



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ

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



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
2026год

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

20.01.2026, протокол № 5

Зав. кафедрой



Т.В. Акашева

Рабочая программа одобрена методической комиссией ИГО

02.02.2026 г. протокол № 6

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Лист актуализации рабочей программы

Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2027 - 2028 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 2028 - 2029 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:

Профессионально-деловая коммуникация: теория и практика

Производственная-практика по получению профессиональных умений и опыта профессиональной деятельности

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. English as a global language								
1.1 British boarding schools: past and present.	2			15	30	Выполнение практических заданий.	Проверка письменных заданий. Написание мотивационного письма.	УК-4.1, УК-4.2, УК-4.3 УК-5.1, УК-5.2
Итого по разделу				15	30			
2. Teaching Multicultural Classrooms	in							
2.1 Multicultural Challenges in a classroom.	2			15	8	Выполнение практических заданий.	Проверка письменных заданий. Написание аннотации к статье.	УК-4.1, УК-4.2, УК-4.3 УК-5.1, УК-5.2
Итого по разделу				15	11,9			
Итого за семестр				30	38		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 (кейсметод), 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:

1. 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://host.megaprolib.net/MP0109/Download/MObject/3620> (дата обращения: 30.01.2026). - Макрообъект. - Текст : электронный.

б) Дополнительная литература:

1) 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://host.megaprolib.net/MP0109/Download/MObject/2410> (дата обращения:30.01.2026). - 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 2 / М. В. Артамонова, Л. В. Павлова, И. Р. Пулеха ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2020. - 1электрон. опт. диск (CD-ROM). - ISBN 978-5-9967-1984-6. - Загл. с титул. экрана. -URL: <https://host.megaprolib.net/MP0109/Download/MObject/2876> (дата обращения: 30.01.2026). - Макрообъект. - 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. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2019. - 1CD-ROM. - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/2391> (дата обращения: 30.01.2026). - Макрообъект. - Текст : электронный. - Сведения доступны также на

г)Программное обеспечение и Интернет-ресурсы:

Программное обеспечение

Наименование ПО	№ договора	Срок действия лицензии
7Zip	свободно распространяемое ПО	бессрочно

Профессиональные базы данных и информационные справочные системы

Название курса	Ссылка
Национальная информационно-аналитическая система – Российский индекс научного цитирования (РИНЦ)	URL: https://elibrary.ru/project_risc.aspx
Поисковая система Академия Google (Google Scholar)	URL: https://scholar.google.ru/
Электронные ресурсы библиотеки МГТУ им. Г.И. Носова	https://host.megaprolib.net/MP0109/Web
Российская Государственная библиотека. Каталоги	https://www.rsl.ru/ru/4readers/catalogues/

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 MSOffice, 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: English as a global language.

1.1. Тема: British boarding schools: past and present

Ответьте на вопросы.

- 1) What schools in Britain are called public schools?
- 2) What do they call state schools in Britain?
- 3) What do they call such schools in the USA?
- 4) What makes parents send their children to boarding schools?
- 5) What is the social background of such children?
- 6) What are the common principles of upbringing in boarding schools?

Прочитайте приложенные тексты. Используя современные коммуникативные технологии, сделайте сообщение об одном из VIP, упомянутых в тексте.

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

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.

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 as a historian).

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.

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.

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 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.

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

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 (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.

Прочитайте текст и определите социальный статус авторов. Найдите в тексте лексические маркеры, указывающие на социальный статус авторов.

a) Boarding schools warp our political class – I know because I went to one

Like Boris Johnson, I was sent away. These are institutions of fear, cruelty and trauma, and they create terrified bullies

'Early boarding is based on a massive misconception: that physical hardship makes you emotionally tough. It does the opposite.' Photograph: Christopher Furlong/Getty Images

There are two stark facts about British politics. The first is that it is controlled, to a degree unparalleled in any other western European nation, by a tiny, unrepresentative elite. Like almost

every aspect of public life here, government is dominated by people educated first at private schools, then at either Oxford or Cambridge.

The second is that many of these people possess a disastrous set of traits: dishonesty, class loyalty and an absence of principle. So what of our current prime minister? What drives him? What enables such people to dominate us? We urgently need to understand a system that has poisoned the life of this nation for more than a century.

I think I understand it better than most, because there is a strong similarity between what might have been the defining event of Boris Johnson's childhood and mine. Both of us endured a peculiarly British form of abuse, one intimately associated with the nature of power in this country: we were sent to boarding school when we were very young.

Staff looked on with indifference – they thought we should sink or swim (the same philosophy applied to swimming)

He was slightly older than me (11, rather than eight), but was dispatched, as so many boys were, after a major family trauma. I didn't think a school could be worse than my first boarding school, Elstree, but the accounts that have emerged from his – Ashdown House – during the current independent inquiry into child sexual abuse, suggest that it achieved this improbable feat. Throughout the period when Johnson was a pupil, the inquiry heard, paedophilia was normalised. As the journalist Alex Renton, another ex-pupil, records, the headmaster was a vicious sadist who delighted in beating as many boys as possible, and victimised those who sought to report sexual attacks and other forms of abuse.

Johnson was at first extremely hostile to the inquiry, describing it as money “spuffed up a wall”. But he later apologised to other former pupils. He has accepted that sexual assaults took place at the school, though he says he did not witness them. But a culture of abuse affects everybody, one way or another. In my 30s, I met the man who had been the worst bully at my first boarding school. He was candid and apologetic. He explained that he had been sexually abused by teachers and senior boys, acting in concert. Tormenting younger pupils was his way of reasserting power.

