая система – Российский индекс научного цитирования (РИНЦ)	URL: https://elibrary.ru/project_risc.asp
Электронная база периодических изданий East View Information Services,	https://dlib.eastview.com/

9 Материально-техническое обеспечение дисциплины (модуля)

Материально-техническое обеспечение дисциплины включает:

1. Учебные аудитории для проведения занятий лекционного типа: Доска, мультимедийные средства хранения, передачи и представления информации
2. Учебные аудитории для проведения практических занятий, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации: Доска, мультимедийный проектор, экран.
3. Помещения для самостоятельной работы обучающихся: персональные компьютеры с пакетом MS Office, выходом в Интернет и с доступом в электронную информационно-образовательную среду университета.
4. Помещение для хранения и профилактического обслуживания учебного оборудования: стеллажи для хранения учебно-наглядных пособий и учебно-методической документации.

ПРИЛОЖЕНИЕ 1

Учебно-методическое обеспечение самостоятельной работы обучающихся

Для успешного усвоения знаний по предмету «Иностранный язык в профессиональной деятельности» необходимо:

- 1) ознакомление с материалами предложенных текстов и статей;
- 2) активная работа на практических занятиях и выполнение самостоятельной работы.

1. Раздел: Master's programme, a second cycle of higher education

1.1. Тема: Master's Degree

Reading and Speaking (2)

1. Read the text below and say which, in your opinion, the best way to gain a Master's degree is.
2. What factors influence the growth in master's degree enrollments in Russia?

Master's Degrees

Students and employers demand for advanced education and certification within professional fields of study has sparked much of the growth in master's degree enrollments.

The master's degree is designed to provide additional education or training in the student's specialised branch of knowledge. Master's degrees are offered in many different fields, and there are two main types of programs: academic and professional.

Academic Master's: The master of arts (M.A.) and the master of science (M.S.) degrees are usually awarded in the traditional arts, sciences, and humanities disciplines. The M.S. is also awarded in technical fields such as engineering and agriculture. Original research, research methodology, and field investigation are emphasised. These programs are usually completed in one or two academic years of full-time study. They may lead directly to the doctoral level.

Professional Master's: These degree programs are designed to lead the student from the first degree to a particular profession. They do not lead to doctoral programs. Such master's degrees are often designated by specific descriptive titles, such as master of business administration (M.B.A.), master of social work (M.S.W.), master of education (M.Ed.), or master of fine arts (M.F.A.). Other subjects of professional master's programs include journalism, international relations, architecture, and urban planning. Professional master's degrees are oriented more toward direct application of knowledge than toward original research. They often require that every student take a similar or identical program of study that lasts from one to three years, depending on the institution and the field of study.

Post-Reading

1. Explain the following.
 - 1) advanced education

- 2) master's degree enrollments
 - 3) field investigation
 - 4) full-time study
 - 5) urban planning
 - 6) direct application of knowledge
 - 7) descriptive titles
2. Read the passages below and discuss the trends mentioned in them.

Need For Good Managers Increasing

The need for good managers, people who can manage themselves and others in a high stress environment is intensifying. Anyone can be a good manager. It is as much trainable skill as it is inherent ability; as much science as art.

Managing Your Career

Now, all organisations in the commercial sectors, and most organisations in the public sector, are demanding that each individual is continuously developing, is learning new skills, and is preparing for change. The organisation has a people development policy, each department has a local staff development plan, each individual is now expected to have a personal development plan. In some professions, such as accountancy, the legal profession, engineering, teaching, nursing and others the specialist must show that they are up to date in the knowledge and skills needed currently.

Professional development is a major, never-ending, personal task and needs considerable effort, a strategy, a plan to ensure the best jobs, the key roles, the interesting projects, the higher salaries, the better conditions. And if you are planning to be an entrepreneur, and you want to have a successful work life, there is no escape from managing your career proactively.

Students Increasingly Choosing to Learn Foreign Languages

Innovative school curriculums, entertaining and affordable interactive computer training programs, more opportunities to travel, and a broader global outlook have motivated students to learn foreign languages. Students are interested in other cultures and traditions. Competition for job is another reason to learn foreign languages.

Language Work (2)

1. Look and memorise the words dealing with education.

- 1) to learn= to get knowledge of some subject or skill in some activity -учить, выучить

He learns typing at school.

You should learn the poem by heart.

- 2) to study = to gain knowledge, it refers only to knowledge, not skills or abilities -

изучать, учиться

He studies at Princeton.

BUT: *He goes to school.*

He is a first -year student

He learns English at school.

- 3) to do/ to get on well = to be a bright student - хорошо учиться *How is he getting on at school?*

He's doing well at college

- 4) to teach = to give a person knowledge, to give lessons - преподавать, обучать

He teaches Economics. Who teaches you English ?

- 5) to train = to give teaching and practice, usually for a particular job or skills - готовить, обучать, тренировать

College of Education trains 200 teachers a year

- 6) to instruct = to teach a practical skill - учить, наставлять *Mr. Smith instructs them how to drive.*

- 7) education (general), training (more practical), tuition (refers to costs) - обучение, подготовка

Tuition fee is rather high.

2. Fill in the missing words.

1. Is he ... well at University? 2. He ... to high school. 3. He is a first... student. 4. They ... girls to be nurses. 5. Higher ... in US is rather expensive. 6. Mr. Bell... me how to ride a horse. 7. She went to France for a year to ... French there. 8. When did you ... to swim? 9. We ... math every day. 10. It's very difficult to ... and work at the same time.

