



МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

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

УТВЕРЖДАЮ

Директор института гуманитарного  
образования  
Л.Н.Санникова  
«02» февраля 2026 г.



**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ (МОДУЛЯ)**

***ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ  
ДЕЯТЕЛЬНОСТИ***

Направление подготовки (специальность)  
44.04.01 Педагогическое образование

Направленность (профиль/специализация) программы  
Современные технологии обучения иностранным языкам в системе общего и  
дополнительного иноязычного образования

Уровень высшего образования - магистратура

Форма обучения  
заочная

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

Магнитогорск  
2026 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

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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С.В. Рудакова

## Лист актуализации рабочей программы

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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

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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

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Рабочая программа пересмотрена, обсуждена и одобрена для реализации в 2029 - 2030 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:

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:

Межкультурная коммуникация в профессиональной деятельности  
Лингвострановедение

### **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 – 4,4 акад. часов;
- аудиторная – 4 акад. часов;
- внеаудиторная – 0,4 акад. часов;
- самостоятельная работа – 63,7 акад. часов;
- в форме практической подготовки – 0 акад. час;

– подготовка к зачёту – 3,9 акад. час

Форма аттестации - зачет

Раздел/ тема дисциплины	Курс	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 The costs and benefits of English as a lingua franca	1	2/2И		1/1И	33	Выполнение практических заданий.	Проверка письменных заданий. Написание мотивационного письма.	УК-4.1, УК-4.2, УК-4.3
Итого по разделу		2/2И		1/1И	33			
2. Teaching in Multicultural Classroom								
2.1 Multicultural Chalanges in a classroom.	1			1/1И	30,7	Выполнение практических заданий.	Проверка письменных заданий. Написание аннотации к статье.	УК-4.1, УК-4.2, УК-4.3
Итого по разделу				1/1И	30,7			
Итого за семестр		2/2И		2/2И	63,7		зачёт	
Итого по дисциплине		2/2И		2/2И	63,7		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**

### **а) Основная литература:**

1) Рабина, Е. И. Grammar Review. (Практикум по дисциплине "Иностранный язык в профессиональной деятельности" (английский язык) для студентов бакалавриата очной и заочной форм обучения) : практикум / Е. И. Рабина, Т. Ю. Залавина, Е. А. Пикалова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2021. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/3120> (дата обращения: 30.01.2026). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2) Рожнева, Е. М. Иностранный язык в профессиональной деятельности : учебное пособие / Е. М. Рожнева. — Кемерово : КузГТУ имени Т.Ф. Горбачева, 2023. — 108 с. — ISBN 978-5-00137-385-8. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/352571> (дата обращения: 28.03.2025). — Режим доступа: для авториз. пользователей.

### **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: 11.04.2024). - 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. - 1 электрон. 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: 11.04.2024). - 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. - 1 CD-ROM. - Загл. с титул. экрана. - URL:

<https://host.megaprolib.net/MP0109/Download/MObject/2391> (дата обращения: 11.04.2024). - 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 распространяемое ПО	бессрочно
КРЕДО ТРАНСКОР 3.0	Д-414-08 от 04.07.2008	бессрочно

**Профессиональные базы данных и информационные справочные системы**

Название курса	Ссылка
Электронная база периодических изданий ООО «ИВИС»	<a href="https://eivis.ru/">https://eivis.ru/</a>
Национальная информационно-аналитическая система – Российский индекс научного цитирования (РИНЦ)	URL: <a href="https://elibrary.ru/project_risc.asp">https://elibrary.ru/project_risc.asp</a>
Электронные ресурсы библиотеки МГТУ им. Г.И. Носова	<a href="https://host.megaprolib.net/MP0109/Web">https://host.megaprolib.net/MP0109/Web</a>
Российская Государственная библиотека. Каталоги	<a href="https://www.rsl.ru/ru/4readers/catalogues/">https://www.rsl.ru/ru/4readers/catalogues/</a>

**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: 1. English as a global language

##### 1.1. The costs and benefits of English as a lingua franca

1.1 Read the text and do the task after it.

#### *English still rules the world, but that's not necessarily OK. Is it time to curb its power?*

*Anyone spending their Christmas holidays on the European mainland will likely have observed that it is quite common to meet staff in shops and hotels who can hold a conversation in English, and to read signs and menus in the language. This fact should come as no surprise, and it is no accident: the spread of English skills in Europe is largely the result of educational policies that have intensively promoted its teaching in public schools over the past decades.*

*The reasons are diverse and well-known. English is a major language of culture, and it is the third most spoken language in the world as a native language, after Chinese and Spanish. Native speakers of English number about 373m (roughly 5% of the world population), mostly concentrated in six advanced industrialised democracies (Australia, Canada, Ireland, New Zealand, the UK and the US), which together produce 33% of the world's gross domestic product in nominal terms. As a result of the colonial legacy, English is an official or co-official language in many countries of the world, mainly in Africa.*

*The communication value of English is therefore high, and so is the interest in learning it. Many people use English as a second or foreign language. Precise estimates are risky but taken together, native and non-native speakers in the world total between 1 billion and 1.5 billion, depending on the definition of "speaker". This amounts to 12-19% of the global population. Proficiency levels, however, are very uneven.*

