КАЗАНСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
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КОММУНИКАЦИИ
КАФЕДРА КОНТРАСТИВНОЙ ЛИНГВИСТИКИ

Мубаракшина А.М., Шакирова Д.Ш., Халиуллина С.А.

TEACHING TEACHERS: ISSUES OF MODERN EDUCATION

УЧЕБНОЕ ПОСОБИЕ

Казань-2024

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Учебное пособие

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Данное пособие предназначено для студентов, обучающихся по направлению 44.03.05 «Педагогическое образование (с двумя профилями подготовки)» и ориентировано на студентов, владеющих английским языком не ниже уровня В1. Учебное пособие содержит материалы, позволяющие будущим учителям не только обогатить словарный запас, закрепить грамматические навыки, но и углубить профессиональные профильные знания. Пособие может быть использовано как для аудиторной, так и для самостоятельной работы студентов.

Предисловие

Настоящее пособие предназначено для работы со студентами старших курсов уровня «Intermediate» Института филологии и межкультурной коммуникации ФГАОУ ВО «Казанский (Приволжский) федеральный университет», и является дополнением к основному курсу дисциплин по дополнительному профилю подготовки. Тексты и задания подобраны с учетом требований Федерального государственного образовательного стандарта высшего образования и ориентировано на студентов, продолжающих изучение английского языка в рамках программы Высшей школы.

Целью настоящего пособия является развитие навыка экстенсивного чтения по специальности, пополнение словарного запаса терминологией в области преподавательской деятельности, а также повторение и систематизация знаний основных грамматических категорий для последующей работы с прочитанным материалом. Пособие состоит из десяти разделов, каждый из которых включает в свою очередь 3 подраздела: задание, ориентированное на пропедевтическую работу с текстом, чтение и интерпретация текста по тематике специальности «Педагогическое образовании», а также послетекстовые задания, направленные на развитие навыков письма и говорения.

Актуальность данного пособия заключается в его познавательной ценности и компетентностно-ориентированной направленности. С учетом разной степени подготовки студентов в подборе заданий в каждом разделе соблюдается принцип перехода от простого к сложному. Тематика текстов носит профильный характер: материалы содержат сведения не только о знаниях из истории педагогики, но поднимает актуальные достижения современного образования и проблемы.

Пособие может быть использовано как в рамках аудиторных занятий, так и в качестве материалов для самостоятельной работы студентов и всех желающих повысить свой уровень владения английским языком.

Content

UNIT I. EDUCATION

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Encompass [ɪnˈkʌmpəs] – охватывать, включать

2. Conduct [ˈkɒndʌkt] – проведение, осуществление, поведение

3. Competency [ˈkɒmpɪtənsi] – компетентность

4. Cultivation [ˌkʌltɪˈveɪʃən] – развитие

5. Trades [treɪdz] – промысел, ремесло, профессия

6. Aesthetic [iːsˈθɛtɪk] – эстетический

7. Curricula [kəˈrɪkjʊlə] – учебная программа

8. Oblige [əˈblaɪʤ] – обязывать

9. Doctrine [ˈdɒktrɪn] – доктрина, вероучение

10. Adolescence [ædəʊˈlesns] – юность, подростковый возраст

11. Tertiary [ˈtɜːʃərɪ] – высший (об образовании)

2. Translate the following word combinations into Russian.

1. Proper conduct

2. Signatory parties

3. To promote doctrines

4. Social engineering

5. Political abuse of the system

6. Proportion is rising

7. Vocational education

3. Read the text and answer the following questions.

1. What does education encompass?

2. What is the right to education considered as?

3. What does a curriculum define?

4. What does secondary education consist of?

5. What institutions provide tertiary education?

Education

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known as social engineering. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

Assignments

1. What is the main idea of the text?

a) Education focuses on the cultivation of skills, trades or professions, as well as mental, moral, and aesthetic development.

b) Education consists of systematic instruction, teaching and training by professional teachers.

c) The right to education is a fundamental human right.

2. Mark the sentences True (T) or False (F).

a) Formal education involves the application of pedagogy and the development of curricula.

b) The right to education is guaranteed by the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966.

c) Educational systems can be used for social engineering and can lead to political abuse.

d) Primary education typically consists of six or seven years of schooling.

e) Higher education includes undergraduate and postgraduate education, as well as vocational education and training.

3. Put the names of the paragraphs in the correct order.

1) Secondary Education and Its Transition to Higher Education

2) Higher Education and Its Various Forms and Institutions

3) The Right to Education at National and International Levels

4) Educational Systems and Their Functions

5) Primary Education and Enrollment Rates

6) The Definition and Focus of Education

7) Formal Education and Its Components

4. In which part of the text is the sentence "The right to education is a fundamental human right" located?

a) 1

b) 2

c) 3

5. Match the words from the columns.

1) Education	a) учебный план
2) Knowledge	b) образование
3) Curriculum	c) начальное образование
4) Primary education	d) высшее образование
5) Tertiary education	e) знания

6. Complete the sentence.

Education encompasses both the teaching and learning of knowledge, proper conduct, and _____ competency.

a) physical

b) technical

c) emotional

7. Choose the sentence with the correct word order.

a) A teaching profession delivers teaching which enables learning, and a system of policies, regulations, examinations, structures and funding to the best of their abilities enables teachers to teach.

b) This can lead to abuse of the system political, particularly in totalitarian states and government.

c) Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known as social engineering.

8. Choose the correct translation of the sentence.

Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training.

a) Третичное образование нормально включает послевузовское образование, а также профессиональное образование и переподготовка.

b) Высшее образование обычно включает в себя преддипломное и последипломное образование, а также профессиональное образование и обучение.

c) Третье образование обычно включает в себя все составляющие высшего образования, такие как преддипломное и последипломное образование, а также профессиональное образование и обучение.

UNIT II. PEDAGOGICAL IDEAS OF SOME FAMOUS RUSSIAN AND SOVIET EDUCATORS

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Mentality [menˈtælɪtɪ] – менталитет

2. To carry out [ˈkærɪ aʊt] – проводить (занятия, исследования); осуществлять

3. To consider [kənˈsɪdə] – считать (что-либо), полагать

4. To aspire [əsˈpaɪə] – стремиться, добиваться

5. Profitable [ˈprɒfitəbl] – полезный

6. Joy [ʤɔɪ] – радость

7. Faith [feɪθ] – доверие

8. Demand [dɪˈmɑ:nd] – требовательность

9. So-called [səʊ kɔ:ld] – так называемый

10. To be subordinated to [səˈbɔ:dɪneɪtɪd] – подстроиться под что-то, кого-то

11. All-round development [ɔ:l raʊnd dɪˈveləpmənt] – всестороннее развитие

12. Participant [pɑːˈtɪsɪpənt] – участник

2. Translate the following sentences into Russian.

1. Всестороннее развитие является одной из важных задач школы.

2. Ученые проводят исследования, чтобы доказать эффективность методики.

3. Ученики часто теряют интерес к предмету из-за требовательного учителя.

4. Я полагаю, что образование дает людям много преимуществ.

3. Read the text and answer the following questions.

1. What theory was the basis of Ushinsky's pedagogical philosophy?

2. What is one of the goals of education, according to Ushinsky?

3. What is the main idea of the pedagogical system of Makarenko?

4. How does a sense of optimism form, according to Makarenko?

5. Who insisted on humanity and respect to children?

6. Ideas of what educator are close to you?

4. Find the English equivalents to the following word combinations in the text.
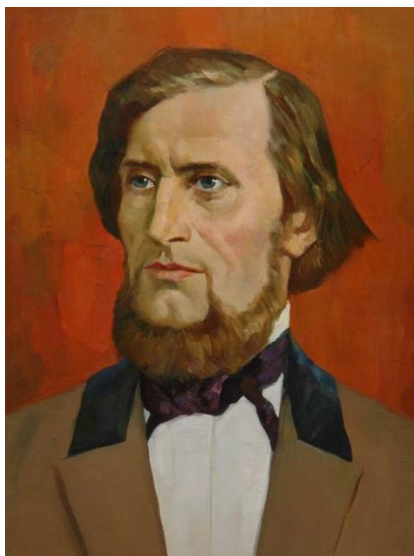
1. Педагогические взгляды

2. Принимать во внимание

3. Взращивать любовь

4. Родной язык

5. Подчинение

6. Продуктивный труд

7. Творчество в труде

8. Обогащать знания

Pedagogical ideas of some famous Russian and Soviet educators.

K.D. Ushinsky is a famous educator and reformist. He combined ideal and material aspects of education. He followed Darwin's theory that was reflected in his pedagogical philosophy. Especially he paid attention to the role of labour in human evolution and made a stress on its role in a child's upbringing.

Free labour should become the base in upbringing and human development. Education should cultivate love and wish to labour, and physical development.

The idea of nationality was in the basis of Ushinsky' pedagogics. Children should be brought up according to their nationality and mentality. Education has to be carried out in their mother tongue.

A.S. Makarenko was born in Ukraine and he is considered to be a Soviet educator. He had to agree his pedagogical system with the ideology of those times. The main idea of Makarenko was upbringing and education in community or collective. In order to develop and to live, a collective should have and aspire for a common goal or purpose. It will form the sense of optimism. Discipline, democracy and subordination are the main parts of his collective. Makarenko paid a great attention to labour in the process of upbringing. He involved his pupils not only to household activities, but also to profitable and productive work.

Family was also a member of the upbringing process. A child in the family should not see much attention paid to him. Relations in a "big family" – community became a model of an organised structure.

Makarenko's principles of upbringing:

- upbringing in labour;

- principle of a future joy;

- children's government;

- method of reliability and faith to children;

- demand and respect.

V.D. Suhomlinsky began his activity and so-called experiment with education of six year old children. He took into consideration the peculiarities of a child's personality. He used principally different ways of teaching to read and to write. He combined social and individual demands of upbringing during those complicated times, when individual interests had to be subordinated to the society and the state. He insisted on humanity and respect to children.

As well as Makarenko, Suhomlinsky thought: "Labour and only labour is the basis of an all-round development of a personality". He tried to combine labour with moral, intellectual, aesthetic and physical development, the variety of labour activities and creativity in labour.

In pedagogical system of Suhomlinsky family, parents should become active participants in upbringing.

As to teachers, they should fully love and respect their pupils. Teachers have always to do self-education and enlarge their knowledge.

Assignments

1. What is the main idea of the text? Choose the correct answer:

a) The contribution of famous Russian and Soviet educators in pedagogy is invaluable.

b) Labour is the best way to develop children.

c) Different pedagogical systems and their impact on people.