Тема 1.2. The Bologna Process

Отвeтьте на вопросы.

1. What do you know about the Bologna Process?
2. Scan the text below for 3 minutes and say if your prediction is true.
3. Read the text carefully.

The Bologna Process

The Bologna Process is a series of agreements between European countries designed to ensure comparability in the standards and quality of higher education qualifications. It is named after the place it was proposed, the University of Bologna, celebrating the 900th anniversary, with the signing of the Bologna declaration by Education Ministers from 29 European countries in 1999, forming a part of European integration.

The Bologna Process currently has 47 participating countries.

The basic framework adopted is of three cycles of higher education qualifications. These are statements of what students know and can do on completion of their degrees.

- 1st cycle: a bachelor's degree.
- 2nd cycle: a master's degree.
- 3rd cycle: a doctoral degree.

In most cases, these will take 3-4 years for a bachelor's degree, 1-2 years for a master's degree, and 3-4 years for a doctoral degree, respectively to complete.

The Bologna Process was a major reform created with the goal of providing responses to issues such as the public responsibility for higher education and research with the most demanding qualification needs.

With the Bologna Process implementation, higher education systems in European countries are to be organized in such a way that:

- it is easy to move from one country to the other (within the European Higher Education Area) - for the purpose of further study or employment;
- the attractiveness of European higher education has increased, so that many people from non-European countries also come to study and/or work in Europe;
- the European Higher Education Area provides Europe with a broad, high-quality advanced knowledge base, and ensures the further development of Europe as a stable, peaceful and tolerant community.

The Russian higher education framework was basically incompatible with the Process: the general degree in all universities since Soviet era is the *Specialist* which can be obtained after completing 5-6 years of studies. Since the mid-90s, many universities have introduced limited educational programmes allowing students to graduate with a bachelor's degree (4 years) and then earn a master's degree (another 1-2 years) while preserving the old 5-6 year scheme. In October 2007 Russia enacted a move to two-tier education in line with Bologna Process model. The universities inserted a BSc diploma in the middle of their standard *specialist* programs; transition to real MS qualification has not been completed yet.

Post-Reading

1. Explain the following.

- 1) to ensure comparability
- 2) named after the place
- 3) participating countries
- 4) framework adopted
- 5) the public responsibility
- 6) tolerant community
- 7) a BSc diploma

2. Some competencies that you need to gain while learning for the Master's course.

- ability to apply knowledge in practice;
- profound knowledge in the field of study;
- oral and written communication in English (presentations, meetings, negotiations, etc.);
- advanced computing skills;
- basic research skills (research methods, academic writing, etc.);
- ability to generate new ideas (creativity);
- capacity to adapt to new situations and analyse information from different sources;

- planning and time management;
- decision-making and readiness to accept responsibility;
- ability to work in a team;
- ability to work in a multicultural business environment.

3. Answer the questions below.

- Why did so many countries sign the Bologna Declaration?
- What differences in European education systems surfaced in course of the Bologna process?
- What are three cycles of higher education qualifications adopted?
- What are the main goals of the Bologna process?

Language Work

1. Look and memorise the combinations with the word *degree*.

- 1) academic degree - ученая степень
- 2) bachelor's degree - степень бакалавра
- 3) master's degree - степень магистра
- 4) doctoral/ doctor's degree докторская степень
- 5) (post) graduate degree - ученая степень выше бакалавра
- 6) a degree day - день получения диплома (на торжественной церемонии в университете)
- 7) by degrees - постепенно, понемногу
- 8) in the last degree - до последней степени, в высшей степени
- 9) of the first degree - чрезмерный, заправский
- 10) to a degree - очень, значительно

2. Translate the sentences. Make up your variants.

- To some *degree*. Katie had been right.
- Joe gained his Master's *degree* at London School of Economics.
- She achieved a high *degree* of proficiency.
- The new bachelor's *degrees* were initially focused on education, health care, and information technology.
- Students may obtain postgraduate *degrees* in economics and public relations.

Напишите эссе про болонскую систему.

а) Основная литература:

Иностранный язык в профессиональной деятельности : учебное пособие / Л. И. Антропова, Т. И. Дрововоз, Т. Ю. Залавина, Л. А. Шорохова ; МГТУ. - Магнитогорск, 2014. - 103 с. : ил. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=723.pdf&show=dcatalogues/1/1113152/723.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Имеется печатный аналог.

б) Дополнительная литература:

1) Волкова, В. Б. Культурология и межкультурное взаимодействие : практикум / В. Б. Волкова ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3546.pdf&show=dcatalogues/1/1515183/3546.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2) Артамонова, М. В. Let`s Read and Speak about Culture : учебное пособие [для вузов]. Part 1 / М. В. Артамонова, Л. В. Павлова, И. Р. Пулеха ; МГТУ. - Магнитогорск : МГТУ, 2019. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3833.pdf&show=dcatalogues/1/1530015/3833.pdf&view=true> (дата обращения: 22.10.2019). - Макрообъект. - ISBN 978-5-9967-1460-5. - Текст : электронный. - Сведения доступны также на CD-ROM.

в) Методические рекомендации:

Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. техниче-ский ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

Раздел: Digital Education

1.2. Тема: Distance Learning

Ответьте на вопросы.