The psychotherapist Joy Schaverien lists a set of symptoms that she calls “boarding school syndrome”. Early boarding, she finds, has similar effects to being taken into care, but with the added twist that your parents have demanded it. Premature separation from your family “can cause profound developmental damage”.

The justification for early boarding is based on a massive but common misconception. Because physical hardship in childhood makes you physically tough, the founders of the system believed that emotional hardship must make you emotionally tough. It does the opposite. It causes psychological damage that only years of love and therapy can later repair. But if there are two things that being sent to boarding school teach you, they are that love cannot be trusted, and that you should never admit to needing help.

On my first night at boarding school, I felt entirely alone. I was shocked, frightened and intensely homesick, but I soon discovered that expressing these emotions, instead of bringing help and consolation, attracted a gloating, predatory fascination.

The older boys, being vulnerable themselves, knew exactly where to find your weaknesses. There was one night of grace, and thereafter the bullying was relentless, by day and night. It was devastating. There was no pastoral care at all. Staff looked on with indifference as the lives of the small children entrusted to them fell apart. They believed we should sink or swim. (The same philosophy applied to swimming, by the way: non-swimmers were thrown into the deep end of an unheated pool in March.)

I was cut off from everything I knew and loved. Most importantly, I cut myself off from my feelings. When expressions of emotion are dangerous, and when you are constantly told that this terrible thing is being done for your own good, you quickly learn to hide your true feelings, even from yourself. In other words, you learn the deepest form of dishonesty. This duplicity becomes a habit of mind: if every day you lie to yourself, lying to other people becomes second nature.

You develop a shell, a character whose purpose is to project an appearance of confidence and strength, while inside all is fear and flight and anger. The shell may take the form of steely

reserve, expansive charm, bumbling eccentricity, or a combination of all three. But underneath it, you are desperately seeking assurance. The easiest means of achieving it is to imagine that you can dominate your feelings by dominating other people. Repressed people oppress people. In adulthood you are faced with a stark choice: to remain the person this system sought to create, justifying and reproducing its cruelties, or to spend much of your life painfully unlearning what it taught you, and learning to be honest again: to experience your own emotions without denial, to rediscover love and trust. In other words, you must either question almost nothing or question almost everything.

Though only small numbers of people went through this system, it afflicts the entire nation. Many powerful politicians are drawn from this damaged caste: David Cameron, for example, was seven when he was sent to boarding school. We will not build a kinder, more inclusive country until we understand its peculiar cruelties.

b) A moment that changed me: being sent away to my loveless boarding school

When I was 11 my parents split up, I lost my teddy bear and I was exiled. It was like falling off a cliff with no one to catch me at the bottom

'A few months before I left for my new life I lost my teddy bear ... as my parents said goodbye, there was nothing to cling to.' Photograph: Niall McDiarmid/Alamy

My childhood as I had known it changed forever when I was sent to a girls' boarding school in the seventies. My parents were in the process of splitting up, and my mother had gone abroad to look after my terminally ill granny – neither subject was discussed with me.

A few months before I left for my new life, aged just 11, I lost my teddy bear at an airport. The small bear had been my constant companion, and as my parents said goodbye there was nothing to cling to. The first night away, I sobbed in the small, unfamiliar bed. It was like falling off a cliff into the unknown with no one to catch me at the bottom.

The school was a former stately home situated in 25 acres of parkland that also contained a Saxon church and Italian gardens. The Jacobean-like exterior was huge and imposing. When we drove up the grand drive at the beginning of the autumn term, it was the first time I had actually seen the school.

I remember the heavy sense of impending doom as my parents said goodbye. I would see them on just two Saturday nights and for one short half over the next three months. We communicated by letter, which we were obliged to write on a Sunday – the rumour being that the housemistress read and censored them all. It was a brutal way to live, supervised by embittered middle-aged women who didn't appear to like children.

We were often cold and always hungry. The food was inedible, mostly. I remember oily pilchards, a disgusting dish of tinned tomatoes and crumble, slivers of hard meat that resembled pieces of leather, scrambled egg made from powder, pink bacon with more fat than meat. It was like being given a punitive sentence that never seemed to end.

Despite the "privileged" education we were being given, conditions were spartan: there were no curtains on our bedroom windows, we had one small drawer to store our personal items, and we were allotted three tepid baths a week. Every evening we stood in a line and sang vespers, which we had to learn off by heart. We wore enormous grey pants over our underwear, and every morning the matron would make us lift our skirts to check we were wearing them.

I remember interminable boredom. There was nothing to do after lessons or at weekends. At first I missed my mother desperately and wanted her to take me away. I wrote her tragic letters, which must have been hard to read. When I realised that she couldn't save me, I gave up trying to succeed. I had been a happy, productive student at primary school, and had been made head girl in my final year. I enjoyed cycling, acting, reading, writing and climbing trees. My best friend from that time reminds me that I was pretty academic.

My gang of friends and I loathed our boarding school. We tried to rebel against the petty rules that prevented us being individuals. We began smoking at the age of 14 out of boredom and lost interest in anything but counting down the days until the end of term, when we would be

released back into the real world for a short spell of freedom. None of our group achieved what we should have done academically.

We left at 16 and went to other schools for A-levels, but I railed against authority for years to come, and shirked anything that smacked of commitment or routine. After five years of heavy restraint, I wanted to be free to do exactly what I liked. Even the thought of university felt too restrictive, and I delayed going until my mid-twenties.