*The emergence of English as the predominant (though not exclusive) international language is seen by many as a positive phenomenon with several practical advantages and no downside. However, it also raises problems that are slowly beginning to be understood and studied.*

*The most important challenge is that of fairness or "linguistic justice". A common language is a bit like a telephone network: the more people know a language, the more useful it becomes to communicate. The question of fairness arises because individuals face very different costs to access the network and are on an unequal footing when using it. Those who learn English as a second language incur learning costs, while native speakers can communicate with all network members without incurring such costs. It's like getting the latest smartphone model and sim card with unlimited data for free.*

*François Grin, of the University of Geneva, estimates that western European countries spend between 5% and 15% of their education budget on foreign language teaching. In the EU, most of these resources go to the teaching of a single language, English. With the obvious exception of Ireland, English as a foreign language is taught in schools in all EU member states, usually as a compulsory subject. About 84% of pupils in primary schools, 98% in lower secondary education and 88% in upper secondary education learn it, according to figures published by the European Commission. The percentage studying other languages (typically French, German or Spanish) in secondary education is much lower, averaging 20% to 30%.*

*In English-speaking countries, by contrast, foreign language teaching has long been in decline because younger generations feel less need to learn other people's languages, turning to other subjects instead. This trend translates into considerable savings for the education systems of English-speaking countries, which can then be allocated to other productive public investments.*

*A second type of inequality relates to the use of a common language. In most professional contexts, a person is more effective and persuasive when using their native language. This inequality is difficult, but not impossible, to quantify. In scientific research, English is often required for publishing in international journals and obtaining research funding.*

*A team led by Tatsuya Amano at the University of Queensland recently published a study of 900 researchers in environmental sciences revealing that non-native English-speaking researchers require as much as twice the time needed by native speakers to read, write or review publications in English. When submitting papers for publication, non-native speakers are about 2.5 times more likely to have their work rejected for linguistic reasons – and they are 12.5 times more likely to have to make language-related revisions. So, even with equal or greater technical competence, they may have fewer career opportunities.*

*It is certainly easier to identify a problem than to find solutions, particularly when it comes to global issues. However, some compensatory measures may help reduce global linguistic injustice. Philippe Van Parijs, of the University of Louvain, has, somewhat provocatively, proposed a linguistic tax on English-speaking countries to compensate for the costs of teaching English in other countries. This would involve establishing a global tax on countries where the majority of the population speaks English as a native language and distributing the revenue to countries where English is taught in schools as a foreign language.*

*Other proposals include more intensive use of machine translation and artificial intelligence in scientific publications, with the costs borne by the publisher. Criteria rewarding multilingual researchers in applications for funding for international projects could be designed, following the example of policies to promote gender equality in academia.*

*Of course, the problem of linguistic justice is not confined to English. The very same problem would arise if the dominant language of global communication were another, such as Spanish or French (but not a neutral language such as Esperanto). But right now, English is the predominant international language. For many this is a blessing, but should we not also think of those for whom it is a cause for concern?*

Write a short summary of the article stressing the downsides of English global dominance and the author's suggestions to the problem.

Read the text and do the task after it.

### ***Languages in UK schools: where we are vs where we need to be***

*Learning a foreign language is difficult, right? Well, yes, it is if you start at 11, only do it for three years, get the bare minimum of curriculum time, have your classes so spaced out that you forget what you learned last Wednesday when it comes to the next lesson on Tuesday, and never get to apply your skills, so it's all theory and no practice (let alone pleasure).*

*This is pretty much how schoolchildren in the state sector are taught modern foreign languages in the UK. And according to Dr Robert Crawshaw, head of European languages and culture at Lancaster university, it means that the state of language learning is "very variegated" across the country.*

*Partly, he says, this is due to the different types of school, "which determines the size of the sixth form which in turn dictates the type of provision."*

*It's also partly due to which exam board the school uses, "because language teaching in secondary tends to be very much exam driven."*

*No child in England, Wales, Scotland or Northern Ireland has to learn a modern foreign language before they start secondary. And since 2004 when it became optional to take a modern language exam at GCSE, it's only compulsory to carry on till age 14.*

*Even if a pupil does opt to take the GCSE, what's required to pass comes in for criticism.*

*"Many language teachers in secondary schools are heartily sick of the formulaic format of GCSE exams which all too easily has the effect of stifling the motivation of students with the greatest potential for advanced language learning," says Crawshaw.*

*"Languages are not high on anyone's agenda and are not seen as a core subject," says Crawshaw - an opinion the new draft primary and secondary national curriculum appears to confirm.*

*That the UK is not a place where bilingual ability is valued is demonstrated again in the attitude to the tens of thousands children who do arrive at school with abilities in another language, he observes.*

*"The potential for children to reach high levels of competence in these languages is not recognised or supported by government - in the new national curriculum, there is no mention of bilingual learners who have the opportunity to learn languages at home and no plan for how these languages could be shared in the classroom." In a country which has attracted migrants from across the world, this means that in two or three generations, children with migrant heritage grow up to be monolingual, or only conversationally functional in the language spoken by their parents or grandparents.*