2. Mark the sentences True (T) or F alse (F).

a) V.D. Suhomlinsky began his activity and so-called experiment with education of six year old children.

b) A.S. Makarenko was born in Russia

c) The main idea of Makarenko was upbringing and education or collective.

d) V.D. Suhomlinsky paid attention to the role of labour in human evolution

e) In pedagogical system of Suhomlinsky family, parents should become active participants in upbringing.

3. In what paragraph is it written that family, parents should become active participants in upbringing?

1) 1

2) 2

3) 3

4. Put the names of the paragraphs in the correct order.

1) Pedagogical philosophy that reflects Darwin's theory

2) Pedagogical system based on labour and parents

3) Education in collective

a) 1, 2, 3

b) 2, 3, 1

c) 1, 3, 2

5. Choose the correct answer to the given question.

According to the Makarenko and Suhomlinsky, the basis of an all-around development of a personality is

a) family

b) labor

c) collective

6. Choose the correct translation of the sentence.

In order to develop and to live, a collective should aspire for a common goal or purpose.

a) Чтобы развиваться и жить, коллектив должен стремиться к общей цели.

b) Коллектив живет и развивается, когда стремиться к цели/

c) Коллектив должен стремиться к достижению общей цели для того, чтобы существоать и развиваться.

7. Match the words from the columns.

1.material	a. demands
2. child's	b. development
3. labour	c. household
4. to do	d. knowledge
5. to enlarge	e. personality
6. individual	f. aspects
7. all-round	g. activity

8. Complete the sentence.

Children should be brought up according to their

a) personal traits ;

b) nationality and mentality;

c) family situation

9. Choose the sentence with the correct word order.

a) He combined social and individual demands of upbringing during those complicated times, when individual interests had to be subordinated to the society and the state.

b) He combined upbringing of social and individual demands during those complicated times, when individual interests had to be subordinated to the society and the state.

c) When individual interests had to be subordinated to the society and the state he combined upbringing of social and individual demands during those complicated times.

10. Fill in the gap with appropriate word.

He involved his pupils not only to household activities, but also to … and productive work.

a) active

b) hard

c) profitable

UNIT III. THE MONTESSORI METHOD

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Montessori [mɑːntɪˈsɔːri] – Монтессори (Метод Монтессори)

2. Educational [ˌɛdjʊˈkeɪʃənl] – образовательный

3. Approach [əˈproʊtʃ] – подход

4. Developed [dɪˈvɛləpt] – разработанный

5. Principles [ˈprɪnsəpəlz] – принципы

6. Child-centered [tʃaɪldˈsɛntərd] – ориентированный на ребенка

7. Learning [ˈlɜrnɪŋ] – обучение

8. Self-directed [sɛlf dəˈrɛktɪd] – самостоятельный

9. Activity [ækˈtɪvɪti] – деятельность

10. Classroom [ˈklæsrum] – классная комната

11. Guide [gaɪd] – руководитель

12. Facilitator [fəˈsɪlɪˌteɪtər] – фасилитатор, содействующий

13. Instructor [ɪnˈstrʌktər] – инструктор

14. Independence [ˌɪndɪˈpɛndəns] – независимость

15. Exploration [ˌɛkspləˈreɪʃən] – исследование

16. Materials [məˈtɪriəlz] – материалы

17. Hands-on [hændz ɒn] – практическое

18. Experiential [ɪksˌpɪəriˈɛnʃəl] – экспериментальное

19. Empowerment [ɪmˈpaʊərmənt] – уполномочивание

20. Cooperation [koʊˌɑːpəˈreɪʃən] – сотрудничество

2. Translate the following word combinations into Russian.

1. Educational approach

2. Child-centered learning

3. Self-directed activity

4. Montessori classroom

5. Traditional instructor

6. Independence and exploration

7. Wide range of materials

8. Hands-on and experiential

9. Natural curiosity and interests

10. Mixed-age groups

3. Read the text and answer the following questions.

1. Who developed the Montessori Method and when?

2. How does a Montessori classroom differ from a traditional classroom?

3. What is the role of the teacher in a Montessori classroom?

4. What is the importance of allowing children to learn at their own pace in the Montessori Method?

5. What are the benefits of mixed-age groups in Montessori classrooms?

The Montessori Method

The Montessori Method is an educational approach developed by Dr. Maria Montessori in the early 20th century. It is based on the principles of child-centered learning and self-directed activity.

In a Montessori classroom, the teacher acts as a guide and facilitator rather than a traditional instructor. The environment is carefully designed to promote independence and exploration, with a wide range of materials and activities for children to choose from.

The Montessori Method emphasizes the importance of allowing children to learn at their own pace and explore their individual interests. The curriculum is designed to be hands-on and experiential, allowing children to engage with the material in a meaningful way.

One of the key principles of Montessori education is the idea that children learn best when they are allowed to follow their natural curiosity and interests. The teacher observes each child's progress and provides guidance and support as needed, but ultimately, the child is empowered to take ownership of their own learning.

Montessori classrooms are typically mixed-age groups, allowing children to learn from and interact with their peers. This promotes positive social development and encourages cooperation and empathy.

Overall, the Montessori Method is focused on nurturing the whole child – their cognitive, emotional, social, and physical development. It encourages independence, creativity, critical thinking, and a love for learning.

Assignments

1. What are the key principles and benefits of the Montessori Method?

a) Child-centered learning, independence, and positive social development.

b) Traditional instruction, hands-on learning, and exploration.

c) Teacher-centered learning, cognitive development, and physical activity.

2. Mark the sentences True (T) or False (F).

1.   The Montessori Method was developed by Dr. Maria Montessori.

2.   Montessori classrooms have a range of materials and activities for children to choose from.

3.   Montessori education promotes independence and exploration.

4.   Montessori classrooms are typically single-age groups.

5.   Montessori education only focuses on cognitive development.

3. In what paragraph is it written that children thrive by embracing their innate curiosity and interests, while the teacher offers guidance and support.

a) 1

b) 2

c) 3

4. Put the names of the paragraphs in the correct order.

1. The importance of natural curiosity and interests

2. Emphasis on individual learning

3. Teacher's role and classroom environment

4. Mixed-age groups and social development

5. Nurturing the whole child.

a) 1, 3, 2, 5, 4

b) 3, 2, 1, 4, 5

c) 3, 2, 4, 1, 5

5. Choose the correct answer to the given question.

What is the Montessori Method?

A) A teaching approach developed by Dr. Maria Montessori

B) A traditional instructional method used in classrooms

C) A curriculum that prioritizes hands-on learning and exploration

6. Match the words from the columns.

1) approach	a) практическое
2) self-directed	b) уполномочивание
3) facilitator	c) содействующий
4) empowerment	d) самостоятельный
5) hands-on	e) подход

7. Complete the sentence.

One of the key principles of Montessori education is …

a) a traditional instructional method

b) allowing to follow natural curiosity and interests

c) independence and exploration

8. Fill in the blanks with the appropriate words from the given text.

1. The Montessori Method is an educational approach developed by _____ in the early 20th century.

2. In a Montessori classroom, the teacher acts as a _____ and facilitator.

3. The Montessori Method emphasizes the importance of allowing children to learn at _____.

4. The curriculum in Montessori education is designed to be _____ and experiential.

5. One of the key principles of Montessori education is allowing children to follow their _____ curiosity and interests.

6. Montessori classrooms are typically _____ groups.

7. The Montessori Method focuses on nurturing the whole child – their _____ development.

UNIT IV. THE EVOLUTION OF PEDAGOGY

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Pedagogy [ˈpɛdəˌɡoʊdʒi] – педагогика

2. Personality formation [ˌpɜːrsəˈnæləti fɔːrˈmeɪʃən] – формирование личности

3. Vital needs [ˈvaɪtl niːdz] – жизненные потребности

4. Generalize [ˈdʒɛnərəˌlaɪz] – обобщать

5. Educational institutions [ˌɛdʒʊˈkeɪʃənl ˌɪnstɪˈtuʃənz] – образовательные учреждения

6. Greco-Roman [ˌɡriːkoʊˈroʊmən] – греко-римский

7. Dogmatic teaching [dɔˈɡmætɪk ˈtiːʧɪŋ] – догматическое обучение

8. Humanist educators [ˈhjuːmənɪst ˌɛdʒʊˈkeɪtərz] – гуманистические педагоги

9. Scientific and pedagogical works [saɪənˈtɪfɪk ænd ˌpɛdəˈgɒdʒɪkəl wɜːrks] – научные и педагогические произведения

10. Enlightenment [ɪnˈlaɪtənmənt] – просвещение

2. Translate the following word combinations into Russian.

1. Formation of personality

2. Educational institutions

3. Humanist educators

4. Scientific and pedagogical works

3. Read the text and answer the following questions:

1. What is the root cause of the emergence of pedagogy as a separate direction?

2. Who is considered the brightest representative of the philosophy of the ancient Greeks in terms of education?

3. During which historical period did the Church monopolize the spiritual life of society and education in a religious direction?

4. Name one humanist educator from the Renaissance period.

5. Who separated science pedagogy from philosophy, and what work is considered one of the first scientific and pedagogical works?

4. Find the English equivalents to the following word combinations in the text.

1. Формирование личности

2. Жизненные потребности

3. Греко-римский

4. Догматическое обучение

5. Научные и педагогические произведения

The evolution of pedagogy

The history of pedagogy is rooted in the distant past. Along with the first people, education also appeared, but the science of this process of personality formation was formed much later. The root cause of the emergence of any scientific industry is called vital needs. When it became necessary to generalize the experience of education and create special educational institutions for the preparation of the younger generation, pedagogy began to form as a separate direction. This meant the activation of the process of isolating the theoretical principles of preparing children for independent life in society. At first, the maximum importance was attached to the upbringing of children only in the most developed countries - China, Greece, Egypt and India.

Soon, it was also found that society is developing more slowly or faster, depending on the level at which the upbringing of the younger generation is in it.

Invaluable contribution. Antiquity

The philosophy of the ancient Greeks is called the cradle of all European education systems. Its brightest representative is Democritus. He pointed to the similarity of education and nature, arguing that education restructuresindividual, thereby transforming the world around.

The science of pedagogy was further developed thanks to the works of Socrates, Aristotle and Plato. They were engaged in the development of the most important ideas and provisions related to the formation of personality.

The fruit of Greco-Roman pedagogical thought was the work "The Education of the Orator." Its author is Marcus Fabius Quintilian, an ancient Roman philosopher.