Reading and Speaking

1. Do you know when the system of teaching by correspondence was launched?
2. What does it mean academic mobility?

Distance Learning

Distance learning is a method of study that involves using electronic means (computers, Internet, etc.) to receive and send work rather than going to school or university.

Nowadays more and more information is gained not in the classroom, but via media such as the Internet, CD-ROM and cable TV all of which are playing a key part in the distance learning system.

Those who think that distance learning is a relatively new idea might be surprised to learn that English educator, Sir Isaac Pitman, had the same idea - only then they were called correspondence courses - more than 150 years ago. In 1840 Pitman began teaching shorthand (a system for writing down what people are saying using special signs to represent letters, words and phrases) by mail to thousands of students who did not have time to attend school. "Lessons" consisted of copying short passages of the Bible in shorthand, and posting them to Mr. Pitman to be corrected. His brother, Benn Pitman,

introduces the idea to the United States, and the Pitman shorthand system is still one of the most widely used shorthand system in the world.

In 1969 the Open University offered courses via mail, with the back-up of TV and radio programmes shown outside normal broadcast times. Each student was assigned a tutor who discussed the course work over the phone, and in group sessions in the evenings or weekends. Thirty years on, the Open University has expanded to include the Internet, videoconferencing, satellite broadcast and e-mail. There are no entry qualifications or admission interviews, and anyone over the age of 18 can follow one of their courses. It is now Britain's largest single teaching institution, with more than 200,000 people studying its courses every year, with another 16,000 in other countries around the world.

After a successful career in university education, John S. Hendricks entered the TV business and launched the Discovery Channel - the first cable TV channel exclusively devoted to documentaries and nature programmes - in June 1985. Today the company's programmes reach over 150 million subscribers in more than a hundred countries. The Discovery Channel is a high-quality, educational TV.

Post-Reading

1. Explain the following.

- 1) via media
- 2) might be surprised to learn
- 3) with the back-up of TV
- 4) entry qualifications
- 5) admission interviews

2. Read the passage below and discuss it.

Many students now successfully study for MBA (Master of Business Administration) degree through distance learning one of the fastest-growing sectors of business education. Most distance learning programmes require attendance at workshops and residential weekends - often held at different locations throughout the world and may take three to five years to complete.

In the UK there are 105 business schools, most of which offer MBA programmes.

3. Answer the questions below.

- Who was the first get the idea of teaching by correspondence?
- Who took the idea of correspondence courses to the United States?
- What entry qualifications are required to do a course at the Open University?
- What programmers are shown in the Discovery Channel?

4. Find some more information about distance learning and prepare a report.

а) Основная литература:

Иностранный язык в профессиональной деятельности : учебное пособие / Л. И. Антропова, Т. И. Дрововоз, Т. Ю. Залавина, Л. А. Шорохова ; МГТУ. - Магнитогорск, 2014. - 103 с. : ил. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=723.pdf&show=dcatalogues/1/1113152/723.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Имеется печатный аналог.

б) Дополнительная литература:

1) Волкова, В. Б. Культурология и межкультурное взаимодействие : практикум / В. Б. Волкова ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3546.pdf&show=dcatalogues/1/1515183/3546.pdf&view=true> (дата обращения: 04.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2) Артамонова, М. В. Let`s Read and Speak about Culture : учебное пособие [для вузов]. Part 1 / М. В. Артамонова, Л. В. Павлова, И. Р. Пулеха ; МГТУ. - Магнитогорск : МГТУ, 2019. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3833.pdf&show=dcatalogues/1/1530015/3833.pdf&view=true> (дата обращения: 22.10.2019). - Макрообъект. - ISBN 978-5-9967-1460-5. - Текст : электронный. - Сведения доступны также на CD-ROM.

в) Методические рекомендации:

Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. техниче-ский ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.10.2019). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2. Раздел 3: Academic System

2.1. Тема: The History of Academic Degree

Ответьте на вопросы.

1. Do you know when the system of academic degrees evolved?
2. What is the oldest university in Europe?

History of Academic Degree

An academic degree is a college or university diploma, often associated with a title and sometimes associated with an academic position, which is usually awarded.

The most common degrees awarded today are Bachelor's, Master's and Doctoral degrees. Most higher education institutions generally offer certificates and programs of Master of Advanced Studies, which is known as a *Diplome d'etudes supérieures spécialisées* under its original French name.

The modern academic system of academic degrees evolved and expanded in the medieval university, spreading everywhere across the globe. No other European institution has spread over the entire world in the way in which the traditional form of the European university has done. The degrees awarded by European universities - the bachelor's degree, the licentiate, the master's degree, and the doctorate - have been adopted in the most diverse societies throughout the world.

The doctorate (Latin: *doceo*, I teach) appeared in medieval Europe as a license to teach at a medieval university. Its roots can be traced to the early church when the term "doctor" referred to the Apostles, church fathers and other Christian authorities who taught and interpreted the Bible.

Originally the terms "master" and "doctor" were synonymous, but over time the doctorate came to be regarded as a higher qualification than the master degree.

In the medieval European universities, candidates who had completed three or four years of study in the prescribed texts of the *trivium* (grammar, rhetoric, and logic), and the *quadrivium* (mathematics, geometry, astronomy and music), together known as the Liberal Arts, and who had successfully passed examinations held by their master, would be admitted to the degree of bachelor of arts.

Further study would earn one the Master of Arts degree. Master of Arts was eligible to enter study under the "higher faculties" of Law, Medicine or Theology, and earn first a bachelor's and then master or doctor's degrees in these subjects. Thus a degree was only a step on the way to becoming a fully qualified master - hence the English word "graduate", which is based on the Latin *gradus* ("step").