I think the worst aspect of that life, apart from being ripped from home, was the way we fell out of the habit of confiding in our parents. I was bullied for a year by a housemistress with rolling eyes and a wobbling lip who made it clear that she disliked me. Almost every night she ordered me to stand in dark corridors for talking after lights out (everyone chatted in the dormitory, but she singled me out). She would leave me there for what seemed like hours, and would finally return, claiming she had forgotten me. One day she sent me to sleep on my own in a large empty dormitory for several weeks, which was terrifying. I didn't tell my parents, but felt intensely persecuted and wretched.

Luckily, times have changed: parents, for whatever reason, still send their children to boarding school, but those institutions are far more accountable, and children have many ways to stay in touch with their parents. In those days we had access to one telephone box for more than 300 girls.

Living away from my parents greatly affected me. For many years, I lacked confidence and would too easily feel abandoned. Children need to be taken care of by people who truly love them as only parents can.

Напишите эссе про простое и настоящее британских частных школ.

1.2. Тема: Teachers' problems at school

Отвечьте на вопросы.

- 1) What is a letter of admission?
- 2) What is a letter of motivation?
- 3) What are the main reasons for British teachers' leaving Britain for other countries?
- 4) What problems do Russian teachers face at work?

Прочитайте текст. Составьте саммари текста.

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.

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.

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 summer during the exam season.

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.

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).

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.

"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.”

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.

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.

“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.”

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 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.

“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.”

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.

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.”

Прочитайте текст. Перечислите проблемы, по которым британские учителя покидают страну.

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. 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 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.

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.

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.

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.

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 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.

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. "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."

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.

"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. "It provides you with the opportunity to focus on quality of teaching rather than crowd management."

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, 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.

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.

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."

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 reasonable, staff work well together." Island life suits her – she dives, walks and is a projectionist for the local cinema.

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.

"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."

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."

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."

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 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."

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.

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.

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.

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."

Обсудите проблемы, упомянутые в тексте.

Напишите эссе о проблемах русских учителей.

Напишите критическую статью о проблемах британских учителей.

Напишите мотивационное письмо, с целью трудоустройства в британскую школу.

2. Раздел: Teaching in Multicultural Classroom

2.1. Тема: Multicultural Challenges in a classroom

Ответьте на вопросы.

1) What are the main characteristics of an ideal teacher?

2) Should a teacher have any set of moral rules his classroom?

Прочитайте отрывок из статьи Csillik E. "Intercultural Challenges of Teaching in Multilingual/ Multicultural Classrooms".

Какие проблемы приходится решать учителям в интернациональной аудитории.

Based on more than twelve years of professional experiences as an English as a New Language teacher in New York City, the author will focus on the five major problem areas previously specified that are interculturally challenging for today's teachers of multilingual/multicultural classrooms (Csillik, 2018). Therefore, the author will further bring into focus those intercultural challenges; (1) cultural and demographic issues and problem areas, (2) teacher related issues and problem areas, (3) language learner related issues and problem areas, (4) curriculum related issues and problem areas, and (5) assessment related issues and problem areas. Also, the author will take a close look at the above-mentioned problem areas one by one and will attempt to offer some best practice ideas to target these challenging issues.

Multilingual/multicultural education is a global concern, not limited to one culture or society. One obvious effect of the globalization phenomenon is that diverse cultural communities have become interconnected due to the changing demographic flow of people immigrating to various well-developed countries. Their goal is to either seek out better life opportunities, or to find peace since many have fled from war-zones. Eventually, they become permanent residents in the host countries. Also, through tourism many tourists and short-term visitors become long-term residents, deciding to reside for a longer period than they originally planned. It is a challenge for many people to live, work, learn a new language in a new cultural environment, and to adapt to the new cultural norms and values of the new environment. The need to provide differentiated education for these newly arrived people is not only a human right, but also a social justice issue. Since people come to New York City from many different parts of the world, they have already-learned or established hidden differences, such as values, norms, assumptions, religious views, etc. Their social and individual identities might be seen differently in the host culture due to existing stereotypes. People from the host country characterize new-comer people with 'personality words', such as, "emotional", "shy", "reserved", "friendly", "hard-working" or "lazy". It makes it hard for people to 'fit in' if people in the host country are less accepting and unaware of cultural differences. People should remember that these 'personality' words might characterize the individual but should not be used to generalize and describe a certain cultural group. These 'personality words' tend to be either complementary or pejorative. For example, most people would rather be called "friendly" than "shy" or "hard-working" than "lazy". So, if

we use these words too often when we refer to one culture opposed to another, we end up favoring one culture over the other.

By using these words, we build a hidden cultural bias into our description because the words are judgmental rather than simply being descriptive. In such a diverse multilingual and multicultural melting pot as New York City's educational setting is, where 162 different languages and cultures co-exist (English Language Learner Demographics Report for the 2015-16 School Year), 'personality words' should not be used to describe a culture in order to avoid preference of one dominant culture over the others, and the preference of one dominant language over the others.

No language should be held in higher esteem than others because they happen to be the so-called "standard" or "dominant" language, whether it is Spanish, English, French, Arabic, or Chinese, just to name a few. So, what should be the language of instruction in a multilingual classroom be, where maybe the "dominant" language is not even spoken by one language learner in the classroom? For example, what if everyone in the class learned the "dominant" language as their second, or even third, language? Many times, English will be the language of choice, as it is the lingua franca of the globalized world (Grucza, Olpinska-Szkielko, & Romanowski, 2016a).