Middle Ages

During this period, the Church was engaged in the monopolization of the spiritual life of society and the direction of education in an exclusively religious direction. The development of pedagogy was far from being at the same pace as in Antiquity. There was a centuries-old consolidation of the unshakable principles of dogmatic teaching, which existed in Europe for almost twelve centuries. Pedagogical theory practically did not develop, even despite the efforts of such enlightened philosophers as Augustine, Tertullian, Aquinas.

Renaissance

This time is characterized as much more favorable for the development of pedagogy than the Middle Ages. It was marked by the activities of a number of humanist educators - Francois Rabelais, Erasmus of Rotterdam, Vittorino da Feltre, Michel Montaigne and others.

Science pedagogy separated from philosophy thanks to the works of Jan Amos Comenius (Czech Republic). The result of his work - "The Great Didactics" - one of the first scientific and pedagogical works. John Locke also made an invaluable contribution to the development of this science. In "Thoughts on Education," he expressed his opinion on the cultivation of a real gentleman - a man whoself-confident and able to combine excellent education with business qualities, firmness of convictions and elegance of manners.

New time

The history of pedagogy would not be complete without the names of such famous Western enlighteners as Jean Jacques Rousseau, Denis Diderot, Adolf Diesterweg, Johann Friedrich Herbart and Johann Heinrich Pestalozzi.

Russian pedagogy gained worldwide fame thanks to Konstantin Dmitrievich Ushinsky. Thanks to him, there was a real revolution in the theory and practice of the science in question. He noted that the purpose of education is preparation for the work of life, and not happiness.

Edward Thorndike and John Dewey, Maria Montessori and Benjamin Spock, Krupskaya and Wentzel, Makarenko and Sukhomlinsky, as well as Danilov had an important influence on the development of pedagogy.

Assignments

1.　What is the main idea of the text?

a) Pedagogy's historical development is rooted in ancient civilizations, contributing to the formation of educational principles and philosophies.

b) The Middle Ages had a profound impact on the development of pedagogy, with a focus on religious education.

c) The Renaissance marked a favorable period for pedagogical development, separating science pedagogy from philosophy.

2.　Mark the sentences True (T) or False (F).

a) The science of pedagogy began to form as a separate direction when special educational institutions were created for the preparation of the younger generation.

b) During the Middle Ages, pedagogical theory underwent significant development, thanks to enlightened philosophers like Augustine and Tertullian.

c) The Renaissance was characterized by the activities of humanist educators, such as Francois Rabelais and Erasmus of Rotterdam.

d) The philosophy of the ancient Greeks, represented by Democritus, emphasized the dissimilarity between education and nature.

e) Konstantin Dmitrievich Ushinsky believed that the purpose of education is primarily happiness.

3.　In what paragraph is it written that the Church monopolized the spiritual life of society during the Middle Ages?

a) Antiquity

b) Invaluable contribution

c) Middle Ages

4.　Put the names of the paragraphs in the correct order.

1) Invaluable contribution

2) Antiquity

3) Middle Ages

4) Renaissance

a) 1, 2, 3

b) 2, 3, 1

c) 3, 1, 2

5. **Choose the correct answer to the given question: What marked a significant development for pedagogy during the Renaissance?**
a) Emphasis on religious education.

b) Separation of science pedagogy from philosophy.

c) Monopolization of spiritual life by the Church.

6. **Choose the correct translation of the sentence.**

The fruit of Greco-Roman pedagogical thought was the work "The Education of the Orator".

a) Плоды греко-римской педагогической мысли стали работой "Образование оратора".

b) Философия древних греков – колыбель всех европейских систем образования.

c) Константин Дмитриевич Ушинский принес невероятный вклад в теорию и практику педагогической науки.

7. **Match the words from the columns.**

1) Formation of personality	a) Формирование личности
2) Vital needs	b) Жизненные потребности
3) Greco-Roman	c) Греко-римский
4) Dogmatic teaching	d) Догматическое обучение
5) Humanist educators	e) Гуманистические педагоги

UNIT V. ABOUT THE BOLOGNA PROCCESS

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. International cooperation [ˌɪntəˈnæʃnəl kəʊˌɒpərˈeɪʃən] – международное сотрудничество

2. Academic exchange [ˌækəˈdemɪk ɪksˈtʃeɪndʒ] – академический обмен

3. Future career [ˈfjuːtʃər kəˈrɪr] – будущая карьера

4. Personal development [ˈpɜːsənl dɪˈveləpmənt] – личное развитие

5. High-quality higher education [haɪ ˈkwɒləti ˈhaɪər ˌedʒuˈkeɪʃn] – высококачественное высшее образование

6. Bachelor [ˈbætʃələr] – бакалавр

7. Master [ˈmɑːstə] – магистр

8. Doctorate [ˈdɒktərət] – докторантура

9. Qualification framework [ˌkwɒlɪfiˈkeɪʃn ˈfreɪmwɜːk] – квалификационная основа

10. Learning outcome [ˈlɜːnɪŋ ˈaʊtkʌm] – результат обучения

11. Quality assurance [ˈkwɒləti əˈʃɔːrəns] – гарантия качества

12. Societal relevance [səˈsaɪətəl ˈreləvəns] – социальная значимость

13. Research [rɪˈsɜːtʃ] – исследование

14. Innovation [ˌɪnəˈveɪʃən] – инновация

15. Lifelong learning [ˈlaɪflɒŋ ˈlɜːnɪŋ] – непрерывное обучение

16. Equitable participation [ˈekwɪtəbḷ pɑːtɪsɪˈpeɪʃən] – справедливое участие

17. Ongoing reform [ˈɒŋɡəʊɪŋ rɪˈfɔːm] – проводимая реформа

18. Strong impact [strɒŋ ˈɪmpækt] – сильное воздействие

19. Committed [kəˈmɪtɪd] – привержен

20. Representative [ˌreprɪˈzentətɪv] – представитель

2. Translate the following word combinations into Russian.

1. Reform process

2. Facilitate mobility of students

3. Active citizens in democratic societies

4. Broad access

5. Academic freedom

6. Democratic principles

7. Three-cycle structure

8. Quality assurance

9. Aimed at creating

10. Representatives of higher education institutions

3. Read the text and answer the following questions.

1. What is the aim of the Bologna Process?

2. What European Higher Education Area will be aimed at?

3. Why is called Bologna Process?

4. Who participates in this process?

5. What are all reforms about?

4. Find the English equivalents to the following word combinations in the text.

1. Международное сотрудничество

2. Академический обмен

3. Высшее образование

4. Содействие мобильности студентов

5. Подготовка студентов

6. Поддержка личного развития

7. Обеспечить широкий доступ

8. Легко читаемые степени

9. Национальные рамки квалификаций

10. Обеспечение качества

About the Bologna process

The Official Bologna Process Website

A European reform process aimed at creating the European Higher Education Area

1. The aim of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff as well as to students and staff from other parts of the world.

2. The envisaged European Higher Education Area will

• facilitate mobility of students, graduates and higher education staff;

• prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development;

• offer broad access to high-quality higher education, based on democratic principles and academic freedom.

Why is it called Bologna Process and who participates?

The Bologna Process is named after the Bologna Declaration, which was signed in the Italian city of Bologna on 19 June 1999 by ministers in charge of higher education from 29 European countries. Today, the Process unites 46 countries - all party to the European Cultural Convention and committed to the goals of the European Higher Education Area. An important characteristic of the Bologna Process - and key to its success - is that it also involves European Commission, Council of Europe and UNESCO-CEPES, as well as representatives of higher education institutions, students, staff, employers and quality assurance agencies.

3. What are the reforms all about?

• Easily readable and comparable degrees organised in a three-cycle structure (e.g. bachelor-master-doctorate): Countries are currently setting up national qualifications frameworks that are compatible with the overarching framework of qualifications for the European Higher Education Area and define learning outcomes for each of the three cycles.

• Quality assurance in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

• Fair recognition of foreign degrees and other higher education qualifications in accordance with the Council of Europe/UNESCO Recognition Convention.

• Work is also undertaken in areas of broader societal relevance, such as the links between higher education, research and innovation; equitable participation and lifelong learning.

The ongoing reforms will have a strong impact on how European higher education relates to higher education in other parts of the world, which is why Ministers have adopted a Strategy for the European Higher Education Area in a Global Setting.

Assignments

1. What is the main idea of the text?

a) The ongoing reforms will have a strong impact on how European higher education relates to higher education in other parts of the world.

b) Bologna process has the positive impact on the educational system.

c) The envisaged European Higher Education Area will prepare students for their future careers and for life as active citizens in democratic societies.

2. Mark the sentences True (T) or False (F).

a) The aim of the Bologna Process is to create a European Higher Education Area based on international cooperation and academic exchange.

b) The envisaged European Higher Education Area shouldn't facilitate mobility of students, graduates and higher education staff.

c) The envisaged European Higher Education Area will prepare students for their future careers and for life as active citizens in democratic societies.

d) The Bologna Process is named after the Bologna Declaration.

e) The ongoing reforms will not have a strong impact on how European higher education relates to higher education in other parts of the world.

3. In what paragraph is it written that EHEA will prepare students for their future careers.

a) 1

b) 2

c) 3

4. Put the names of the paragraphs in the correct order.

1. What is the aim of the Bologna Process?

2. What European Higher Education Area will be aimed at?

3. What are all reforms about?

a) 1, 2, 3

b) 2, 3, 1

c) 3, 1, 2

5. Choose the correct answer to the given question: What should EHEA be based on?

a) … on democratic principles and academic freedom;

b) … on international cooperation and academic exchange;

c) … both.

6. Choose the correct translation of the sentence.

Work is also undertaken in areas of broader societal relevance, such as the links between higher education, research and innovation.

a) Работа также проводится в областях, играющих важную роль, таких как связи между высшим образованием, исследованиями и инновациями.

b) Потому что необходимо поработать в областях, имеющих более широкое общественное значение, таких как связи между высшим образованием, исследованиями и инновациями.

c) Работа также проводится в областях, имеющих более широкое общественное значение, таких как связи между высшим образованием, исследованиями и инновациями.

7. Match the words from the columns.

1) create	a) активный гражданин
2) cooperation	b) представитель
3) active citizen	c) создавать
4) development	d) сотрудничество
5) representative	e) развитие

8. Complete the sentence.

The ongoing reforms will have a strong impact on how European higher education relates to higher education _____.

a) in other countries;

b) in other parts of the world;

c) in other cities.

9. Choose the sentence with the correct word order.

a) In areas of broader societal relevance work is also undertaken such as the links between higher education, research and innovation.

b) Such as the links between higher education, research and innovation work is undertaken also in areas of broader societal relevance.

c) Work is also undertaken in areas of broader societal relevance, such as the links between higher education, research and innovation.