*In other countries, experts point out, young children don't just do more hours of language learning, they are also taught some of their other subjects through the medium of that language.*

*This type of immersion would instantly improve curriculum content, suggests Anderson, who says that on a recent visit to the USA, he saw primary age children being taught other subjects half in English and half in Chinese, which they had been learning from nursery upwards.*

*"Learning a foreign language definitely makes you think about cultural differences, and the fact that other people are radically different," he says. "To be more aware of otherness is certainly one of the side effects of learning a foreign language which is not regarded at the moment as one of the core aspects of primary and secondary language learning."*

*It also has depressing implications for the UK's chances of competing in an increasingly internationalised employment market.*

*When a 2012 European Commission report on "Language competences for employability, mobility and growth" notes that "the share of pupils reaching the level of 'independent user' in the first foreign language varies from 9% in England to 82% in Sweden" there seems to be only one conclusion: when it comes to modern foreign languages, the UK "must do better".*

Make a presentation on your own research on language education at schools in your country/region/city.

#### **а) Основная литература:**

1) Рабина, Е. И. Grammar Review. (Практикум по дисциплине "Иностранный язык в профессиональной деятельности" (английский язык) для студентов бакалавриата очной и заочной форм обучения) : практикум / Е. И. Рабина, Т. Ю. Залавина, Е. А. Пикалова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2021. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/3120> (дата обращения: 30.01.2026). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2) Рожнева, Е. М. Иностранный язык в профессиональной деятельности : учебное пособие / Е. М. Рожнева. — Кемерово : КузГТУ имени Т.Ф. Горбачева, 2023. — 108 с. — ISBN 978-5-00137-385-8. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/352571> (дата обращения: 28.03.2025). — Режим доступа: для авториз. пользователей.

#### **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: 11.04.2024). - 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. - 1 электрон. 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: 11.04.2024). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

### с) 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. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/2391> (дата обращения: 11.04.2024). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

## Раздел 2: Teaching in Multicultural Classroom

### Тема 2.1 2.1 Multicultural Challenges in a classroom.

2.1. Read the text and do the task after it.

#### *Monolingual vs Multilingual Classes*

*In any job you've been doing a long time, it can become repetitive. You may have been teaching for a while, and are now wondering how to bring back that spark you had when you first started teaching English as a foreign language, or you may be thinking about broadening your experiences in the TEFL world and venturing into a new type of classroom.*

*There are a multitude of ways you can teach English, but the common types of classroom settings are likely to be multilingual, and monolingual. So, what's the difference?*

***Monolingual classes** contain students with a common native language, or L1. You may typically find these types of classes abroad.*

*A **multilingual class** is made up of a mix of nationalities and languages and is predominantly found in native English-speaking countries.*

*There is also a hybrid phenomenon, called a predomonolingual class. This is when you have a majority with one language, mixed in with a few other backgrounds. For example, a majority Chinese-speaking class with a Spanish student and a Japanese student too.*

#### ***Teaching Differences***

*Your teaching technique may differ depending on which type of class you are teaching. With this in mind, it's essential to consider the differences between both class types.*

#### ***Monolingual classes***

##### ***Disadvantages***

*Some of the struggles may be trying to get the students to discuss and debate in English. If students share a native language, they may automatically revert back to this, even if they don't realise it.*

*Similarly, if you are teaching lower levels, it may be easier for students to ask their peers for a translation or for help if they need it.*

*If you do understand some of the main language in the classroom, don't let the students become aware of it. The ultimate goal is to maximise the use of English in the class, and students may become reliant on your knowledge of their native language to translate or explain things to them.*

##### ***Advantages***

*Students will have a common culture within the class, and this can be used to a teachers' advantage. Lessons can be personalised, opinions on their country and its society can be shared,*

and students will easily be able to relate the language they are learning to situations outside of the classroom.

*Lessons can be tailored to your students' needs, and errors can easily be identified – most of the students will have the same language, grammar or pronunciation problem.*

### **Multilingual classes**

#### **Disadvantages**

*As there will be no common country or background within the classroom, lessons will need to be carefully planned to ensure cultural sensitivities have been taken into consideration.*

*Grouping for tasks may need to be thought out in advance, as well as any tasks that may involve students sharing their points of view about potentially divisive topics.*

#### **Advantages**

*Ensuring that English is the language of instruction and discussion in the classroom is easiest in this classroom environment. Students have ample opportunity to express themselves orally, and the ability to mix with, and learn from, other cultures and backgrounds.*

*It can be an enriching experience not only for the language being learnt, but also by opening students minds up to the world and its diversity.*

Write a summary of the text stressing the advantages and disadvantages both in monolingual and multilingual classes.