Meanwhile, any language could be used as the lingua franca with anyone from any country. Then, what happens to low-incidence languages that are also presented in a multilingual classroom, such as Tagalog, Urdu, Polish, Italian, Burmese, Tibetan, Hungarian, or Japanese, just to name a few? Does it mean that the speakers of these low-incidence languages may get marginalized in the classroom since their native language is not the "dominant" one in the culturally diverse classroom? The word "dominant" does not always refer to the majority of the speakers. All languages and language speakers should be equally accepted in the multilingual/multicultural classroom and represented in the community since it is the indisputable right of all human beings to access education in their own language; therefore, the recognition of different languages in the school setting is the minimum that educators can do.

However, a valid question here is, how can one teacher integrate multiple languages in one classroom setting to represent all humans' rights at the same time? Also, how can participants of the multilingual/multicultural classroom deal with the constant and rapid changes of the classroom's cultural diversity due to the continuous flow of migration?

Напишите эссе о проблемах русских учителей в мульти национальной аудитории.
Предложите способы их решения.

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» 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> <ol style="list-style-type: none"> 1) What is a register? 2) How many registers are there in English? 3) What defines a register? <p>Практические задания:</p> <p>Прочитайте следующие тексты и определите их регистр:</p> <p>1) In 2006 an American big-game hunter from Idaho shot and killed the first documented wild polar-grizzly bear hybrid, a mostly white male covered in patches of brown fur with long grizzly-like claws, a humped back, and eyes ringed by black skin. Four years later a second-generation “pizzly” or “grolar” was shot. After hearing reports of the bears, Brendan Kelly, then an Alaska-based biologist with the National Oceanic and Atmospheric Administration, started to wonder which other species might be interbreeding as a result of a changing Arctic landscape. (from Katherine Bagley, “Climate Change Is Causing Some Mixed-Up Wildlife”)</p> <p>2) The renovation of the County Courthouse is progressing on schedule and within budget. Although the cost of certain materials is higher than our original bid indicated, we expect to complete the project without exceeding the estimated costs because the speed with which the project is being completed will reduce overall labor expenses. (from Tran Nuguélen, project engineer)</p> <p>3) Every day you walk on it, your baby crawls across it, and your dog rolls around on it. Your child may accidentally drop a piece of candy on it and eat the candy</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p>anyway. All the while you are unaware that your floor is made with a toxic chemical that has proven to cause various types of cancer and other serious health risks. Vinyl flooring — one of today’s most affordable, durable, and easily installed flooring options — is manufactured using vinyl chloride. From Mina Raine, student, “The Real Dangers of Vinyl Chloride”)</p> <p>4) Once upon a time there was a small, beautiful, green and graceful country called Vietnam. It needed to be saved. (In later years no one could remember exactly what it needed to be saved from, but that is another story.) For many years Vietnam was in the process of being saved by France, but the French eventually tired of their labors and left. Then America took on the job. America was well equipped for country saving. It was the richest and most powerful nation on earth. It had, for example, nuclear explosives on hand and ready to use equal to six tons of TNT for every man, woman, and child in the world. It had huge and very efficient factories, brilliant and dedicated scientists, and most (but not everybody) would agree, it had good intentions. (from The Sierra Club, “Vietnam Defoliation: A Fable for Our Times”).</p> <p>Комплексные проблемные задания: Writers create and control tone in their writing in part through the words they choose. For example, the words laugh, cheery, dance, and melody help create a tone of celebration. Make a list of the words that come to mind when considering each of the following tones: humorous authoritative tentative angry triumphant repentant Compare your lists of words with those of others in the class. What generalizations can you make about the connotations associated with each of these tones?</p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
УК-4.2	Составляет деловую документацию, создает различные академические или профессиональные тексты на русском и иностранном языках	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) What are the means of expressing factual/esthetic and conceptual information? 2) When is factual information necessary? 3) What types of documents lack esthetic information? 4) <p>Практические задания:</p> <p>Find the texts which a) contains esthetic information/factual information; b) lacks esthetic information/conceptual information.</p> <p>Комплексные проблемные задания:</p> <p>Makeup dialogues to illustrate the use of factual/esthetic/cognitive information.</p>
УК-4.3	Представляет результаты исследовательской и проектной деятельности на различных публичных мероприятиях, участвует в академических и профессиональных дискуссиях на русском и иностранном языках	<p><i>Теоретические вопросы:</i></p> <ol style="list-style-type: none"> 1) <i>What is a register?</i> 2) <i>How many registers are there in English?</i> 3) <i>What lexical and grammatical means are used to express factual/conceptual information?</i> <p><i>Практические задания:</i></p> <p><i>Read the text and find examples of factual/conceptual information:</i></p> <p><i>'Of course,' the man in the brown hat said, 'there are good policemen and there are bad policemen, you know.'</i></p> <p><i>'You're right,' the young man said. 'Yes. That's very true. Isn't it, Julie?' He looked at the young woman next to him.</i></p> <p><i>Julie didn't answer and looked bored. She closed her eyes.</i></p> <p><i>'Julie's my wife,' the young man told the man in the brown hat. 'She doesn't like trains. She always feels ill on trains.'</i></p> <p><i>'Oh yes?' the man in the brown hat said. 'Now my wife — she doesn't like buses. She nearly had an accident on a bus once. It was last year ... No, no, it wasn't. It was two years ago. I remember now. It was in Manchester.'</i> He told a long, boring story about his wife and a bus in Manchester.</p> <p><i>It was a hot day and the train was slow. There were</i></p>