10. Fill in the gap with appropriate word.

Fair recognition of foreign _____ and other higher education qualifications in accordance with the Council of Europe/UNESCO Recognition Convention.

a) researches

b) areas

c) degrees

UNIT VI. LEARNING STYLES

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Reflectivity [rɪˈflektɪvɪtɪ] – отражательная способность

2. To absorb [əbˈsɔːb] – впитывать, поглощать

3. To approach any task [əˈprəʊtʃ] – справляться с заданиями

4. Mental self-government [ˈmentl ˈself ˌɡʌvənmənt] – умственное (психическое) самоуправление

5. Auditory presentations [ˈɔːdɪtərɪ ˌprezənˈteɪʃən] – слуховые презентации

6. To comprehend [ˌkɒmprɪˈhend] – осмысливать, обрабатывать

7. Educators [ˈedjʊkeɪtər] – преподаватели

8. To acknowledge the importance [əkˈnɒlɪdʒ ɪmˈpɔːtns] – признать важность

9. To adapt teaching strategies [əˈdæpt ˈtiːtʃɪŋ ˈstrætədʒɪ] – адаптировать стратегии обучения

10. Appropriately differentiated [əˈprəʊprɪət ˌdɪfəˈrenʃieɪt] – соответственно дифференцированный

11. Dependability [dɪˌpendəˈbɪlɪtɪ] – надежность

12. Widespread [ˌwaɪdˈspred] – широко распространенный

13. Learning achievements [əˈtʃiːvmənt] – результаты обучения

14. Learning environments [ɪnˈvaɪrənmənt] – учебные среды

15. Simulations [ˌsɪmjʊˈleɪʃən] – моделирование

16. Assessment [əˈsesmənt] – оценка

17. Evaluation measures [ɪˌvæljuˈeɪʃən ˈmeʒər] – мера оценки

18. Field-dependence/ independence [fiːld dɪˈpendəns] – область зависимости / независимости

19. Curriculum [kəˈrɪkjʊləm] – учебный план

2. Translate the following word combinations into Russian

1. Learning styles

2. Preferences for auditory presentation

3. Reflective cognitive styles

4. Computer simulations preferences

5. To acknowledge the importance

6. Earnest efforts

7. Dependability of the evaluation measures

8. The pertinence of the assessment

9. Representing information

10. Instructional strategies

3. Read the text and answer the following questions.

1) What learning styles have effects on students' academic performance?

2) What are the influences of the learning styles and preferences?

3) What learning styles are found in works by Kagan, Witkin, Sternberg?

4) What does adapting teaching to learning styles include?

5) What can be enhanced the effectiveness of teaching and the pertinence of the assessment of learning achievements?

4. Find the English equivalents to the following word combinations in the text

1. Функционировать в разных учебных средах

2. Предпочтения компьютерного моделирования

3. Иинтерактивные визуальные презентации

4. Рефлексивный познавательный стиль

5. Важность адаптаций обучающих стратегий

6. Серьезные усилия

7. Адекватно дифференцированные стратегии обучения

8. Надежность оценочных мер

9. Эффективность обучения

10. Уместность оценки успеваемости

Learning Styles

The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience. It is important for educators to understand the differences in their students' learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments.

Learning styles and preferences affect the way students approach any task and the way they function under different conditions and different learning environments. Learning styles such as reflectivity/impulsivity, field-dependence/field-independence, and mental self-government, as well as preferences for interactive visual or auditory presentations, or other ways of representing information have effects on students' academic performance (See Kagan's work on impulsive and reflective cognitive styles, Witkin's work on field dependent style, Sternberg's work on mental self-government styles, and the work on computer simulations preferences).

Some educators have begun to acknowledge the importance of adapting teaching strategies to students different learning styles, but no earnest efforts have been devoted to this promising endeavor. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what students have learned. Thus, the effectiveness of teaching and the pertinence of the assessment of learning achievements can be enhanced by teachers' adaptation of instructional strategies to students learning styles.

Assignments

1. What is the main idea of the text?

a) Learning styles and preferences affect the way students approach any task.

b) Modern scientists understand the importance of adapting teaching strategies to students' different learning styles.

c) Different ways of representing information have effects on students' academic performance.

2. Mark the sentences True (T) or False (F) sentences.

a) Individual learning styles depend on cognitive, emotional and environmental factors, as well as one's prior experience.

b) The term "learning styles" speaks to the understanding that every student learns the same style.

c) Learning styles such as reflectivity/impulsivity have effects the additional activities of students.

d) Learning styles and preferences affect the way students approach any task

e) The effectiveness of teaching and the pertinence of the assessment of learning achievements can be enhanced by teachers' adaptation of instructional strategies to students learning styles.

3. **In what paragraph is it written that the adaptation of teaching to learning styles may include the dependability of the evaluation measures?**

a) 1;

b) 2;   ]

c) 3

4. **Put the names of the paragraphs in the correct order.**

1)   Adaptation of instructional strategies

2)   Learning styles

3)   Functions and types of learning styles

a) 1, 2, 3

b) 2, 1, 3

c) 2, 3, 1

5. **Choose the correct answer to the given question: What can be enhanced the effectiveness of teaching?**

a)   The effectiveness of teaching can be enhanced by interactive visual or auditory presentations.

b)   The effectiveness of teaching can be enhanced teachers' adaptation of instructional strategies.

c)   The effectiveness of teaching can be enhanced differentiated teaching strategies.

6. **Choose the correct translation of the sentence.**

Thus, the effectiveness of teaching and the pertinence of the assessment of learning achievements can be enhanced by teachers' adaptation of instructional strategies to students learning styles.

a)   Следовательно, эффективность обучения и оценки могут быть ослаблены путем адаптации учительских стратегий к стилям обучения студентов.

b)   Таким образом, эффективность обучения и уместность оценки успеваемости могут быть усилены путем адаптации учительских стратегий к стилям обучения студентов.

c) То есть, эффективность обучения и уместность оценки успеваемости могут быть усилены путем адаптационных стратегических инструкций к стилям обучения студентов.

7.   Match the words from the columns.

1. preferences   a) меры

2. approach   b) подход

3. reflectivity   c) предпочтения

4. measures   d) усилия

5. efforts   e) отражательная способность

8.   Complete the sentence.

Some educators have begun to acknowledge the importance of adapting teaching strategies to students different learning styles, but no earnest efforts have been devoted to this promising _____ .

a)   problems

b)   endeavor

c)   questions

9.   Choose the sentence with the correct word order.

a)   This notion of individualized learning styles has gained in education theory and classroom management strategy widespread recognition.

b)   Widespread recognition in education theory and classroom strategy has gained this notion of individualized learning styles.

c)   This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy.

10.   Fill in the gap with appropriate word.

Learning styles and _____ affect the way students approach any task and the way they function under different conditions and different learning environments.

a)   advantages

b)   preferences

c)   emphasis

UNIT VII. PROBLEM-BASED LEARNING

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Complex [ˈkɒmplɛks] – комплекс, совокупность
2. Stimulus [ˈstɪmjʊləs] – стимул
3. Integrating [ˈɪntɪɡreɪtɪŋ] – интегрирующий
4. Organizing [ˈɔːɡənaɪzɪŋ] – организующий
5. Information [ɪnfəˈmeɪʃn] – информация
6. Ensure [ɪnˈʃʊə] – обеспечивать
7. Recall [rɪˈkɔːl] – вспоминать
8. Application [æplɪˈkeɪʃn] – приложение
9. Taught [tɔːt] – наученный
10. Finding [ˈfaɪndɪŋ] – вывод
11. Sources [əˈrɪdʒənl] – исходный
12. Explosion [ɪksˈpləʊʒən] – взрыв
13. Knowledge [ˈnɒlɪʤ] – знание
14. Lifelong [ˈlaɪflɒŋ] – пожизненный
15. Analytical [ænəˈlɪtɪkəl] – аналитический
16. Effective [ɪˈfektɪv] – эффективный
17. Represent [reprɪˈzent] – представлять
18. Appropriate [əˈprəʊprɪt] – соответствующий
19. Method [ˈmeθəd] – метод
20. Responsibility [rɪspɒnsəˈbɪlɪtɪ] – ответственность

2. Translate the following word combinations into Russian.

1. Problem-based learning
2. Complex problems
3. A stimulus for learning
4. Application to future problems

5. Possible sources

6. Develop skills

7. Critical thinkers

8. Inter-disciplinary nature

9. Effective team

10. Increasingly independent

3. Read the text and answer the following questions.

1. What is the purpose of problem-oriented training activities?

2. What is Problem-Based Learning (PBL)?

3. What makes problem-based learning?

4. What today's graduates should be like?

5. In what period does problem-based learning rise?

4. Find the English equivalents to the following word combinations in the text.

1. Стимул для познания

2. Систематизация информации

3. Проблемы в будущем

4. Соответствующие знания

5. Аналитический подход

6. Возможные источники

7. Непрерывное обучение

8. Междисциплинарный характер

9. Способность критически мыслить

10. Независимый от учителя

Problem-Based Learning

*Any learning environment in which
the problem drives the learning*

What is Problem-Based Learning (PBL)?

1. Problem-based learning is based on the messy, complex problems encountered in the real world as a stimulus for learning and for integrating and

organizing learned information in ways that will ensure its recall and application to future problems. Problems are raised at the start of the topic, before they have been taught some of the relevant knowledge. By actively engage with the problem, learners develop skills around finding information, identifying what information they still need and possible sources of that information. Learners are able to connect what they are learning in class to their own lives and important issues in their world.

Why PBL?