2.2 Read the text and do the task after it.

## ***Differences between East Asian and European Language Learners***

*Working in China, Japan, Korea or Southeast Asia, it doesn't take long to realise that there are some fundamental differences in the ways in which students approach language, as compared to a typical group of European language learners.*

*These differences come from a range of factors: educational experience, previous teaching methods that they have been exposed to, assumptions about the nature of teaching and learning, and influences from students' first language and home culture being just a few.*

*This article will look at some considerations which language educators can bear in mind to plan how they deliver language-based classes with students from this region of the world.*

### **Competence and Performance**

***Many Asian cultures of education place heavy emphasis on knowledge about language, rather than its application in authentic communication. Language knowledge, otherwise known as language competence, is more easily testable than its real-world application as it can be assessed through grammatical and meaningful examples which can be defined as correct or incorrect according to 'rules'.***

*Underdeveloped language performance of this kind is a common feature in learners in the Asia region, a trend demonstrated well by Thai Scrabble experts (and even champions) who cannot actually speak English.*

*This shows that it is possible to know a huge number of words in a language without being able to use them in a sentence. This extreme example represents an issue that many school students exhibit due to knowledge-focused study and testing.*

### **Paper skills vs oral communication**

*Connected to the knowledge/performance issue is the imbalance of language skills in many students who have much more highly developed reading and writing skills than speaking and listening skills. Another symptom of a knowledge-based approach to language learning, added to a lack of speaking practice due to large class sizes and the relative unpredictability of spoken language, these factors show the importance of effective oral/aural skills classes for students from this region of the world.*

*Speaking and listening can be quite daunting for any language learner – unlike reading and writing, where the language being processed is in black and white on the page, spoken language has little visual reinforcement and must be processed in real-time, meaning that a range*

of different communicative skills are brought into play when having conversations, listening to news, watching movies and so on.

Speaking games are a great way of doing this, and responsive activities where students interrupt, shout out or signal verbally when they hear a specific word, sound or piece of information can increase thinking speed, pro-activity and confidence alongside the language they are studying.

### **Resisting to errors**

Another issue which affects many students' learning process is the focus on accuracy in language. Any culture of Education which emphasizes knowledge-based testing by definition puts great value on correctness.

Unlike many Western education systems, which see errors as part of learning, inaccuracy in student language in many Asian cultures of education is seen as shameful and to be avoided. An effect of this is an aversion to risk-taking in communication.

One solution to this fear of errors is to lead by demonstration: everyone makes mistakes, so when you get something wrong, or don't know an answer, hold your hands up and admit your fault! A classroom which encourages errors in the name of learning will produce more creative, confident and newly-learnt language than one where students are expected to use language that they already know perfectly.

A fear of not knowing is a related barrier to learning – is it possible to learn if you cannot admit that you don't know something? In a knowledge-based education system, not knowing is often seen as a sign of failure, whereas in the West it is commonly seen as the first step towards a learning moment.

Don't assume that your students will admit lack of knowledge. Silence is safer than admitting this, so plan these admissions into your classes. Pose questions that you know your learners cannot answer, and reward the 'I don't know' moment.

Once they have admitted this in a controlled, fun environment, they will be more ready to ask questions, discover new ideas and look for the answers that they need independently. It seems like a small step, but hearing students say 'I don't know' for the first time, then finding the answer out for themselves is an immensely rewarding moment for a teacher.

### **Conclusion:**

It is easy to generalise about students from the East and Southeast Asia region (as I have done to some extent above), however every country, district, city and even school works differently to develop language skills in their students.

The factors I outline here, I must stress, are commonly, not always, true, and there are many schools which work hard to combat the issues I describe, turning out rounded language users who have a balance of skills, accuracy and fluency, and can communicate easily despite the focus on assessment which is typical in any primary or high school setting around the world. However, I am speaking generally about common features which I have noted from experience with learners from this region, who have responded very well to the kinds of responsive, interactive and confidence-building techniques used to address the issues above.

Share your language learning experience or your experience as a teacher of English. What problems mentioned in the text did you have? What problems do your students have? Do you think that these problems are caused by certain educational traditions? (Give written answers to the questions).

2.3 Read the text and do the task after it.

### **Teaching in multicultural classrooms: tips, challenges and opportunities**

**Rachel Coombe, subject leader beliefs, philosophy and ethics (BPE), The Voyager Academy, Peterborough**

*Peterborough is a very interesting city with a population of second, third and even fourth settled generations of Italian and Asian communities. In recent years, because of a variety of reasons, the city has had an enormous influx of mainly eastern European migrants, and because our school has the space they are joining us; at the rate, at the moment of about 25 students a week. We have 40% EAL (English as an additional language) students at the moment.*

*I have Roma, Hungarian, Czech, Lithuanian, Slovakian, Russian, African Portuguese, Afghan, British and Asian students in my classes. We have a department of support teachers who assess the students when they arrive and we are in the process of setting up a series of induction classes from every subject so that the students get an idea of what goes in school. We then give the students another similar (age/nationality/gender and so on) student to shadow for a few days and then the students are placed into classes. We feel that they will learn English best if they are immersed in the language; however, we are aware of possible issues (such as war trauma) so we are sensitive about how we deal with each student.*