Today the terms "*master*", "*doctor*" (from the Latin "*teacher*") and "*professor*" signify different levels of academic achievement, but in the Medieval university they were equivalent terms, the use of them in the degree name being a matter of custom at a university. (Most universities conferred the Master of Arts, although the highest degree was often termed Master of Theology or Doctor of Theology depending on the place).

The earliest doctoral degrees (theology - *Divinitatis Doctor* (D.D.), philosophy - *Doctor of philosophy* (D.Phil., Ph.D.) and medicine - *Medicina: Doctor* (M.D., D.M.) reflected the historical separation of all University study into these three fields. Over time the D.D. has gradually become less common and studies outside theology and medicine have become more common (such studies were then called "philosophy", but are now classified as sciences and humanities - however this usage survives in the degree of Doctor of Philosophy).

Post-Reading

1. Explain the following.

- 1) an academic position
- 2) the licentiate
- 3) roots can be traced
- 4) the prescribed texts
- 5) a step
- 6) a matter of custom

2. Match the English word combinations with the Russian equivalents.

- | | |
|-------------------------|---------------------------|
| 1) to earn a degree | a. изучать курс |
| 2) to complete a course | b. выдавать диплом |
| 3) to receive a grade | c. получить степень |
| 4) to take a course | d. окончить курс обучения |
| 5) to issue a diploma | e. получить оценку |

Language Work

1. Look and memorise the words:

- a) *enroll*, *v.* - вносить в список, регистрировать, записывать
- b) *enrollment*, *n.* - прием (регистрация) в университет (колледж) студентов и аспирантов
- c) *enrollee* - зачисленный (абитуриент)
- d) *enroller* - лицо, которое зачисляет

2. Fill in the gaps with the suitable words.

1. The Study Office will send you an electronic confirmation of... via mail. 2.1 could ... on an architecture course as a full-time student. 3. The Table shows average annual spending per4. The university can ... 5,000 students. 5. This university is the largest ... of international students.

Напишите эссе об истории академического образования в РФ.

а) Основная литература:

Иностранный язык в профессиональной деятельности : учебное пособие / Л. И. Антропова, Т. И. Дровозов, Т. Ю. Залавина, Л. А. Шорохова ; МГТУ. - Магнитогорск, 2014. - 103 с. : ил. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=723.pdf&show=dcatalogues/1/1113152/723.pdf&view=true> (дата обращения: 18.06.2022). - Макрообъект. - Текст : электронный. - Имеется печатный аналог.

б) Дополнительная литература:

1) Волкова, В. Б. Культурология и межкультурное взаимодействие : практикум / В. Б. Волкова ; МГТУ. - Магнитогорск : МГТУ, 2018. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3546.pdf&show=dcatalogues/1/1515183/3546.pdf&view=true> (дата обращения: 18.06.2022). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2) Артамонова, М. В. Let's Read and Speak about Culture : учебное пособие [для вузов]. Part 1 / М. В. Артамонова, Л. В. Павлова, И. Р. Пулеха ; МГТУ. - Магнитогорск : МГТУ, 2019. - 1 электрон. опт. диск (CD-ROM). - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3833.pdf&show=dcatalogues/1/1530015/3833.pdf&view=true> (дата обращения: 18.06.2022). - Макрообъект. - ISBN 978-5-9967-1460-5. - Текст : электронный. - Сведения доступны также на CD-ROM.

в) Методические рекомендации:

Самостоятельная работа студентов вуза : практикум / составители: Т. Г. Неретина, Н. Р. Уразаева, Е. М. Разумова, Т. Ф. Орехова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://magtu.informsystema.ru/uploader/fileUpload?name=3816.pdf&show=dcatalogues/1/1530261/3816.pdf&view=true> (дата обращения: 18.06.2022). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

ПРИЛОЖЕНИЕ 2

Оценочные средства для проведения промежуточной аттестации

Промежуточная аттестация имеет целью определить степень достижения запланированных результатов обучения по дисциплине «Иностранный язык в профессиональной деятельности» 1 семестр в форме зачета.

а) Планируемые результаты обучения и оценочные средства для проведения промежуточной аттестации:

Код индикатора	Индикатор достижения компетенции	Оценочные средства
УК-4: Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия		
УК-4.1:	Устанавливает контакты и организует общение в соответствии с потребностями совместной деятельности, используя современные коммуникационные технологии	<p>Теоретические вопросы:</p> <p>1) What digital skills do you think a future teacher should have?</p> <p>2) What digital skills can help a teacher to plan a good lesson?</p> <p>Практические задания:</p> <p>Make a list of digital courses which a teacher can use to plan their lessons.</p> <p>b) Make a list of digital sources a teacher can use as a bank of pictures, texts, skims.</p> <p>Комплексные проблемные задания:</p> <p>Plan a lesson using different digital sources.</p>
УК-4.2:	Составляет деловую документацию, создает различные академические или профессиональные тексты на русском и иностранном языках	<p>Теоретические вопросы:</p> <p>1) What is a letter of admission?</p> <p>2) What is a letter of motivation?</p> <p>Практические задания:</p> <p><i>Read the text. Make the summary of the main problems British teachers face.</i></p> <p><i>A quarter of teachers in England work more than 60 hours a week, far in excess of their counterparts elsewhere in the world, research reveals.</i></p> <p><i>The study by the UCL Institute of Education said that five years of government initiatives to reduce excessive workload, introduced by three different education secretaries, have done nothing to cut the total number of hours worked by teachers which have remained high for two decades.</i></p> <p><i>Researchers found that teachers in England work 47 hours a week on average during term time, including marking, lesson planning and administration, going up to about 50 hours in the</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>summer during the exam season.</i></p> <p><i>That is eight hours more than teachers in comparable industrialised OECD countries, though the disparity with some countries is even greater. While the average full-time secondary school teacher in England in 2018 worked 49 hours per week, the equivalent teacher in Finland clocked up 34 hours.</i></p> <p><i>The study revealed that two out of five teachers in England usually work in the evening and one in 10 at the weekend. Full-time secondary teachers report they spend almost as much time on management, administration, marking and lesson planning (20.1 hours a week) as they do teaching (20.5 hours).</i></p> <p><i>The findings are based on data from more than 40,000 primary and secondary teachers in England collected between 1992 and 2017. The lead author, Prof John Jerrim said: “This is the first study to attempt to track the working hours of teachers over such a long period of time.</i></p> <p><i>“Successive secretaries of state for education have made big commitments to teachers about their working hours – how they are determined to reduce the burden of unnecessary tasks and how they will monitor hours robustly. Our data show just how difficult it is to reduce teacher workload and working hours.”</i></p> <p><i>The education secretary, Gavin Williamson, has already spoken about the need to address teachers’ workload, while his predecessor Damian Hinds promised to “strip away” workload that did not add value and called on teachers to “ditch the email culture” and embrace AI to help to reduce their workload.</i></p> <p><i>Jerrim said: “It is early days in terms of judging the effectiveness of the policies put forward over the past year. We’d like to see much closer monitoring of teachers’ working hours, so that the impact of policy can be assessed as soon as possible.</i></p> <p><i>“Overall, bolder plans are needed by the government to show they are serious about reducing working hours for teachers and bringing them into line with other countries.”</i></p> <p><i>Teaching unions accused ministers of doing more to drive teachers out of the profession than to retain them. “Excessive teacher workload is a persistent problem because governments</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>constantly raise the bar on what they expect schools to do,” said Geoff Barton, the general secretary of the Association of School and College Leaders.</i></p> <p><i>“Various initiatives have been launched to reduce workload in recent years but schools have been swamped by changes to qualifications and testing, relentless pressure on performance and results, and funding cuts which have led to reductions in staffing and larger class sizes.”</i></p> <p><i>The National Education Union, which represents more than 450,000 teachers in the UK, said excessive workload was one of the key reasons why a third of newly qualified teachers quit English classrooms within five years. “There is no reason to suppose this will change. In our most recent members’ poll, 40% predicted they will no longer be in education by 2024,” said Kevin Courtney, its joint general secretary.</i></p> <p><i>A Department for Education spokesperson said: “As today’s report shows, the number of hours teachers work has remained broadly unchanged over the last 25 years. We have, however, been making concerted efforts to reduce workload driven by unnecessary tasks - 94% of surveyed school leaders report they have taken action to reduce workload related to marking and more than three-quarters say they have addressed planning workload.”</i></p> <p>Комплексные проблемные задания: Write a motivation letter to get a place at one of the British schools.</p>
УК-4.3:	<p>Представляет результаты исследовательской и проектной деятельности на различных публичных мероприятиях, участвует в академических и профессиональных дискуссиях на русском и иностранном языках</p>	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) What are the main problems in teaching foreign languages? 2) How do digital skills influence teaching? 3) What problems do modern teachers face? <p>Практические задания: Read scientific articles on the urgent issues of foreign language teaching. Make summaries of the studies articles and represent them in class.</p> <p>Комплексные проблемные задания: Write a scientific article on one of the foreign language teaching problem. Make a report and represent in on a scientific conference.</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
УК-5: Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия		