2. Today's world brings with it a rapid explosion of easily accessible knowledge. Today graduates need to be self directed and possess lifelong learning skills. They need to be critical thinkers, problem solvers and analytical in their approach. The inter-disciplinary nature

of work means that they need to be able to integrate knowledge and skills from a number of disciplines as well as have the interpersonal skills to be an effective team member.
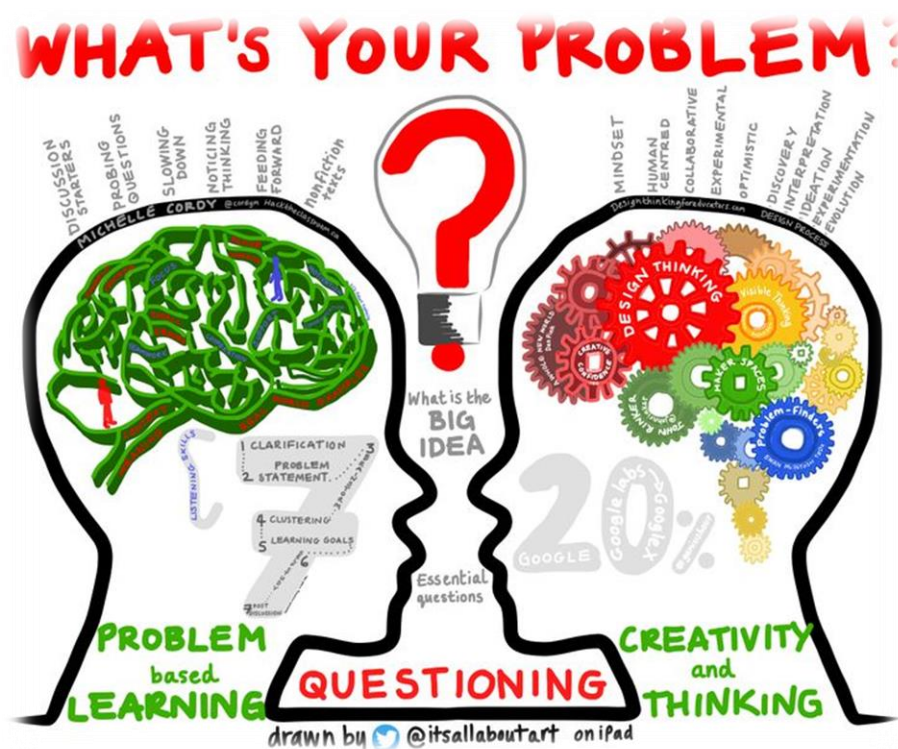
3. Problem-based learning activities are designed to develop transferable skills and attributes along with the appropriate discipline specific knowledge. Transferable skills/attributes are part of the degree level expectations that represent

the intended outcomes for a university education and are being written into program curriculum. Problem-based learning challenges students to develop the ability to think critically, analyze problems, find and use appropriate learning resources.

4. A learner-centered educational method; Through PBL learners are progressively given more and more responsibility for their own education and become increasingly independent of the teacher for their education.

Assignments

1. What is the main idea of the text?

a) PBL is designed to develop transferable skills and attributes along with the appropriate discipline specific knowledge.

b) PBL forces students to develop the ability to analyze problems and prepares them for important problems in their world.

c) Through PBL, students are increasingly responsible for education and become dependent on the teacher.

2. Mark the sentences True (T) or False (F).

a) Graduates should be independent.

b) Learners cannot relate what they learn in class to their own lives.

c) Problems are raised before they have been trained.

d) PBL forces students to develop the ability to analyze problems.

e) Through PBL, students are becoming more and more dependent on teachers.

3. In what paragraph is it written that participating in the solution of problems, pupils develop the skills connected with search of information?

a) 1

b) 2

c) 3

d) 4

4. Put the names of the paragraphs in the correct order.

1) PBL develops various abilities.

2) The appearance and solution of PBL.

3) Responsible and independent learner.

4) The student as an effective member of the team.

a) 1, 2, 3, 4

b) 3, 1, 2, 4

c) 2, 4, 1, 3

d) 4, 2, 1, 3

5. Choose the correct answer to the given question: What is Problem-Based Learning?

a) A learning environment in which the problem leads to learning.

b) Part of the degree level expectations that represent the intended outcomes.

c) Interdisciplinary nature and communication.

6. Choose the correct translation of the sentence.

Learners are able to connect what they are learning in class to their own lives and important issues in their world.

a) В жизни учащихся возникают проблемы, которые можно связать с тем, что они изучают в классе.

b) Учащиеся могут связать то, что они изучают в классе, с их собственной жизнью и важными проблемами в их мире.

c) То, что учащиеся изучают в классе, не связано с их жизнью и важными проблемами в мире.

7. Match the words from the columns.

1. appropriate	a) представлять
2. represent	b) переносимый
3. application	c) приложение
4. transferable	d) соответствующий
5. expectation	e) ожидание

8. Complete the sentence.

Graduates need to be self directed and possess lifelong _____ .

a) interpersonal communication.

b) university education.

c) learning skills.

9. Choose the sentence with the correct word order.

a) Learners develop skills around finding information, by actively engage with the problem identifying what information they still need and possible sources of that information.

b) The problem by actively engage with, learners develop skills around finding information, identifying what information they still need and possible sources of that information.

c) By actively engage with the problem, learners develop skills around finding information, identifying what information they still need and possible sources of that information.

10. Fill in the gap with appropriate word.

Problems are raised at the start of the _____, before they have been taught some of the relevant knowledge.

a) education

b) topic

c) skills

UNIT VIII. ROBOT TEACHERS

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Human connection [ˈhjuːmən kəˈnekʃ(ə)n] – человеческоеобщение

2. To underestimate [ˌʌndərˈestɪmət] – недооценивать

3. To perform [pəˈfɔːm] – исполнять, осуществлять, выступать

4. Creative [kriːˈeɪtɪv] – творческий

5. To diagnose [ˈdaɪəgnəʊz] – диагностировать

6. Takeover [ˈteɪkəʊvə] – захват

7. Intelligent [ɪnˈtelɪdʒ(ə)nt] – умный

8. To adapt [əˈdæpt] – адаптироваться

9. Unlikely [ʌnˈlaɪklɪ] – неправдоподобно

10. Ability [əˈbɪlɪtɪ] – способность

11. Empathy [ˈempəθɪ] – сочувствие, эмпатия, понимание

12. To solve [sɒlv] – решить, устранить

13. To get stressed [getstrest] – испытыватьстресс

14. Higher-paid job [ˈhaɪəpeɪddʒɒb] – высокооплачиваемаяработа

15. To agree on [əˈgriː on] – договоритьсяо

16. To overwork [əʊvəˈwɜːk] – переутомляться

17. Software [ˈsɒf(t)weə] – программное обеспечение

18. To arrange [əˈreɪn(d)ʒ] – организовать

19. To mark [mɑːk] – пометить, отметить, проверить

2. Match the definitions (a–f) with the vocabulary (1–6).

Vocabulary   *Definitions*

1. ...... a takeover   a. the ability to think of new ideas

2. ...... to adapt   b. to think something is less than it is

3. ...... to underestimate c. to work out what kind of illness someone has

4. ...... empathy   d. when someone takes control of

5. ...... to diagnose   something, like a job or a place

6. ......creative   e. to change something so that it fits

                                          better

                                          f. the ability to deeply understand

                                          someone's situation or feelings

3. Find the English equivalents to the following word combinations in the text.

1.   Поставить на первое место в списке

2.	Легко представить

3.	Показать себя с лучшей стороны

4.	Передача информации

5.	Это несвойственно

6.	Находиться в возрасте до…

7.	Проблема частично решена

8.	Не испытывать стресс

9.	Чувствовать себя переутомленным

10.	Проверка домашней работы

11.	Написание отчетов

Robot teachers

If you think of the jobs robots could never do, you would probably put doctors and teachers at the top of the list. It's easy to imagine robot cleaners and factory workers, but some jobs need human connection and creativity. But are we underestimating what robots can do? In some cases, they already perform better than doctors at diagnosing illness. Also, some patients might feel more comfortable sharing personal information with a machine than a person. Could there be a place for robots in education after all?

British education expert Anthony Seldon thinks so. And he even has a date for the robot takeover of the classroom: 2027. He predicts robots will do the main job of transferring information and teachers will be like assistants. Intelligent robots will read students' faces, movements and maybe even brain signals. Then they will adapt the information to each student. It's not a popular opinion and it's unlikely robots will ever have empathy and the ability to really connect with humans like another human can.

One thing is certain, though. A robot teacher is better than no teacher at all. In some parts of the world, there aren't enough teachers and 9–16 percent of children under the age of 14 don't go to school. That problem could be partly solved by robots because they can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

Those negative aspects of teaching are something everyone agrees on. Teachers all over the world are leaving because it is a difficult job and they feel overworked. Perhaps the question is not 'Will robots replace teachers?' but 'How can robots help teachers?' Office workers can use software to do things like organize and answer emails, arrange meetings and update calendars. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework. If robots could cut the time teachers spend marking homework and writing reports, teachers would have more time and energy for the parts of the job humans do best.

Assignments

Task 1. What is the main idea of the text?

a)   Robots will rule the world in the future.

b)   Teachers won't exist soon.

c)   Robots will help to improve the educational system and make the teachers' work easier.

Task 2. Mark the sentences True (T) or False (F).

1.   Most jobs seem as if they can be done by robots or computers.

2.   Robots are always better at diagnosing illness than doctors.

3.   Many experts agree robots will replace teachers by 2027.

4.   One advantage of robot teachers is that they don't need to rest.

5.   Robot assistants could help teachers by marking homework.

6.   Some teachers use robots to reduce their time answering emails and marking homework.

Task 3. Choose the best answer.

1. It's easy to think robots _____

a) will replace people even if we don't like the idea.

b) are more capable than people and it's true.

c) can do less than people but it's not always true.

2. Anthony Seldon thinks teachers in the future will _____

a) help robots in class.

b) teach knowledge to students.

c) no longer exist.

3. Robots will probably never _____

a) have human understanding of emotions.

b) beapopularchoiceforteachers.

c) be intelligent enough to work in education.

4. Some parts of the world _____

a) pay robots to teach.

b) already use robots in teaching jobs.

c) have a shortage of teachers.

5. Teachers _____

a) work harder than office workers.

b) havelesshelpthanofficeworkers.

c) leave their jobs to become office workers.

6. Robots could _____

a) empathise with students.

b) markhomework.

c) prepare lessons.

Task 4. Put the names of the paragraphs in the correct order.

1. How can robots help teachers?

2. The opinion of British education expert Anthony Seldon.

3. What robots can do?

4. Robots will solve the problem.

Task 5. Answer the following questions according to the text.

1. What kind of robots are easy to imagine?

2. What is the date for the robot takeover of the classroom?

3. What role will the future teachers have in the educational process?

4. What thing is certain according to the text?

5. What problem will robots solve? How?

6. What difficulties do teachers face with during educational process?

Task 6. Write an essay answering the question:

"Would you like to have a robot as a teacher?"