*We have a number of adult translators in school, and on occasions, where necessary, we do use students [to translate] but we try not to as that's not why they're in school. We also have a number of teachers who are interested in EAL, of which I am one, and we try to support others when they are not sure how to manage when sometimes the class is made up of predominantly EAL students.*

*As we teach, we try to use a lot of visuals, a lot of student discussion, translated key words, sentence/writing frames and so on to help those EAL students. We also have started having outside of school hours time for families to come in to understand about how the education system works. We had a Roma day last year, as an example. It is a challenge but it can also be enriching for the other students. Some come with incredible talents, such as one particular Roma student who can play the piano and violin extremely beautifully just by listening to a piece of music and then copying it.*

***Jess Hamer, science teacher at Lampton School in Hounslow***

*Lampton is a 'complex urban' academy in west London. The school is non-selective and its pupils, who come from a wide range of ethnic backgrounds, fall below the national average both in terms of ability and socio-economic circumstance. Three quarters speak English as an additional language. However, student achievement is above average and the school has been deemed outstanding in challenging circumstances by Ofsted.*

*I wouldn't use the word "manage" - it's great to have such a diverse range of nationalities and cultures as students bring their different backgrounds and experiences to the classroom. As a school we celebrate many different festivals from around the world and there is a real sense of understanding between students, more celebrations = more fun! It's reassuring and heart-warming to see that the prejudices that exist in the adult world are virtually non-existent in the classroom.*

*I'm also a year 12 form tutor and guiding students who may be the first generation from their family to apply to university is really rewarding. Sometimes these students need additional support through the process as their families have no prior experience to draw from. Role models are really important for students, seeing scientists from a range of backgrounds raises their aspirations. We regularly host events and have visitors or Stem ambassadors giving lectures or taking part in career speed networking events.*

*Raising literacy standards is a big issue for many schools, schools with a high proportion of students with EAL is particularly important. At Lampton we've had a big push on academic literacy, and I'm part of the working group. Each department is implementing strategies for developing subject-specific literacy. In science, we're focusing on the process of reading information and then distilling it to scaffold a succinct paragraph of writing. With my year 7 class we're reading the Horrible Science books and then writing a review.*

*Teaching students from many cultures is no different to teaching in a school with a single culture - with the exception being having to pay additional attention to language/literacy.*

***Christopher Waugh, secondary English teacher, London Nautical School***

*I'm a 41-year-old English teacher from New Zealand. I've worked as a teacher for 10 years, the most recent three of which in London. The schools in New Zealand that I worked for had*

*much less of a cultural mix than the one I work in now but New Zealand operates strong bicultural practices in relation to the indigenous people, so my experience there has been of great use in my teaching here, and allows a unique perspective.*

*Being aware of language acquisition processes is vital. Understanding that someone from another language culture with a south London accent who communicates confidently with his peers does not necessarily have access to the same range of formal language devices as someone who comes from an English-language culture.*

*I find offering opportunities for students to communicate with each other about their culture, origins and background as part of the learning programme (presentations, debates, writing and reading) is a very effective method of demonstrating respect for cultural diversity as well as making the most of the richness of what it offers.*

*I also find that asking students and their parents for their advice and input is valuable learning for me. Don't be afraid of asking about students' nationality and having them take the lead on embracing the multinational classroom.*

***Mark Hughes, teacher, Christchurch Primary School in Ilford***

*I've worked in a variety of classes over my 12 years teaching, all with a high majority of religions, cultures and languages spoken. Christchurch has a high majority of Muslim students (when I started it was 85% but now it is 68%) we also have a high number of Eastern European and children from Asian backgrounds.*

*Generally most of the children I teach have English as an additional language and can converse and work quite well in English. As a school we 'set' children in ability levels for English work. We do projects such as language of the month, British week, Eid/Diwali/Christmas concerts as well and look for opportunities in lessons to promote different cultures.*

*When I first started teaching a lot of the customs and cultures of the different children were all new to me, however I've come to embrace them and educate myself about the childrens' lives outside of school (tends to help with the teaching side if you know a bit about what goes on at home!)*

*The different faiths and religions within the school and my class do allow for some great topics and discussions based on tolerance and respect. My wife works in a very middle class/non multicultural school in Hertfordshire and doesn't get the opportunities cropping up as much. We also have a take part in a global curriculum project about what it means to be a good citizen of the world. Looking at topics around the world – wars/tsunamis/child labour/respect/tolerance/historical influences on cultures and so on - all relevant to the chosen year group.*

*I think you need to be open about how little you know; be curious; learn some words and customs, and most importantly show an interest in them.*

***Holly Miles, foundation teacher, Larkrise Primary***

*I work at Larkrise Primary – a large multicultural primary school in a deprived area. Being a foundation teacher, the majority of children arrive every September with no English.*

*The first term is always very quiet as children often are unable to communicate verbally especially if no one speaks their language. I use a lot of visual resources, props for storytelling and so on, and try to keep language very simple. These children do pick up the language very quickly and I hope that by July most will have acquired enough English to communicate with me and their peers.*

*We try to include all cultural celebrations throughout the year Eid, Diwali, Chinese New Year and so on. The lovely thing about teaching this age is children are still very naive to differences in nationality and religion and so are very accepting to all.*

*Since teaching I have learnt a lot about cultural practices and I think the best way for new teachers to learn is to speak to parents and support staff about their cultures and find out through first hand experiences. As a nursery teacher I did home visits for all children in my class which really helped to give me an insight into where children are coming from.*

What tips do the teachers from the article use to incorporate cultural diversity in the classroom?