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		<p><i>seven people in the carriage. There was the man in the brown hat; the young man and his wife, Julie; a mother and two children; and a tall dark man in an expensive suit.</i></p> <p><i>The young man's name was Bill. He had short brown hair and a happy smile. His wife, Julie, had long red hair and very green eyes — the colour of sea water. They were very beautiful eyes.</i></p> <p><i>The man in the brown hat talked and talked. He had a big red face and a loud voice. He talked to Bill because Bill liked to talk too. The man in the brown hat laughed a lot, and when he laughed, Bill laughed too. Bill liked talking and laughing with people. The two children were hot and bored. They didn't want to sit down. They wanted to be noisy and run up and down the train.</i></p> <p><i>'Now sit down and be quiet,' their mother said. She was a small woman with a tired face and a tired voice.</i></p> <p><i>'I don't want to sit down,' the little boy said. 'I'm thirsty.'</i></p> <p><i>'Here. Have an orange,' his mother said. She took an orange out of her bag and gave it to him.</i></p> <p><i>'I want an orange too,' the little girl said loudly.</i></p> <p><i>'All right. Here you are,' said her mother. 'Eat it nicely, now.'</i></p> <p><i>The children ate their oranges and were quiet for a minute.</i></p> <p><i>Then the little boy said, 'I want a drink. I'm thirsty.'</i></p> <p><i>The tall dark man took out his newspaper and began to read. Julie opened her eyes and looked at the back page of his newspaper. She read about the weather in Budapest and about the football in Liverpool. She wasn't interested in Budapest and she didn't like football, but she didn't want to listen to Bill and the man in the brown hat. 'Talk, talk, talk,' she thought. 'Bill never stops talking.'</i></p> <p><i>Then suddenly she saw the tall man's eyes over the top of his newspaper. She could not see his mouth, but there was a smile in his eyes. Quickly, she looked down at the newspaper and read about the weather in Budapest again.</i></p>

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		<p><i>The train stopped at Dawlish station and people got on and got off. There was a lot of noise.</i></p> <p><i>'Is this our station?' the little girl asked. She went to the window and looked out.</i></p> <p><i>'No, it isn't. Now sit down,' her mother said.</i></p> <p><i>'We're going to Penzance,' the little girl told Bill.</i></p> <p><i>'For our holidays.'</i></p> <p><i>'Yes,' her mother said. 'My sister's got a little hotel by the sea. We're staying there. It's cheap, you see.'</i></p> <p><i>'Yes,' the man in the brown hat said. 'It's a nice town. I know a man there. He's got a restaurant in King Street. A lot of holiday people go there. He makes a lot of money in the summer.'</i> He laughed loudly. <i>'Yes,' he said again. 'You can have a nice holiday in Penzance.'</i></p> <p><i>'We're going to St Austell,' Bill said. 'Me and Julie. It's our first holiday. Julie wanted to go to Spain, but I like St Austell. I always go there for my holidays. It's nice in August. You can have a good time there too.'</i></p> <p><i>Julie looked out of the window. 'Where is Budapest?' she thought. 'I want to go there. I want to go to Vienna, to Paris, to Rome, to Athens.'</i> Her green eyes were bored and angry. <i>Through the window she watched the little villages and hills of England.</i></p> <p><i>The man in the brown hat looked at Julie. 'You're right,' he said to Bill. 'You can have a good time on holiday in England. We always go to Brighton, me and the wife. But the weather! We went one year, and it rained every day. Morning, afternoon, and night. It's true. It never stopped raining.'</i> He laughed loudly. <i>'We nearly went home after the first week.'</i></p> <p><i>Bill laughed too. 'What did you do all day, then?' he asked.</i></p> <p><i>Julie read about the weather in Budapest for the third time. Then she looked at the tall man's hands. They were long, brown hands, very clean. 'Nice hands,' she thought. He wore a very expensive Japanese watch. 'Japan,' she thought. 'I'd like to go to Japan.'</i> She looked up and saw the man's</p>

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		<p><i>eyes again over the top of his newspaper. This time she did not look away. Green eyes looked into dark brown eyes for a long, slow minute.</i></p> <p><i>After Newton Abbot station the guard came into the carriage to look at their tickets. 'Now then,' he said, 'where are we all going?'</i></p> <p><i>'This train's late,' the man in the brown hat said.</i></p> <p><i>'Twenty minutes late, by my watch.'</i></p> <p><i>'Ten minutes,' the guard said. 'That's all.' He smiled at Julie.</i></p> <p><i>The tall dark man put his newspaper down, found his ticket, and gave it to the guard. The guard looked at it.</i></p> <p><i>'You're all right, sir,' he said. 'The boat doesn't leave Plymouth before six o'clock. You've got lots of time.'</i></p> <p><i>The tall man smiled, put his ticket back in his pocket and opened his newspaper again.</i></p> <p><i>Julie didn't look at him. 'A boat,' she thought. 'He's taking a boat from Plymouth. Where's he going?' She looked at him again with her long green eyes.</i></p> <p><i>He read his newspaper and didn't look at her. But his eyes smiled. The train stopped at Totnes station and more people got on and off.</i></p> <p><i>'Everybody's going on holiday,' Bill said. He laughed. 'It's going to be wonderful. No work for two weeks. It's a nice, quiet town, St Austell. We can stay in bed in the mornings, and sit and talk in the afternoons, and have a drink or two in the evenings. Eh, Julie?' He looked at his wife. 'Are you all right, Julie?'</i></p> <p><i>'Yes, Bill,' she said quietly. 'I'm OK.' She looked out of the window again. The train went more quickly now, and it began to rain. Bill and the man in the brown hat talked and talked. Bill told a long story about two men and a dog, and the man in the brown hat laughed very loudly.</i></p> <p><i>'That's a good story,' he said. 'I like that. You tell it very well. Do you know the story about . . .'</i> And he told Bill a story about a Frenchman and a bicycle.</p> <p><i>'Why do people laugh at these stories?' Julie</i></p>