UNIT IX. PROBLEMS OF MODERN EDUCATION

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Foundation for a successful future [faʊndˈeɪʃən fɔːr ə səkˈsɛsfʊl ˈfjuːtʃə] – основа для успешного будущего

2. Standardized testing [stændərdaɪzd ˈtɛstɪŋ] – стандартизированное тестирование

3. Be assessed [bi əˈsɛst] – быть оцененным

4. Critical thinking [krɪtɪkəl ˈθɪŋkɪŋ] – критическое мышление

5. Miss out the opportunity [mɪs aʊt ðə ˌɒpəˈtjuːnɪti] – упустить возможность

6. Problem-solving [ˈprɒbləm-ˈsɒlvɪŋ] – решение проблем

7. Collaboration [kəˌlæbəˈreɪʃən] – сотрудничество

8. Lack of individual attention [læk əv ˌɪndɪˈvɪdʒʊəl əˈtɛnʃən] – недостаток индивидуального внимания

9. Teachers are overwhelmed [tiːtʃəz ər ˌoʊvərˈwɛlmd] – учителя перегружены

10. One-size-fits-all approach to education [wʌn-saɪz-fits-ɔːl əˈproʊtʃ tuː ˌɛdʒʊˈkeɪʃən] – универсальный подход к образованию

11. Learning style [ˈlɜrnɪŋ staɪl] – стиль обучения

12. Challenging material [ˈʧælɪndʒɪŋ məˈtɪriəl] – сложный материал

13. Personalized attention [pɜrsənlaɪzd əˈtɛnʃən] – индивидуальное внимание

14. Students fall behind [ˈstjuːdənts fɔːl bɪˈhaɪnd] – студенты отстают

15. Poor academic performance [pʊr ˌækəˈdɛmɪk pərˈfɔrməns] – плохая академическая успеваемость

16. Curriculum is outdated [kəˈrɪkjʊləm ɪz aʊtˈdeɪtɪd] – учебная программа устарела

17. Heavy emphasis [ə ˈhɛvi ˈɛmfəsɪs] – сильное внимание

18. Complex math equations [ˈkɒmplɛks mæθ ɪˈkweɪʒənz] – сложные математические уравнения

19. Succeed in the workforce [səkˈsiːd ɪn ðə ˈwɜrkfɔrs] – добиться успеха на работе

20. Navigate everyday challenges [ˈnævɪgeɪt ˈevriˌdeɪ ˈʧælɪndʒɪz] – преодолевать повседневные проблемы

2. Translate the following word combinations into Russian.

1. The rise of technology

2. Positive and negative implications

3. A wealth of information

4. Conduct research

5. Collaborate with peers

6. Supplement one`s education

7. Hinder students' ability to concentrate

8. Shorter attention spans

9. Exacerbate educational inequalities

10. Decreased productivity

3. Read the text and answer the following questions.

1. How does the focus on standardized testing impact teaching methods in schools?

2. Why is individual attention important in education, and what are the consequences of a lack of it?

3. What is an issue with the curriculum in many schools, and how does it affect students' preparedness for the real world?

4. What are some positive and negative implications of technology in education?

5. How can the education system shift its focus to provide a better learning experience for students?

4. Find the English equivalents to the following word combinations in the text.

1. Современная система образования сталкивается с несколькими вызовами

2. Обеспечить студентам лучший возможный опыт обучения

3. Это критически важно

4. Сместить фокус

5. Комплексное обучение

6. Работать совместно

7. Отдавать приоритет индивидуализированному обучению

8. Адаптировать учебный план

9. Адаптироваться к цифровой эпохе

10. Подготовить студентов к успеху

Problems of modern education

Education is one of the most important aspects of our lives. It is the foundation for a successful future and a tool to help us achieve our goals. However, the modern education system is faced

with numerous challenges that hinder its effectiveness and prevent students from reaching their full potential.

One of the main problems of modern education is the focus on standardized testing. Schools today place a great deal of importance on exams and grades, often at the expense of true learning. Teachers are pressured to teach to the test, meaning they only cover material that will be assessed, leaving little room for creativity or critical thinking. As a result, students become more concerned with memorizing facts than understanding concepts, and they miss out on the opportunity to develop valuable skills such as problem-solving and collaboration.

Another issue is the lack of individual attention given to students. Class sizes are growing larger, and teachers are often overwhelmed with the number of students they have to manage. This leads to a one-size-fits-all approach to education, where students are expected to learn at the same pace and in the same way. However, every student is unique and has different needs and learning styles. Some may require extra help, while others may need more challenging material. Without personalized attention, many students fall behind or become disengaged, resulting in poor academic performance and low self-esteem.

Furthermore, the curriculum in many schools is outdated and irrelevant to the real world. Students are often taught subjects that do not prepare them for life beyond the classroom. For example, there is a heavy emphasis on memorizing historical dates and solving complex math equations, but little focus on practical skills such as financial literacy or digital literacy. As a result, students may graduate without the necessary knowledge and skills to succeed in the workforce or navigate everyday challenges.

Lastly, the rise of technology has both positive and negative implications for education. On one hand, it provides access to a wealth of information and resources that can enhance learning. Students can conduct research, collaborate with peers, and even take online courses to supplement their education. However, technology can also be a distraction and hinder students' ability to concentrate and engage in deep learning. The constant use of smartphones and social media can

lead to shorter attention spans and decreased productivity. Additionally, not all students have equal access to technology, creating a digital divide that further exacerbates educational inequalities.

In conclusion, the modern education system faces several challenges that need to be addressed in order to provide students with the best possible learning experience. It is crucial to shift the focus from standardized testing to holistic learning, where students are encouraged to think critically, solve problems, and work collaboratively. Schools should also prioritize individualized instruction and tailor the curriculum to meet the needs of each student. Furthermore, educators need to adapt to the digital age and find ways to integrate technology into the classroom effectively. By addressing these issues, we can ensure that our education system prepares students for success in the 21st century.

Assignments
1. What is the main idea of the text?

a) The Challenges of Modern Education: Focusing on Holistic Learning and Individualized Instruction

b) The Irrelevance of Traditional Subjects in Today's Education System

c) Is Standardized Testing the Solution to Educational Challenges?

2. Mark the sentences True (T) or False (F).

a) Education is not important in our lives.

b) The modern education system is very effective.

c) Teachers are encouraged to teach creatively and promote critical thinking.

d) Students are more focused on understanding concepts rather than memorizing facts.

e) All students learn at the same pace and in the same way.

f) The curriculum in many schools prepares students for life beyond the classroom.

g) Technology has only negative implications for education.

h) The rise of technology has led to increased productivity in students.

i) All students have equal access to technology.

j) The modern education system needs to address several challenges to provide the best learning experience.

3. In what paragraph is it written that personalized attention is an essential part of modern education?

a) 1

b) 5

c) 3

4. Put the names of the paragraphs in the correct order.

1. Outdated Curriculum and Irrelevance to Real-World Skills

2. Conclusion: Addressing the Challenges of Modern Education

3. The Challenges of Modern Education

4. The Impact of Technology on Education

5. Standardized Testing and Lack of Creativity

6. Lack of Individual Attention and Personalized Learning

a)   3,5,6,1,4,2

b)   3,6,5,1,4,2

c)   3,1,4,5,6, 2

5. Choose the correct answer to the given question: How does technology impact education, according to the text?

a) It enhances learning by providing access to information and resources.

b) It decreases students' ability to concentrate and engage in deep learning.

c) It creates a digital divide that exacerbates educational inequalities.

d) It distracts students from their studies and decreases productivity.

6. Choose the correct translation of the sentence.

It is crucial to shift the focus from standardized testing to holistic learning, where students are encouraged to think critically, solve problems, and work collaboratively.

a) Важно сместить акцент со стандартизированного тестирования на единое обучение, при котором учащиеся мотивированы критически мыслить, решать проблемы и работать сообща

b) Решающее значение имеет смещение акцента со стандартизированного тестирования на целостное обучение, при котором учащиеся не мотивированы критически мыслить, решать проблемы и работать сообща

c) Крайне важно сместить акцент со стандартизированного тестирования на целостное обучение, при котором учащихся поощряют критически мыслить, решать проблемы и работать сообща

7. Match the words from the columns.

1) tool   a) навыки

2) expense   b) инструмент

3) skills   c) диапазон

4) implications   d) расходы

5) span   e) последствия

8. Complete the sentence.

All in all, the rise of technology has _____

a) negative implications for education.

b) positive implications for education.

c) both positive and negative implications for education.

9. Choose the sentence with the correct word order.

a) Another issue is the given lack of attention to individual students.

b) Furthermore, educators need to adapt to the digital age and find ways to integrate technology into the classroom effectively.

c) Schools today place a great importance of deal on exams and grades, often at the true expense of learning.

10. Fill in the gap with appropriate word.

Teachers are pressured to teach to the test, meaning they only cover material that will be assessed, leaving little room for creativity or _____ thinking

a) critical

b) crucial

c) convenient

UNIT X. GIVING AND RECEIVING POSITIVE FEEDBACK

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Inject [ɪnˈdʒekt] – привнести, добавить

2. Perceive feedback [pəˈsiːvˈfiːdbæk] – воспринимать обратную связь

3. Growth mindset [grəʊθ ˈmaɪndset] – мышление, ориентированное на рост

4. Resist temptation [rɪˈzɪst dɪˈveləpmənt] – устоять перед искушением

5. Have an eye for details [ˈdiːteɪlz] – разбираться в деталях

6. Appraisals [əˈpreɪzəlz] – оценки

7. Peer feedback [pɪə ˈfiːdbæk] – оценка коллег

8. To counter [ˈkaʊntə] – противостоять, противодействовать

9. In the long run [lɒŋ rʌn] – в конечном счете

10. Enhance working performance [ɪnˈhɑːnsˈwɜːkɪŋ pəˈfɔːm(ə)ns] – повысить производительность труда

2. Translate the following word combinations into Russian.

1. To have an eye for something

2. Innate

3. Plasticity

4. Cynical

5. To have a word with someone

6. To counter the effects

7. To hone

8. To sugarcoat something

3. Find the English equivalents to the following word combinations in the text.

1. Поговорить о вашей работе

2. Обязательная похвала

3. Привнести немного позитива

4. Способ приукрашивания

5. Смягчать негатив

6. Врожденные способности

Giving and receiving positive feedback

Your manager stops you and says she needs to have a word about your performance in the recent project. You worry about it all weekend, wondering what you might have done wrong. When you step into her office on Monday morning she begins by praising you for the good work you've done on the project, and you wonder if this is the obligatory praise that starts off the typical 'feedback sandwich'. You know how the feedback sandwich goes: say something nice, say what you really want to say, say something nice again.