УК-5.1:	<p>Ориентируется в межкультурных коммуникациях на основе анализа смысловых связей современной поликультуры и полиязычия</p>	<p>Теоретические вопросы:</p> <p>1) <i>What schools in Britain are called public schools?</i></p> <p>2) <i>What do they call state schools in Britain?</i></p> <p>3) <i>What do they call such schools in the USA?</i></p> <p>Практические задания:</p> <p><i>Read the text and using IT-technology make a report about the VIPs mentioned in the text.</i></p> <p><i>While many agree that private education is at the root of inequality in Britain, open discussion about the issue remains puzzlingly absent. In their new book, historian David Kynaston and economist Francis Green set out the case for change</i></p> <p><i>The existence in Britain of a flourishing private-school sector not only limits the life chances of those who attend state schools but also damages society at large, and it should be possible to have a sustained and fully inclusive national conversation about the subject. Whether one has been privately educated, or has sent or is sending one's children to private schools, or even if one teaches at a private school, there should be no barriers to taking part in that conversation. Everyone has to live – and make their choices – in the world as it is, not as one might wish it to be. That seems an obvious enough proposition. Yet in a name-calling culture, ever ready with the charge of hypocrisy, this reality is all too often ignored.</i></p> <p><i>For the sake of avoiding misunderstanding, we should state briefly our own backgrounds and choices. One of our fathers was a solicitor in Brighton, the other was an army officer rising to the rank of lieutenant-colonel; we were both privately educated; we both went to Oxford University; our children have all been educated at state grammar schools; in neither case did we move to the areas (Kent and south-west London) because of the existence of those schools; and in recent years we have become increasingly preoccupied with the private-school issue, partly as citizens concerned with Britain's social and democratic wellbeing, partly as an aspect of our professional work (one as an economist, the other</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>as a historian).</i></p> <p><i>In Britain, private schools – including their fundamental unfairness – remain the elephant in the room. It would be an almost immeasurable benefit if this were no longer the case. Education is different. Its effects are deep, long-term and run from one generation to the next. Those with enough money are free to purchase and enjoy expensive holidays, cars, houses and meals. But education is not just another material asset: it is fundamental to creating who we are.</i></p> <p><i>What particularly defines British private education is its extreme social exclusivity. Only about 6% of the UK’s school population attend such schools, and the families accessing private education are highly concentrated among the affluent. At every rung of the income ladder there are a small number of private-school attenders; but it is only at the very top, above the 95th rung of the ladder – where families have an income of at least £120,000 – that there are appreciable numbers of private-school children. At the 99th rung – families with incomes upwards of £300,000 – six out of every 10 children are at private school. A glance at the annual fees is relevant here. The press focus tends to be on the great and historic boarding schools – such as Eton (basic fee £40,668 in 2018–19), Harrow (£40,050) and Winchester (£39,912) – but it is important to see the private sector in the less glamorous round, and stripped of the extra cost of boarding. In 2018 the average day fees at prep schools were, at £13,026, around half the income of a family on the middle rung of the income ladder. For secondary school, and even more so sixth forms, the fees are appreciably higher. In short, access to private schooling is, for the most part, available only to wealthy households. Indeed, the small number of income-poor families going private can only do so through other sources: typically, grandparents’ assets and/or endowment-supported bursaries from some of the richest schools. Overwhelmingly, pupils at private schools are rubbing shoulders with those from similarly well-off backgrounds.</i></p> <p><i>They arrange things somewhat differently elsewhere: among affluent countries, Britain’s private school participation is especially exclusive to the rich. In Germany, for instance, it</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>is also low, but unlike in Britain is generously state-funded, more strongly regulated and comes with modest fees. In France, private schools are mainly Catholic schools permitted to teach religion: the state pays the teachers and the fees are very low. In the US there is a very small sector of non-sectarian private schools with high fees, but most private schools are, again, religious, with much lower fees than here. Britain's private-school configuration is, in short, distinctive.</i></p> <p><i>Some of the public figures of the past 20 years to have attended private schools (l-r from top): Tony Blair, former Bank of England governor Eddie George, Princess Diana, Prince Charles, Charles Spencer, businesswoman Martha Lane Fox, Dominic West, James Blunt, former Northern Rock chairman Matt Ridley, Boris Johnson, David Cameron, George Osborne, Jeremy Paxman, fashion journalist Alexandra Shulman, footballer Frank Lampard, Theresa May, Jeremy Corbyn and cricketer Joe Root. Composite: Rex, Getty</i></p> <p><i>And so what, accordingly, does Britain look like in the 21st century? A brief but expensive history, 1997–2018, offers some guide. As the millennium approaches, New Labour under Tony Blair (Fettes) sweeps to power. The Bank of England under Eddie George (Dulwich) gets independence. The chronicles of Hogwarts school begin. A nation grieves for Diana (West Heath); Charles (Gordonstoun) retrieves her body; her brother (Eton) tells it as it is. Martha Lane Fox (Oxford High) blows a dotcom bubble. Charlie Falconer (Glenalmond) masterminds the Millennium Dome. Will Young (Wellington) becomes the first Pop Idol. The Wire's Jimmy McNulty (Eton) sorts out Baltimore. James Blunt (Harrow) releases the bestselling album of the decade. Northern Rock collapses under the chairmanship of Matt Ridley (Eton). Boris Johnson (Eton) enters City Hall in London. The Cameron-Osborne (Eton-St Paul's) axis takes over the country; Nick Clegg (Westminster) runs errands. Life staggers on in austerity Britain mark two. Jeremy Clarkson (Repton) can't stop revving up; Jeremy Paxman (Malvern) still has an attitude problem; Alexandra Shulman (St Paul's Girls) dictates fashion; Paul Dacre</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>(University College School) makes middle England ever more Mail-centric; Alan Rusbridger (Cranleigh) makes non-middle England ever more Guardian-centric; judge Brian Leveson (Liverpool College) fails to nail the press barons; Justin Welby (Eton) becomes top mitre man; Frank Lampard (Brentwood) becomes a Chelsea legend; Joe Root (Worksop) takes guard; Henry Blofeld (Eton) spots a passing bus. The Cameron-Osborne axis sees off Labour, but not Boris Johnson+Nigel Farage (Dulwich)+Arron Banks (Crookham Court). Ed Balls (Nottingham High) takes to the dance floor. Theresa May (St Juliana's) and Jeremy Corbyn (Castle House prep school) face off. Prince George (Thomas's Battersea) and Princess Charlotte (Willcocks) start school.</i></p> <p>Комплексные проблемные задания: Write an essay about past and present of British public schools.</p>