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		<p><i>thought. 'They're so boring!'</i></p> <p><i>But Bill liked it. Then he told a story about an old woman and a cat, and the man in the brown hat laughed again. 'That's good, too. I don't know. How do you remember them all?'</i></p> <p><i>'Because', Julie thought, 'he tells them every day.'</i></p> <p><i>'I don't understand,' the little girl said suddenly. She looked at Bill. 'Why did the cat die?'</i></p> <p><i>'Shhh. Be quiet,' her mother said. 'Come and eat your sandwiches now.'</i></p> <p><i>'That's all right,' Bill said. 'I like children.'</i></p> <p><i>The man in the brown hat looked at the children's sandwiches. 'Mmm, I'm hungry, too,' he said. 'You can get sandwiches in the restaurant on this train.'</i></p> <p><i>He looked at Bill. 'Let's go down to the restaurant, eh? I need a drink too.'</i></p> <p><i>Bill laughed. 'You're right. It's thirsty work, telling stories.'</i></p> <p><i>The two men stood up and left the carriage.</i></p> <p><i>The little girl ate her sandwich and looked at Julie. 'But why did the cat die?' she asked.</i></p> <p><i>'I don't know,' Julie said. 'Perhaps it wanted to die.'</i></p> <p><i>The little girl came and sat next to Julie. 'I like your hair,' she said. 'It's beautiful.' Julie looked down at her and smiled.</i></p> <p>Комплексные проблемные задания: Write a letter to a friend. Write a business letter. Write a summary of a scientific article.</p>
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	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> 1) What makes parents send their children to boarding schools? 2) What is the social background of such children? 3) What are the common principles of upbringing in boarding schools? <p>Практические задания: Read the texts and state the social class of the writers. <i>a) Boarding schools warp our political class – I know because I went to one</i></p>

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		<p><i>Like Boris Johnson, I was sent away. These are institutions of fear, cruelty and trauma, and they create terrified bullies</i></p> <p><i>‘Early boarding is based on a massive misconception: that physical hardship makes you emotionally tough. It does the opposite.’</i></p> <p><i>Photograph: Christopher Furlong/Getty Images</i></p> <p><i>There are two stark facts about British politics. The first is that it is controlled, to a degree unparalleled in any other western European nation, by a tiny, unrepresentative elite. Like almost every aspect of public life here, government is dominated by people educated first at private schools, then at either Oxford or Cambridge.</i></p> <p><i>The second is that many of these people possess a disastrous set of traits: dishonesty, class loyalty and an absence of principle. So what of our current prime minister? What drives him? What enables such people to dominate us? We urgently need to understand a system that has poisoned the life of this nation for more than a century.</i></p> <p><i>I think I understand it better than most, because there is a strong similarity between what might have been the defining event of Boris Johnson’s childhood and mine. Both of us endured a peculiarly British form of abuse, one intimately associated with the nature of power in this country: we were sent to boarding school when we were very young.</i></p> <p><i>Staff looked on with indifference – they thought we should sink or swim (the same philosophy applied to swimming)</i></p> <p><i>He was slightly older than me (11, rather than eight), but was dispatched, as so many boys were, after a major family trauma. I didn’t think a school could be worse than my first boarding school, Elstree, but the accounts that have emerged from his – Ashdown House – during the current independent inquiry into child sexual abuse, suggest that it achieved this improbable feat. Throughout the period when Johnson was a pupil, the inquiry heard, paedophilia was normalised. As the journalist Alex Renton, another ex-pupil, records, the headmaster was a vicious sadist who delighted in beating as many boys as possible, and victimised those who sought to report sexual attacks and other forms of abuse.</i></p> <p><i>Johnson was at first extremely hostile to the inquiry, describing it as money “spaffed up a</i></p>

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		<p><i>wall". But he later apologised to other former pupils. He has accepted that sexual assaults took place at the school, though he says he did not witness them. But a culture of abuse affects everybody, one way or another. In my 30s, I met the man who had been the worst bully at my first boarding school. He was candid and apologetic. He explained that he had been sexually abused by teachers and senior boys, acting in concert. Tormenting younger pupils was his way of reasserting power.</i></p> <p><i>The psychotherapist Joy Schaverien lists a set of symptoms that she calls "boarding school syndrome". Early boarding, she finds, has similar effects to being taken into care, but with the added twist that your parents have demanded it. Premature separation from your family "can cause profound developmental damage".</i></p> <p><i>The justification for early boarding is based on a massive but common misconception. Because physical hardship in childhood makes you physically tough, the founders of the system believed that emotional hardship must make you emotionally tough. It does the opposite. It causes psychological damage that only years of love and therapy can later repair. But if there are two things that being sent to boarding school teach you, they are that love cannot be trusted, and that you should never admit to needing help.</i></p> <p><i>On my first night at boarding school, I felt entirely alone. I was shocked, frightened and intensely homesick, but I soon discovered that expressing these emotions, instead of bringing help and consolation, attracted a gloating, predatory fascination.</i></p> <p><i>The older boys, being vulnerable themselves, knew exactly where to find your weaknesses. There was one night of grace, and thereafter the bullying was relentless, by day and night. It was devastating. There was no pastoral care at all. Staff looked on with indifference as the lives of the small children entrusted to them fell apart. They believed we should sink or swim. (The same philosophy applied to swimming, by the way: non-swimmers were thrown into the deep end of an unheated pool in March.)</i></p> <p><i>I was cut off from everything I knew and loved. Most importantly, I cut myself off from my feelings. When expressions of emotion are dangerous, and</i></p>