In an attempt to inject some positivity into their feedback, many managers rely on sandwiching negative feedback between two positive comments. However, when feedback becomes such a routine, employees can start to perceive positive feedback as simply a form of sugarcoating the negatives, thus diminishing its value. Instead, positive feedback should not simply be seen as something to cushion the negative, but should be delivered so as to reinforce and encourage good performance. Below are three tips to help you make positive feedback count.

1. **Don't always follow positive feedback with negative feedback**

When positive and negative feedback always appear to go hand in hand, the positives can become devalued and ignored. Ensure there are times when positive feedback is given for its own sake and resist the temptation to offer constructive criticism.

2. **Cultivate a 'growth mindset'**

Psychologist and 'growth mindset' proponent Carol Dweck spoke of the plasticity of the brain and our ability to develop skills and talents that we might not have been good at to start with. Many of us tend to focus our praise on the end result and seemingly innate talents, e.g. 'You really have an eye for details' or 'You have a real talent for organising events'. However, research suggests that by focusing on the process of how things are done – praising effort, experimentation and problem-solving strategies – we can encourage the development of new skills and the continued honing of talents.

3. Create a culture of offering positive feedback

Make giving positive feedback part of your team/department/company culture. Don't just wait for special moments like appraisals to give feedback. Offer informal positive feedback when making small talk or when walking down a corridor. Feedback doesn't have to only come from the higher ranks either. Encourage peer feedback among team members and colleagues and actively ask them for positive comments on each other's performances on tasks.
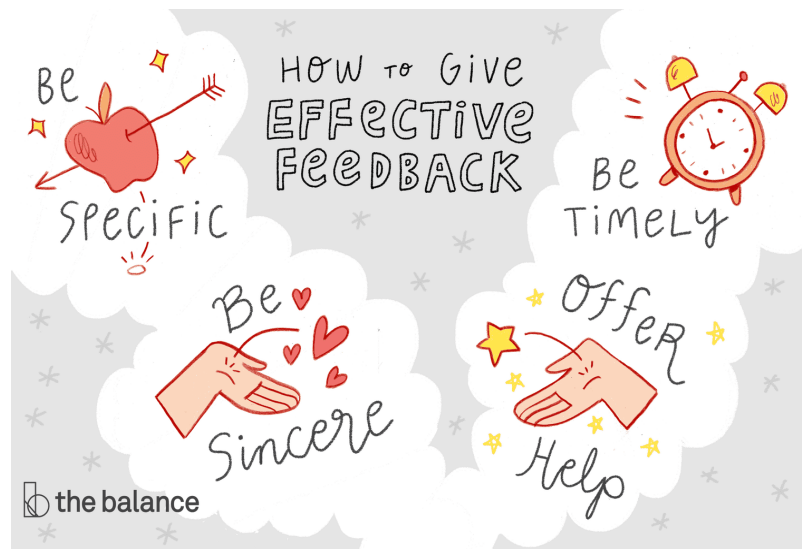
It might take time to counter the effects of an environment where there is a cynical view of positive feedback, but in the long run, by embracing positive feedback, you can not only enhance working performance but also enrich the quality of life in the workplace.

Assignments

1. What does the 'feedback sandwich' involve?

a.   Giving positive feedback by accompanying it with negative feedback

b.   Giving negative feedback by accompanying it with positive feedback

c.   Creating a feedback culture in an organization

d.   Devaluing positive feedback

2. Mark the sentences True (T) or False (F).

a) In the story at the beginning of the article, the writer describes a scenario in which the employee assumes they are going to get negative feedback.

b) Overusing the 'feedback sandwich' can result in a mistrust of positive feedback.

c) We should not try to inject positivity in our feedback or we might devalue it.

d) We should never give positive feedback and negative feedback at the same time.

e) Carol Dweck believes that the brain is flexible and can be trained to learn new skills.

f) You can improve the performance of your employees by embracing their mistrust of positive feedback.

3. In what paragraph is it written that many of us tend to focus our praise on the end result and seemingly innate talents?

a) 1   b) 4   c) 2

4. Put the tips in the correct order as in the text.

1. Create a culture of offering positive feedback.

2. Don't always follow positive feedback with negative feedback.

3. Cultivate a 'growth mindset'

a) 1, 2, 3

b) 2, 3, 1

c) 3, 1, 2

5. Choose the correct answer to the given question: A cynical view of positive feedback _____

a.   is irreversible.

b.   can make the quality of working life richer.

c.   can be healthy.

d.   can be changed gradually.

6. Match the definitions (a–h) with the vocabulary (1–8).

Vocabulary	Definition
1) 1.innate	a) to speak to someone in private
2) plasticity	b) the capacity of the living brain for continuous alteration of the neural pathways in response to experience
3) cynical	
4) to have a word with someone	c) to make something difficult or unpleasant sound more attractive and acceptable
5) to counter the effects	d) existing from birth and not learned or taught
6) to hone	e) to be particularly perceptive about something
7) to sugarcoat something	f) to develop a skill or talent by working hard at it
	g) distrusting the motives and intentions of others; believing the worst of others
	h) to neutralise or reduce the bad effects of something by an opposite action

UNIT XI. INFORMATION TECHNOLOGY

Pre-reading tasks

1. Read the following words and try to remember them.

Vocabulary

1. Efficient (for) [ɪˈfɪʃ(ə)nt] – эффективный, рациональный

2. In high demand – пользоваться большим спросом

3. To expect – ожидать, рассчитывать

4. Maintenance – обслуживание, поддержание

5. Performance [pəˈfɔːm(ə)ns] – производительность

6. Software – программное обеспечение

7. Implement [ˈɪmplɪmənt] – инструмент, средство

8. In charge – (быть) ответственным за кого-либо, что-либо

9. Requirement [rɪˈkwaɪəm(ə)nt] – требование, необходимое условие

10. Hardware – аппаратура

11. Vehicle [ˈviːɪk(ə)l] – транспортное средство

12. Be aware of – отдавать себе полный отчёт в том, что

13. Convert [ˈkɒnvɜːt] – конвертировать, превращать

14. Internal [ɪnˈtɜːn(ə)l] – внутренний

15. Appropriate – соответствующий, подходящий

16. Sorts out – привести всё в порядок

17. Evaluate [ɪˈvæljʊeɪt] – оценивать, определять количество

18. Retrieve [rɪˈtriːv] – извлекать, восстанавливать

19. Amend – вносить поправки, исправлять

2. Discuss the quote

It's not that we use technology, we live technology. (Godfrey Reggio)

1. Why are careers in the IT field in high demand now?

2. Is an IT profession well-paid?

3. What skills must an IT professional have?

4. What fields of IT are you interested in and why?

3. Translate the following verbs into Russian

1. carry out

2. design

3. amend, alter

4. download

5. convert

6. locate

7. fault

8. install

9. identify, repair

4. Read the text. Match these different types of IT jobs A–J with the descriptions 1–10 in the text

A — Applications Programmer

B — Software Engineer/Software Designer

C — Computer Salesperson

D — System Analyst

E — IT Manager

F — Security Specialist

G — Hardware Engineer/Hardware Architect

H — System Support Person/System Administrator

I — Network Support Person/Network Engineer

J — Computer Services Engineering Technician

Career in IT

The IT industry is one of the fastest growing and changing areas. Technology is developing so quickly. Every day new devices and systems appear. They become more efficient for information and communication technology. Careers in the IT field are in high demand nowadays. The industry is expected to grow. IT specialists may work in commercial spheres and IT companies. Careers in information and communication technology fields include different roles and tasks associated with planning, research, installing, maintenance and monitoring the performance of IT systems.

There are the following careers in IT:

1. _____ This specialist **manages** projects, technology and people. He **is responsible** for installation of new software, a support group. This specialist develops and implements computer software that supports the operations of the business. Usually he is in charge of project development and support of the system. Has to take responsibility for budgets and for staff.

2. _____ This specialist organizes efficient work of computers within an organization, **makes** a detailed **analysis** of the employer's requirements. This may involve hardware as well as software. He can **adapt** existing software or to prepare new software, implement and test a system. This specialist is as a link between the user and the programmer.

3. _____ This specialist **maintains** the link between PCs and workstations connected in a network. Uses telecommunications, software and electronic skills. He has some knowledge of the networking software to **locate** and **connect** faults. It includes work on the wiring, software or microchips on a file server, or on cables either within or outside the building.

4. _____ This specialist **researches**, **designs**, and **develops** computers, or parts of computers and the computerized elements of appliances, machines, and vehicles. He may specialize in different areas: research and development, design, manufacturing. Has to be aware of cost, efficiency, safety, environmental factors, as well as engineering aspects.

5. _____This specialist **produces** the programs which control the internal operations of computers. He **converts** the system analyst's specification to a logical series of steps. **Translates** these into the appropriate computer language. **Designs**, **tests** and **improves** programs for computer-aided design and manufacture, business applications, computer networks and games.

6. _____ This specialist advises potential customers about available hardware and **sells** equipment. **Discusses** client's requirements. **Organizes** the sale and delivery and, if necessary, installation and testing. May **arrange** support or training, maintenance and consultation. Must have technical knowledge.

7. _____ He is an analyst programmer who is responsible for maintaining, updating the software used by a company. This specialist **handles** applications software, **sorts out** problems encountered by users. Solving problems may involve **amending** an area of code in the software, **retrieving** files and data lost when a system crashes.

8. _____ This specialist can be responsible for installation, **repair** of computers and related equipment. He **installs** hardware tests by running special software. Some technicians **carry out** routine servicing of large systems. Some specialists **identify** and repair faults as fast as possible usually by replacing faulty parts.

9. _____ This specialist creates software applications by writing code that is error-free. He also tests and evaluates applications, and improves applications to make them user-friendly. Writes the programs which enable computers to carry out particular tasks. May write new programs or adapt existing programs. He **checks** programs for faults and does extensive testing.

10. _____ These specialists are responsible for implementing and overseeing an organization's security systems. They install, program, and maintain automated systems, including managing the distribution and coding of security passes or ID cards.

Assignments

5.   Complete the definitions with the verbs used in the text.

1 _____ — do and finish, perform a task

2 _____ — invent something new or create

3 _____ — find or discover something

4 _____ — to change something to correct a mistake or to improve it

5 _____ — put a new program onto a computer

8 _____ — translate instructions from one computer language into another

9 _____ — find the exact position of something

6.   Fill in the gaps.

1.   Programmer writes the programs which enable computer to _____ particular tasks.

2.   He devises a series of logical steps and _____ these to the appropriate computer language.

3.   QR Engineer checks programs for _____ and does extensive testing.

4.   He _____ hardware tests by running special software.

5.   Some specialists _____ and _____ faults as fast as possible.

7.   Change given words with their synonyms.

a)   Some technicians *perform* routine servicing of large mainframe systems.

b)   Others are called to *determine* and *fixerrors* as quickly as possible.

c)   *Transforms* the system analyst's specification to a logical series of steps.

d)   *Interprets* these into the appropriate computer language.

e)   Solving problems may involve *changing* an area of code.

f)   This specialist *curates* projects, technology and people.