Make a presentation of your plan for incorporating diversity (the types you find important) into your work both in your classroom and outside it.

**а) Основная литература:**

1) Рабина, Е. И. Grammar Review. (Практикум по дисциплине "Иностранный язык в профессиональной деятельности" (английский язык) для студентов бакалавриата очной и заочной форм обучения) : практикум / Е. И. Рабина, Т. Ю. Залавина, Е. А. Пикалова ; Магнитогорский гос. технический ун-т им. Г. И. Носова. - Магнитогорск : МГТУ им. Г. И. Носова, 2021. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/3120> (дата обращения: 30.01.2026). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

2) Рожнева, Е. М. Иностранный язык в профессиональной деятельности : учебное пособие / Е. М. Рожнева. — Кемерово : КузГТУ имени Т.Ф. Горбачева, 2023. — 108 с. — ISBN 978-5-00137-385-8. — Текст : электронный // Лань : электронно-библиотечная система. — URL: <https://e.lanbook.com/book/352571> (дата обращения: 28.03.2025). — Режим доступа: для авториз. пользователей.

**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: 11.04.2024). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.

**с) 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. - 1 CD-ROM. - Загл. с титул. экрана. - URL: <https://host.megaprolib.net/MP0109/Download/MObject/2391> (дата обращения: 11.04.2024). - Макрообъект. - Текст : электронный. - Сведения доступны также на CD-ROM.2.

**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
<b>УК-4: Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</b>		
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>a) 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><b><i>Teaching in multicultural classrooms: tips, challenges and opportunities</i></b></p> <p><b><i>Rachel Coombe, subject leader beliefs, philosophy and ethics (BPE), The Voyager Academy, Peterborough</i></b></p> <p><i>Peterborough is a very interesting city with a population of second, third and even fourth settled generations of Italian and Asian communities. In recent years, because of a variety of reasons, the city has had an enormous influx of mainly eastern European migrants, and because our school has the space they are joining us; at the rate, at the moment of about 25 students a week. We have 40%</i></p>

Код индикатора	Индикатор достижения компетенции	Оценочные средства
		<p><i>EAL (English as an additional language) students at the moment.</i></p> <p><i>I have Roma, Hungarian, Czech, Lithuanian, Slovakian, Russian, African Portuguese, Afghan, British and Asian students in my classes. We have a department of support teachers who assess the students when they arrive and we are in the process of setting up a series of induction classes from every subject so that the students get an idea of what goes in school. We then give the students another similar (age/nationality/gender and so on) student to shadow for a few days and then the students are placed into classes. We feel that they will learn English best if they are immersed in the language; however, we are aware of possible issues (such as war trauma) so we are sensitive about how we deal with each student.</i></p> <p><i>We have a number of adult translators in school, and on occasions, where necessary, we do use students [to translate] but we try not to as that's not why they're in school. We also have a number of teachers who are interested in EAL, of which I am one, and we try to support others when they are not sure how to manage when sometimes the class is made up of predominantly EAL students.</i></p> <p><i>As we teach, we try to use a lot of visuals, a lot of student discussion, translated key words, sentence/writing frames and so on to help those EAL students. We also have started having outside of school hours time for families to come in to understand about how the education system works. We had a Roma day last year, as an example. It is a challenge but it can also be enriching for the other students. Some come with incredible talents, such as one particular Roma student who can play the piano and violin extremely beautifully just by listening to a piece of music and then copying it.</i></p> <p><b><i>Jess Hamer, science teacher at Lampton School in Hounslow</i></b></p> <p><i>Lampton is a 'complex urban' academy in west London. The school is non-selective and its pupils, who come from a wide range of ethnic backgrounds, fall below the national average both in terms of ability and socio-economic circumstance. Three quarters speak English as an additional language. However,</i></p>

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		<p><i>student achievement is above average and the school has been deemed outstanding in challenging circumstances by Ofsted.</i></p> <p><i>I wouldn't use the word "manage" - it's great to have such a diverse range of nationalities and cultures as students bring their different backgrounds and experiences to the classroom. As a school we celebrate many different festivals from around the world and there is a real sense of understanding between students, more celebrations = more fun! It's reassuring and heart-warming to see that the prejudices that exist in the adult world are virtually non-existent in the classroom.</i></p> <p><i>I'm also a year 12 form tutor and guiding students who may be the first generation from their family to apply to university is really rewarding. Sometimes these students need additional support through the process as their families have no prior experience to draw from. Role models are really important for students, seeing scientists from a range of backgrounds raises their aspirations. We regularly host events and have visitors or Stem ambassadors giving lectures or taking part in career speed networking events.</i></p> <p><i>Raising literacy standards is a big issue for many schools, schools with a high proportion of students with EAL is particularly important. At Lampton we've had a big push on academic literacy, and I'm part of the working group. Each department is implementing strategies for developing subject-specific literacy. In science, we're focusing on the process of reading information and then distilling it to scaffold a succinct paragraph of writing. With my year 7 class we're reading the Horrible Science books and then writing a review.</i></p> <p><i>Teaching students from many cultures is no different to teaching in a school with a single culture - with the exception being having to pay additional attention to language/literacy.</i></p> <p><b><i>Christopher Waugh, secondary English teacher, London Nautical School</i></b></p> <p><i>I'm a 41-year-old English teacher from New Zealand. I've worked as a</i></p>