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		<p><i>when you are constantly told that this terrible thing is being done for your own good, you quickly learn to hide your true feelings, even from yourself. In other words, you learn the deepest form of dishonesty. This duplicity becomes a habit of mind: if every day you lie to yourself, lying to other people becomes second nature.</i></p> <p><i>You develop a shell, a character whose purpose is to project an appearance of confidence and strength, while inside all is fear and flight and anger. The shell may take the form of steely reserve, expansive charm, bumbling eccentricity, or a combination of all three. But underneath it, you are desperately seeking assurance. The easiest means of achieving it is to imagine that you can dominate your feelings by dominating other people. Repressed people oppress people.</i></p> <p><i>In adulthood you are faced with a stark choice: to remain the person this system sought to create, justifying and reproducing its cruelties, or to spend much of your life painfully unlearning what it taught you, and learning to be honest again: to experience your own emotions without denial, to rediscover love and trust. In other words, you must either question almost nothing or question almost everything.</i></p> <p><i>Though only small numbers of people went through this system, it afflicts the entire nation. Many powerful politicians are drawn from this damaged caste: David Cameron, for example, was seven when he was sent to boarding school. We will not build a kinder, more inclusive country until we understand its peculiar cruelties.</i></p> <p><i>b) A moment that changed me: being sent away to my loveless boarding school</i></p> <p><i>When I was 11 my parents split up, I lost my teddy bear and I was exiled. It was like falling off a cliff with no one to catch me at the bottom</i></p> <p><i>‘A few months before I left for my new life I lost my teddy bear ... as my parents said goodbye, there was nothing to cling to.’ Photograph: Niall McDiarmid/Alamy</i></p> <p><i>My childhood as I had known it changed forever when I was sent to a girls’ boarding school in the seventies. My parents were in the process of splitting up, and my mother had gone abroad to look after my terminally ill granny – neither subject was discussed with me.</i></p>

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		<p><i>A few months before I left for my new life, aged just 11, I lost my teddy bear at an airport. The small bear had been my constant companion, and as my parents said goodbye there was nothing to cling to. The first night away, I sobbed in the small, unfamiliar bed. It was like falling off a cliff into the unknown with no one to catch me at the bottom.</i></p> <p><i>The school was a former stately home situated in 25 acres of parkland that also contained a Saxon church and Italian gardens. The Jacobean-like exterior was huge and imposing. When we drove up the grand drive at the beginning of the autumn term, it was the first time I had actually seen the school.</i></p> <p><i>I remember the heavy sense of impending doom as my parents said goodbye. I would see them on just two Saturday nights and for one short half term over the next three months. We communicated by letter, which we were obliged to write on a Sunday – the rumour being that the housemistress read and censored them all. It was a brutal way to live, supervised by embittered middle-aged women who didn't appear to like children.</i></p> <p><i>We were often cold and always hungry. The food was inedible, mostly. I remember oily pilchards, a disgusting dish of tinned tomatoes and crumble, slivers of hard meat that resembled pieces of leather, scrambled egg made from powder, pink bacon with more fat than meat. It was like being given a punitive sentence that never seemed to end. Despite the “privileged” education we were being given, conditions were spartan: there were no curtains on our bedroom windows, we had one small drawer to store our personal items, and we were allotted three tepid baths a week. Every evening we stood in a line and sang vespers, which we had to learn off by heart. We wore enormous grey pants over our underwear, and every morning the matron would make us lift our skirts to check we were wearing them.</i></p> <p><i>I remember interminable boredom. There was nothing to do after lessons or at weekends. At first I missed my mother desperately and wanted her to take me away. I wrote her tragic letters, which must have been hard to read. When I realised that she couldn't save me, I gave up trying to succeed. I had been a happy, productive student at primary school, and had been made head girl in my final year. I enjoyed cycling, acting, reading, writing</i></p>

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		<p><i>and climbing trees. My best friend from that time reminds me that I was pretty academic.</i></p> <p><i>My gang of friends and I loathed our boarding school. We tried to rebel against the petty rules that prevented us being individuals. We began smoking at the age of 14 out of boredom and lost interest in anything but counting down the days until the end of term, when we would be released back into the real world for a short spell of freedom. None of our group achieved what we should have done academically.</i></p> <p><i>We left at 16 and went to other schools for A-levels, but I railed against authority for years to come, and shirked anything that smacked of commitment or routine. After five years of heavy restraint, I wanted to be free to do exactly what I liked. Even the thought of university felt too restrictive, and I delayed going until my mid-twenties.</i></p> <p><i>I think the worst aspect of that life, apart from being ripped from home, was the way we fell out of the habit of confiding in our parents. I was bullied for a year by a housemistress with rolling eyes and a wobbling lip who made it clear that she disliked me. Almost every night she ordered me to stand in dark corridors for talking after lights out (everyone chatted in the dormitory, but she singled me out). She would leave me there for what seemed like hours, and would finally return, claiming she had forgotten me. One day she sent me to sleep on my own in a large empty dormitory for several weeks, which was terrifying. I didn't tell my parents, but felt intensely persecuted and wretched.</i></p> <p><i>Luckily, times have changed: parents, for whatever reason, still send their children to boarding school, but those institutions are far more accountable, and children have many ways to stay in touch with their parents. In those days we had access to one telephone box for more than 300 girls.</i></p> <p><i>Living away from my parents greatly affected me. For many years, I lacked confidence and would too easily feel abandoned. Children need to be taken care of by people who truly love them as only parents can.</i></p> <p>Комплексные проблемные задания: Find in the texts the lexical makers which indicates the social background of the writers.</p>
УК-5.2	Владеет навыками толерантного	Теоретические вопросы: 1) What are the main characteristics of an ideal