8. Translate from Russian into English.

1.   ИТ-менеджер управляет проектами, технологиями и людьми. Он берет на себя ответственность за обслуживание серверов и установку нового программного обеспечения.

2.   Инженер-программист/разработчик программного обеспечения разрабатывает программы, преобразует данные, переводит их на соответствующий компьютерный язык.

3.   Программист приложений пишет программы, которые позволяют компьютеру выполнять определенные задачи.

4.   Продавец компьютеров консультирует потенциальных клиентов, организует продажу и доставку.

5.   Инженер по оборудованию исследует, проектирует и разрабатывает компьютеры или части компьютеров.

9. Answer the questions.

1.   Why is it suitable for a career in IT?

2. Would you like to have a career in the IT field? Why is it one of the fastest growing and changing areas?

3. Is it a well-paid job nowadays? Why are these jobs in high demand now?

4. How can you describe the work of an IT specialist?

Use these words: time-consuming, complicated, boring, rewarding, creative, responsible, monotonous, useful

5. What character traits are suitable for this profession?

(hard-working, attentive, introverted, creative, careful, logical, smart, curious, intelligent)

<div align="center">

KEYS

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UNIT I. Education

Pre-reading tasks

2.

1) надлежащее поведение

2) подписавшие стороны (стороны, подписавшие что-либо)

3) продвигать доктрины

4) социальная инженерия

5) политическое злоупотребление системой

6) доля растет

7) профессиональное образование

3. students' own answers

Assignments:

1. a

2. a) F

b) T

c) F

d) T

e) T

3. 6, 7, 3, 4, 5, 1, 2

4. c

5. b

2. e

3. a

4. c

5. d

6. b

7. c

8. b

UNIT II. Pedagogical ideas of some famous Russian and Soviet educators

Pre-reading tasks

2.

1) All-rounded development is one of the most significant tasks of school.

2) Scientists carry out researches in order to prove effectiveness of the method.

3) Pupils often lose interest to the subject because of the demanding teacher.

4) I consider that education gives people a lot of advantages.

3.

1) He followed Darwin's theory that was reflected in his pedagogical philosophy.

2) Education should cultivate love and wish to labour, and physical development. 3) The main idea of Makarenko was upbringing and education in community or collective.

4) In order to develop and to live, a collective should have and aspire for a common goal or purpose. It will form the sense of optimism.

5) Student's own answers

4.

1) pedagogical ideas

2) paid attention

3) cultivate love

4) mother tongue

5) subordination

6) productive work

7) creativity in labour

8) enlarge their knowledge

Assignments

1. a)

2. a) T; b) F; c)T; d)F; e)T

3. 3)

4. c)

5. b)

6. c)

7. 1-a; 2-e; 3-g; 4-c; 5-d; 6-f; 7-b

8. b)

9. a)

10. c)

UNIT III. The Montessori Method

Pre-reading tasks

2.

1. Образовательный подход

2. Обучение, ориентированное на ребенка

3. Самостоятельная деятельность

4. Класс Монтессори

5. Традиционный инструктор

6. Независимость и исследования

7. Широкий выбор материалов.

8. Практический опыт и опыт

9. Естественное любопытство и интересы.

10. Разновозрастные группы

3.

1. The Montessori Method is an educational approach developed by Dr. Maria Montessori

2. In a Montessori classroom, the teacher acts as a guide and facilitator rather than a traditional instructor.

3. The teacher observes each child's progress and provides guidance and support as needed, but ultimately, the child is empowered to take ownership of their own learning.

4. The curriculum is designed to be hands-on and experiential, allowing children to engage with the material in a meaningful way.

5. This promotes positive social development and encourages cooperation and empathy.

Assignments

1. a)

2.

1.   T

2.   T

3.   T

4.   F

5.   F

3. c

4. b

5. a

6.

1. e

2. d

3. c

4. b

5. a

7. b

8.

1. Dr. Maria Montessori

2. guide

3. their own pace

4. hands-on

5. natural

6. mixed-age

7. social

UNIT IV. The evolution of pedagogy

Pre-reading tasks

1. Vital needs

2. Democritus

3. During the Middle Ages

4. Marcus Fabius Quintilian

5. Jan Amos Comenius, "The Great Didactics"

Assignments

1. a

2.

3. a) T

   b) F

   c) T

   d) F

   e) F

4. c

5. b

6. b

7. a

8. formation of personality – a) формирование личности

   vital needs – b) жизненные потребности

   Greco-Roman – c) греко-римский

   dogmatic teaching – d) догматическое обучение

   humanist educators – e) гуманистические педагоги

UNIT V. About the Bologna process

Pre-reading tasks

2.

1. процесс реформ

2. содействие мобильности студентов

3. активные граждане в демократических обществах

4. широкий доступ

5. академическая свобода

6. демократические принципы

7. трехцикловая структура

8. гарантия качества

9. нацеленная на создание

10. представители высших учебных заведений

4.

1. International cooperation

2. Academic exchange

3. Higher education

4. Promoting student mobility

5. Preparation of students

6. Support for personal development

7. Provide wide access

8. Easy-to-read degrees

9. National qualifications framework

10. Quality assurance

Assignments

1. b

2.

a. T

b. F

c. T

d. T

c. F

3. b

4. a

5. b

6. c

7.

1. c

2. d

3. a

4. e

5. b

8. b

9. c

10. c

UNIT VI. Learning styles

Pre-reading tasks

1.

1. стили обучения

2. предпочтения в отношении аудиальной презентации

3. рефлексивные когнитивные стили

4. предпочтения в компьютерном моделировании

5. признание важности

6. серьезные усилия

7. надежность мер оценки

8. уместность оценки

9. представление информации

10. стратегии обучения

4.

1. Function in different learning environments

2. Preferences of computer modeling

3. Interactive visual presentations

4. Reflective cognitive style

5. The importance of adapting learning strategies

6. Serious efforts

7. Adequately differentiated learning strategies

8. Reliability of assessment measures

9. Learning effectiveness

10. Relevance of performance assessment

Assignments

1.b

2.

a) T

b) F

c) F

d) T

e) T

3. c

4. c

5. b

6. b

7.1-c, 2-b, 3-e, 4-a, 5-d

8. b

9. c

10. b

UNIT VII. Problem-based learning

Pre-reading tasks

1.

1. проблемно-ориентированное обучение

2. сложные проблемы

3. стимул к обучению

4. применение к будущим проблемам

5. возможные источники

6. развитие навыков

7. критическое мышление

8. междисциплинарный характер

9. эффективная команда

10. становление все более независимым

4.

1. An incentive for learning

2. Systematization of information

3. Problems in the future

4. Relevant knowledge

5. Analytical approach

6. Possible sources

7. Continuous learning

8. Interdisciplinary nature

9. The ability to think critically

10. Independent of the teacher

Assignments

1. b

2.

a) T

b) F

c) T

d) T

e) F

3. a

4. c

5. a

6. b

7. 1-d, 2-a, 3-c, 4-b, 5-e

8. c

9. c

10. b

UNIT VIII. Robot teachers

Pre-reading tasks

2. 1. d 2. e 3. b 4. f 5. c 6. a

3. 1. put at the top of the list 2. easy to imagine 3. perform better 4. transferring information 5. it's unlikely 6. under the age of 7. problem could be partly solved 8. won't get stressed 9. feel overworked 10. marking homework 11. writing reports

Assignments

1. c

2.

1. F

2. F

3. F

4. T

5. T

6. F

3. 1. c, 2. a, 3a, 4.c, 5.b, 6. b

4.

1. What robots can do?

2. The opinion of British education expert Anthony Seldon.

3. Robots will solve the problem.

4. How can robots help teachers?

5.

1. It's easy to imagine robot cleaners and factory workers.

2. British education expert Anthony Seldon has a date for the robot takeover of the classroom: 2027.

3. Robots will do the main job of transferring information and teachers will be like assistants.

4. A robot teacher is better than no teacher at all.

5. In some parts of the world, there aren't enough teachers and 9–16 percent of children under the age of 14 don't go to school. Robots can teach anywhere and won't get stressed, or tired, or move somewhere for an easier, higher-paid job.

6. Teachers waste a lot of time doing non-teaching work, including more than 11 hours a week marking homework.

UNIT IX. Giving and receiving positive feedback
Pre-reading tasks
2.1. иметь взгляд на что-то/разбираться

2. врожденный

3. гибкость

4. циничный

5. поговорить с кем-нибудь

6. противодействовать последствиям

7. совершенствовать

8. приукрасить/преувеличить что-либо

3.1. to have a word about your performance

2. obligatory praise

3. to inject some positivity

4. a form of sugarcoating

5. to cushion the negative

6. innate talents

Assignments
1. b
2.
a) T

b) T

c) F

d) F

e) T

f) F

3. b

4. b

5. d

6.

1. e

2. d

3. b

4. g

5. a

6. h

7. f

8. c

UNIT X. Information technology

Pre-reading tasks

3.

1. Выполнить

2. Спроектировать

3. Внести изменения, переделать

4. Загрузить

5. Преобразовать

6. Найти

7. Неисправность

8. Установить

9. Идентифицировать, устранить

4.

1. E. IT Manager
2. H. System Support Person/System Administrator
3. I. Network Support Person/Network Engineer
4. G. Hardware Engineer/Hardware Architect
5. B. Software Engineer/Software Designer
6. C. Computer Salesperson
7. D. System Analyst
8. J. Computer Services Engineering Technician
9. A. Applications Programmer
10. F. Security Specialist

5.

1. carry out
2. design
3. amend, alter
4. download
5. convert
6. locate

6.

1. Carry out
2. Converts
3. Faults
4. Installs
5. Identify, repair

7.

a) carry out
b) identify, repair, faults
c) converts
d) translates
e) amending

f)   manages

Ex. 8

1. The IT manager manages projects, technologies and people. He takes responsibility for the maintenance of the servers and the installation of new software.

2. A software engineer/software developer develops programs, converts data, and translates it into the appropriate computer language.

3. The application programmer writes programs that allow the computer to perform certain tasks.

4. The computer seller advises potential customers, organizes sales and delivery.

5. The equipment engineer researches, designs and develops computers or computer parts.

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