УК-5.2:	Владеет навыками толерантного поведения при выполнении профессиональных задач	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) What are the main reasons for British teachers' leaving Britain for other countries? 2) What problems do Russian teachers face at work? <p>Практические задания: Read the text and state what makes British teachers leave the country. <i>Thousands of teachers who honed their skills in cash-strapped English comprehensives are now working abroad. What's behind the brain drain? 'It provides you with the opportunity to focus on quality of teaching rather than crowd management,' says one teacher of her job at Institut auf dem Rosenberg in St. Gallen, Switzerland.</i> <i>Perched high on a hill above the historic Swiss city of St Gallen, set in 25 acres of private parkland, sits one of the most expensive boarding schools in Europe. Costing up to £100,000 for an academic year, the Institut auf dem Rosenberg is more than twice as expensive as Eton college and educates the offspring of some of the wealthiest people in the world. Most of whom, it turns out, will be taught by teachers who trained in the cash-strapped classrooms of UK state schools. Those teachers who find themselves in Rosenberg's five-star setting are a small subset of</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>the thousands leaving their students in Oldham and Lewisham, Liverpool and Leicester, and heading for Switzerland, China, Canada, Dubai, Australia, Thailand, Mexico, Nepal and numerous other international education destinations.</i></p> <p><i>When the Guardian visits, the quaint art nouveau villas that form the school campus are shrouded in a bleak mountain mist – making it look more A Series of Unfortunate Events than The Sound of Music. The 230 pupils of more than 40 different nationalities are just back after their half-term break – the younger children are cute and chatty, while the older pupils sidle by with barely a glance.</i></p> <p><i>The Rosenberg offer could not be further removed from your average state school in the UK. Certainly it makes uncomfortable viewing for an education correspondent more familiar with our overstretched comprehensives and academies. While schools in England and Wales have been forced to cut jobs and close early to save money, here pupils are invited to bring their own horses, and meals are served in a high-end restaurant catering for every dietary requirement.</i></p> <p><i>For sports and recreation there is skiing every weekend in the winter, golf training by pros, a health and fitness club, and tennis courts. While teachers in England deliver lessons to 30-plus pupils in each class, the average class-size in Rosenberg is just eight. In England, headteachers are asking parents to donate toilet rolls and glue pens; here the children’s bathrooms are marble-lined and each new younger student is given a Steiff teddy bear to share their pillow. The school is discreet about alumni – apart from the Mexican Nobel laureate Mario J Molina, after whom the school’s science centre is named – but it is happy for you to know it includes European royalty and Silicon Valley entrepreneurs.</i></p> <p><i>Among Rosenberg’s plum teaching recruits is Alex McCarron, from the Wirral. As a physics teacher, he is educational gold dust. According to the National Foundation for Educational Research’s 2019 report into the teacher labour market, recruitment to teacher training in physics is more than 50% below the numbers required to maintain supply. The son of a physics teacher, McCarron trained in a mixed comprehensive and</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>an all-boys grammar and loved every minute of it, but says Rosenberg offered him the opportunity to teach his subject at A-level, which would not have been open to him as a newly qualified teacher in England, so he jumped at the chance.</i></p> <p><i>Besides, here there's less time spent managing behaviour and more time doing what teachers love – teaching their subject. At home, he says, his work was results- and Ofsted-driven. Here he feels he can be more creative, more independent.</i></p> <p><i>“In the UK you are constantly having to report to certain people about certain things. Here you are trusted to do what you think is best for the student.”</i></p> <p><i>Eilish McGrath is head of social studies at Rosenberg and echoes McCarron's sentiments. She began her teaching career at Hathershaw college in Oldham, a comprehensive with a large number of disadvantaged pupils, followed by a sixth-form college in Macclesfield. She enjoyed the work, but having spent much of her childhood in the Middle East and Asia, she moved to Dubai, where she taught at Repton school, one of a growing number of British independent schools that are opening international branches overseas.</i></p> <p><i>“For me, the weather was quite a big thing,” says McGrath. After seven years she left the United Arab Emirates and moved to her current post in Switzerland. “We are very fortunate,” she says. “If I have an idea I can really make it happen.” She likes the outdoor life available to her in Switzerland, and the class sizes are small.</i></p> <p><i>“It provides you with the opportunity to focus on quality of teaching rather than crowd management.”</i></p> <p><i>Rosenberg may not be exactly typical of the overseas schools that UK teachers are flocking to, but it is attracting them for the same reasons. A call-out to Guardian readers for their experiences has drawn more than 300 responses – many heartfelt – from teachers who reluctantly left their jobs in the state sector in the UK to teach abroad, usually in well-funded private institutions. Often exhausted by their experiences in the UK, they complain of excessive workload, stress, a lack of work-life balance, funding cuts, a dread of Ofsted, an obsession with paperwork, accountability measures, poor behaviour, children bringing weapons to school,</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>high staff turnover ... the list goes on. The diversity of destinations is remarkable. Teachers have contacted us from Vietnam, New Zealand, Hong Kong, Azerbaijan, Qatar, Spain, Italy, Slovakia, Colombia, Sweden and Germany. They wrote from France, Bali, Singapore, Seychelles, Tanzania, the US, South Korea, Brunei, Japan, Hungary, Belgium, Oman, Jordan, the Czech Republic, Bahrain, Ghana, Ireland, Russia, Zambia, Luxembourg, Cyprus, India, Latvia, Ecuador, the Philippines, the Netherlands, Israel, Uganda, Kuwait, Borneo, Peru, Austria, Kazakhstan and Hungary. Not forgetting Ascension Island, Egypt, Myanmar, Norway, Saudi Arabia and Moldova.