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		<p><i>teacher for 10 years, the most recent three of which in London. The schools in New Zealand that I worked for had much less of a cultural mix than the one I work in now but New Zealand operates strong bicultural practices in relation to the indigenous people, so my experience there has been of great use in my teaching here, and allows a unique perspective.</i></p> <p><i>Being aware of language acquisition processes is vital. Understanding that someone from another language culture with a south London accent who communicates confidently with his peers does not necessarily have access to the same range of formal language devices as someone who comes from an English-language culture.</i></p> <p><i>I find offering opportunities for students to communicate with each other about their culture, origins and background as part of the learning programme (presentations, debates, writing and reading) is a very effective method of demonstrating respect for cultural diversity as well as making the most of the richness of what it offers.</i></p> <p><i>I also find that asking students and their parents for their advice and input is valuable learning for me. Don't be afraid of asking about students' nationality and having them take the lead on embracing the multinational classroom.</i></p> <p><b>Mark Hughes, teacher, Christchurch Primary School in Ilford</b></p> <p><i>I've worked in a variety of classes over my 12 years teaching, all with a high majority of religions, cultures and languages spoken. Christchurch has a high majority of Muslim students (when I started it was 85% but now it is 68%) we also have a high number of Eastern European and children from Asian backgrounds.</i></p> <p><i>Generally most of the children I teach have English as an additional language and can converse and work quite well in English. As a school we 'set' children in ability levels for English work. We do projects such as language of the month, British week, Eid/Diwali/Christmas concerts as well and look for opportunities in lessons to promote different cultures.</i></p>

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		<p><i>When I first started teaching a lot of the customs and cultures of the different children were all new to me, however I've come to embrace them and educate myself about the childrens' lives outside of school (tends to help with the teaching side if you know a bit about what goes on at home!)</i></p> <p><i>The different faiths and religions within the school and my class do allow for some great topics and discussions based on tolerance and respect. My wife works in a very middle class/non multicultural school in Hertfordshire and doesn't get the opportunities cropping up as much. We also have a take part in a global curriculum project about what it means to be a good citizen of the world. Looking at topics around the world – wars/tsunamis/child labour/respect/tolerance/historical influences on cultures and so on - all relevant to the chosen year group.</i></p> <p><i>I think you need to be open about how little you know; be curious; learn some words and customs, and most importantly show an interest in them.</i></p> <p><b><i>Holly Miles, foundation teacher, Larkrise Primary</i></b></p> <p><i>I work at Larkrise Primary – a large multicultural primary school in a deprived area. Being a foundation teacher, the majority of children arrive every September with no English.</i></p> <p><i>The first term is always very quiet as children often are unable to communicate verbally especially if no one speaks their language. I use a lot of visual resources, props for storytelling and so on, and try to keep language very simple. These children do pick up the language very quickly and I hope that by July most will have acquired enough English to communicate with me and their peers.</i></p> <p><i>We try to include all cultural celebrations throughout the year Eid, Diwali, Chinese New Year and so on. The lovely thing about teaching this age is children are still very naive to differences in nationality and religion and so are very accepting to all.</i></p> <p><i>Since teaching I have learnt a lot about cultural practices and I think the best way for new teachers to learn is to speak to parents and support staff about</i></p>

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		<p><i>their cultures and find out through first hand experiences. As a nursery teacher I did home visits for all children in my class which really helped to give me an insight into where children are coming from.</i></p> <p>What tips do the teachers from the article use to incorporate cultural diversity in the classroom?  Make a presentation of your plan for incorporating diversity (the types you find important) into your work both in your classroom and outside it.</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:  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> <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>
<p><b>УК-5: Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия</b></p>		
УК-5.1:	<p>Ориентируется в межкультурных коммуникациях на основе анализа смысловых связей современной поликультуры и полиязычия</p>	<p><b><i>Differences between East Asian and European Language Learners</i></b></p> <p><i>Working in China, Japan, Korea or Southeast Asia, it doesn't take long to realise that there are some fundamental differences in the ways in which students approach language, as compared to a typical group of European language learners.</i></p> <p><i>These differences come from a range of factors: educational experience,</i></p>