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	поведения при выполнении профессиональных задач	<p>teacher?</p> <p>2) Should a teacher have any set of moral rules his classroom?</p> <p>Проблемные задания: Read an excerpt from the article by Csillik E. "Intercultural Challenges of Teaching in Multilingual/Multicultural Classrooms". What are the challenges a teacher have in the multilingual classroom? <i>Based on more than twelve years of professional experiences an English as a New Language teacher in New York City, the author will focus on the five major problem areas previously specified that are interculturally challenging for today's teachers of multilingual/multicultural classrooms (Csillik, 2018). Therefore, the author will further bring into focus those intercultural challenges; (1) cultural and demographic issues and problem areas, (2) teacher related issues and problem areas, (3) language learner related issues and problem areas, (4) curriculum related issues and problem areas, and (5) assessment related issues and problem areas. Also, the author will take a close look at the above-mentioned problem areas one by one and will attempt to offer some best practice ideas to target these challenging issues.</i> <i>Multilingual/multicultural education is a global concern, not limited to one culture or society. One obvious effect of the globalization phenomenon is that diverse cultural communities have become interconnected due to the changing demographic flow of people immigrating to various well-developed countries. Their goal is to either seek out better life opportunities, or to find peace since many have fled from war-zones. Eventually, they become permanent residents in the host countries. Also, through tourism many tourists and short-term visitors become long-term residents, deciding to reside for a longer period than they originally planned. It is a challenge for many people to live, work, learn a new language in a new cultural environment, and to adapt to the new cultural norms and values of the new environment. The need to provide differentiated education for these newly arrived people is not only a human right, but also a</i></p>

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		<p><i>social justice issue.</i></p> <p><i>Since people come to New York City from many different parts of the world, they have already-learned or established hidden differences, such as values, norms, assumptions, religious views, etc. Their social and individual identities might be seen differently in the host culture due to existing stereotypes. People from the host country characterize new-comer people with 'personality words', such as, "emotional", "shy", "reserved", "friendly", "hard-working" or "lazy". It makes it hard for people to 'fit in' if people in the host country are less accepting and unaware of cultural differences. People should remember that these 'personality' words might characterize the individual but should not be used to generalize and describe a certain cultural group. These 'personality words' tend to be either complementary or pejorative. For example, most people would rather be called "friendly" than "shy" or "hard-working" than "lazy". So, if we use these words too often when we refer to one culture opposed to another, we end up favoring one culture over the other.</i></p> <p><i>By using these words, we build a hidden cultural bias into our description because the words are judgmental rather than simply being descriptive. In such a diverse</i></p> <p><i>multilingual and multicultural melting pot as New York City's educational setting is, where 162 different languages and cultures co-exist (English Language Learner Demographics Report for the 2015-16 School Year), 'personality words' should not be used to describe a culture in order to avoid preference of one dominant culture over the others, and the preference of one dominant language over the others.</i></p> <p><i>No language should be held in higher esteem than others because they happen to be the so-called "standard" or "dominant" language, whether it is Spanish, English, French, Arabic, or Chinese, just to name a few. So, what should be the language of instruction in a multilingual classroom be, where maybe the "dominant" language is not even spoken by one language learner in the classroom? For example, what if everyone in the class learned the "dominant" language as their second, or even third, language? Many times, English will be the language of choice, as it is the lingua franca of the</i></p>

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		<p><i>globalized world (Grucza, Olpinska-Szkielko, & Romanowski, 2016a).</i></p> <p><i>Meanwhile, any language could be used as the lingua franca with anyone from any country. Then, what happens to low-incidence languages that are also presented in a multilingual classroom, such as Tagalog, Urdu, Polish, Italian, Burmese, Tibetan, Hungarian, or Japanese, just to name a few? Does it mean that the speakers of these low-incidence languages may get marginalized in the classroom since their native language is not the “dominant” one in the culturally diverse classroom? The word “dominant” does not always refer to the majority of the speakers. All languages and language speakers should be equally accepted in the multilingual/multicultural classroom and represented in the community since it is the indisputable right of all human beings to access education in their own language; therefore, the recognition of different languages in the school setting is the minimum that educators can do.</i></p> <p><i>However, a valid question here is, how can one teacher integrate multiple languages in one classroom setting to represent all humans’ rights at the same time? Also, how can participants of the multilingual/multicultural classroom deal with the constant and rapid changes of the classroom’s cultural diversity due to the continuous flow of migration?</i></p> <p>Комплексные проблемные задания: Write an essay about Intercultural Challenges a Russian teacher may have in a classroom. Suggest ways of solving the problems.</p>

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.