</i></p> <p><i>The benefits of working abroad, they say, don't just include sunshine, free accommodation and tax-free earnings, but small classes, more resources, better work-life balance, freedom to travel, capacity to save, private healthcare, free flights home and no Ofsted. Their strength of feeling is eye-opening. "I would burn in hell before returning to teach in an English school," says one teacher who moved to the Netherlands. "Teaching in the UK is exhausting," says a secondary school art and design teacher who moved to an international school in Thailand.</i></p> <p><i>Though few of the teachers who contact us are motivated by money, one 33-year-old left her primary school in Tower Hamlets, east London, for an international school in Yangon in Myanmar because she couldn't make enough money to survive in London. Now she earns £5,000 more, plus a yearly bonus, in a package topped off with free accommodation, flights and medical insurance. "Working conditions are better, with sizes that are half of a UK class. It would be insane for me to return to the UK."</i></p> <p><i>Janet Birch, a science teacher, left the UK for Two Boats, the government school on Ascension Island, a British Overseas Territory in the south Atlantic. In her north London secondary, she felt that the workload was excessive, pupils were poorly behaved, resources were tight and the job was stressful. "I could be earning more in England but I would not be able to save as much," she says. She described her new situation: "The pupils are delightful, the classes are small, resources are plentiful, workload is</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>reasonable, staff work well together.” Island life suits her – she dives, walks and is a projectionist for the local cinema.</i></p> <p><i>The alarm bells have been ringing for some time about the exodus from our classrooms. One poll by the National Education Union (NEU) this year found that one in five teachers (18%) expects to quit in less than two years, and two in five want to quit in the next five – most blame “out of control” workload pressures and excessive accountability.</i></p> <p><i>“We know that teachers have a strong social mission and they want to make the world a better place, and work with disadvantaged children,” says Mary Bousted, joint general secretary of the NEU. “But the reality is we are making teaching just too hard to do.”</i></p> <p><i>Louise Sturt, an English teacher with 25 years experience in the state sector in England, would agree. She finally quit her comprehensive near Bristol after years of funding cuts, restructuring and deteriorating behaviour. Staff numbers had been reduced dramatically, she says. She now works at the private Dubai English Speaking college. “We’ve got a nice place to live. We’ve got sunny days every day. It feels like an adventure.” After so many years in state education, she feels sad she has finally “gone over to the other side. I would go back to it. There are not that many people I speak to who would.”</i></p> <p><i>On the other side of the planet, Katy Bull is thriving in her role as head of kindergarten in a small international school in Tequisquiapan, a popular tourist town in central Mexico. “I remember spending weekends in the UK sat inside planning, marking, assessing, worrying ... Now I actually have a life. I would still say I work extremely hard, but extremely hard on the things that count. I feel intrinsically motivated to be an outstanding teacher, and not because Ofsted inspectors are pressuring me.”</i></p> <p><i>Modern foreign language teacher Mary McCormack, who quit her job at a school in Wolverhampton for Canada, has similar memories of weekends and “the piles of books that needed to be corrected every three weeks – robbing me of my Sundays”. And in Quebec? “Little to no lesson observations. Complete trust as a professional. I am paid more, but the high</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>taxes mean that my take-home is slightly less than what it would be in the UK. This being said, I would never consider coming back to a British classroom.”</i></p> <p><i>In the run-up to a general election in which education is likely to be a key battleground, all parties have pledged more money for schools. The Tories have promised increased starting salaries for teachers of £30,000, while Labour pledged an end to high-stakes school inspections, but whether any of it is enough to stem the exodus of teachers remains to be seen.</i></p> <p><i>Prof John Howson, an authority on the labour market for teachers, says it is classroom teachers with between five and seven years’ experience that are being lost in greater numbers than ever – the very people who should be moving into middle leadership positions. And while once upon a time they might have gone abroad to work in the international sector temporarily, Howson fears these days they may prefer what they find overseas and not return.</i></p> <p><i>What’s more, a significant increase in the number of secondary school pupils is projected over the next few years. This means we will need more teachers, not fewer, just at the time the international schools market is booming and will be trying to lure British teachers in ever greater numbers to fill its classrooms overseas. According to the Council of British International Schools, the sector will require up to 230,000 more teachers to meet staffing needs over the next 10 years. “I fear that we may have to go looking elsewhere around the world for teachers to come and work here,” says Howson.</i></p> <p><i>In Switzerland, McGrath contemplates a different future, away from the exclusive surroundings of the Institut auf dem Rosenberg, back to her classroom in Oldham. “Would I go back and teach in the UK?” She sits back and reflects. “When I worked in Oldham, I really liked the challenges of the students I was working with. Now working here, I would find it very hard to go back.”</i></p> <p>Комплексные проблемные задания: Discuss the problems mentioned in the text and compare them with the problems of Russian teachers.</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		Write an essay about problems of Russian teachers.

б) Порядок проведения промежуточной аттестации, показатели и критерии оценивания:

Показатели и критерии оценивания на зачете:

На оценку «зачтено» – студент должен показать высокий уровень знаний на уровне воспроизведения, объяснения информации, интеллектуальные навыки решения проблем и задач, нахождения ответов к проблемам, оценки и вынесения критических суждений, студент должен обоснованно ответить на вопрос, дать определение понятию, решить тест или выполнить задание;

На оценку «не зачтено» – студент не может показать знания на уровне воспроизведения и объяснения информации, не может показать интеллектуальные навыки решения простых задач, студент не отвечает на вопрос, не дает определение понятию, не решает тест или не выполняет задание.