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		<p><i>previous teaching methods that they have been exposed to, assumptions about the nature of teaching and learning, and influences from students' first language and home culture being just a few.</i></p> <p><i>This article will look at some considerations which language educators can bear in mind to plan how they deliver language-based classes with students from this region of the world.</i></p> <p><b>Competence and Performance</b></p> <p><i>Many Asian cultures of education place heavy emphasis on knowledge about language, rather than its application in authentic communication. Language knowledge, otherwise known as language competence, is more easily testable than its real-world application as it can be assessed through grammatical and meaningful examples which can be defined as correct or incorrect according to 'rules'.</i></p> <p><i>Underdeveloped language performance of this kind is a common feature in learners in the Asia region, a trend demonstrated well by Thai Scrabble experts (and even champions) who cannot actually speak English.</i></p> <p><i>This shows that it is possible to know a huge number of words in a language without being able to use them in a sentence. This extreme example represents an issue that many school students exhibit due to knowledge-focused study and testing.</i></p> <p><b>Paper skills vs oral communication</b></p> <p><i>Connected to the knowledge/performance issue is the imbalance of language skills in many students who have much more highly developed reading and writing skills than speaking and listening skills. Another symptom of a knowledge-based approach to language learning, added to a lack of speaking practice due to large class sizes and the relative unpredictability of spoken language, these factors show the importance of effective oral/aural skills classes for students from this region of the world.</i></p> <p><i>Speaking and listening can be quite daunting for any language learner –</i></p>

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		<p><i>unlike reading and writing, where the language being processed is in black and white on the page, spoken language has little visual reinforcement and must be processed in real-time, meaning that a range of different communicative skills are brought into play when having conversations, listening to news, watching movies and so on.</i></p> <p><i>Speaking games are a great way of doing this, and responsive activities where students interrupt, shout out or signal verbally when they hear a specific word, sound or piece of information can increase thinking speed, pro-activity and confidence alongside the language they are studying.</i></p> <p><b><i>Resisting to errors</i></b></p> <p><i>Another issue which affects many students' learning process is the focus on accuracy in language. Any culture of Education which emphasizes knowledge-based testing by definition puts great value on correctness.</i></p> <p><i>Unlike many Western education systems, which see errors as part of learning, inaccuracy in student language in many Asian cultures of education is seen as shameful and to be avoided. An effect of this is an aversion to risk-taking in communication.</i></p> <p><i>One solution to this fear of errors is to lead by demonstration: everyone makes mistakes, so when you get something wrong, or don't know an answer, hold your hands up and admit your fault! A classroom which encourages errors in the name of learning will produce more creative, confident and newly-learnt language than one where students are expected to use language that they already know perfectly.</i></p> <p><i>A fear of not knowing is a related barrier to learning – is it possible to learn if you cannot admit that you don't know something? In a knowledge-based education system, not knowing is often seen as a sign of failure, whereas in the West it is commonly seen as the first step towards a learning moment.</i></p> <p><i>Don't assume that your students will admit lack of knowledge. Silence is safer than admitting this, so plan these admissions into your classes. Pose</i></p>

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		<p><i>questions that you know your learners cannot answer, and reward the 'I don't know' moment.</i></p> <p><i>Once they have admitted this in a controlled, fun environment, they will be more ready to ask questions, discover new ideas and look for the answers that they need independently. It seems like a small step, but hearing students say 'I don't know' for the first time, then finding the answer out for themselves is an immensely rewarding moment for a teacher.</i></p> <p><i>Conclusion:</i></p> <p><i>It is easy to generalise about students from the East and Southeast Asia region (as I have done to some extent above), however every country, district, city and even school works differently to develop language skills in their students.</i></p> <p><i>The factors I outline here, I must stress, are commonly, not always, true, and there are many schools which work hard to combat the issues I describe, turning out rounded language users who have a balance of skills, accuracy and fluency, and can communicate easily despite the focus on assessment which is typical in any primary or high school setting around the world. However, I am speaking generally about common features which I have noted from experience with learners from this region, who have responded very well to the kinds of responsive, interactive and confidence-building techniques used to address the issues above.</i></p> <p>Share your language learning experience or your experience as a teacher of English. What problems mentioned in the text did you have? What problems do your students have? Do you think that these problems are caused by certain educational traditions? (Give written answers to the questions).</p>
УК-5.2:	Владеет навыками толерантного поведения при выполнении профессиональных задач	<p>Теоретические вопросы:</p> <ol style="list-style-type: none"> <li>1) What are the main reasons for British teachers' leaving Britain for other countries?</li> <li>2) What problems do Russian teachers face at work?</li> </ol>

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		<p>Практические задания:</p> <p>Read the text and state what makes British teachers leave the country.</p> <p><i>Thousands of teachers who honed their skills in cash-strapped English comprehensives are now working abroad. What's behind the brain drain?</i></p> <p><i>'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></p> <p><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.</i></p> <p><i>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.</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 side 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,</i></p>

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		<p><i>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 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. “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</i></p>

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		<p><i>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. “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, high staff turnover ... the list goes on.</i></p> <p><i>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</i></p>

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		<p><i>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.”</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 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.</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 Boustead, joint general secretary of the NEU. “But the reality is we are making teaching just too hard to do.”</i></p>

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		<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 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</i></p>

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		<p><i>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.          Write an essay about problems of Russian teachers.</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.