

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
 «ДОНСКОЙ ГОСУДАРСТВЕННЫЙ ТЕХНИЧЕСКИЙ УНИВЕРСИТЕТ»**

**(ДГТУ)**

**КАФЕДРА**

**«Иностранный язык в сфере социогуманитарных наук»**

**Мельник А. Д.**

**МЕТОДИЧЕСКИЕ УКАЗАНИЯ**

**И КОНТРОЛЬНАЯ РАБОТА №1**

ПО ДИСЦИПЛИНЕ

**«ПРОФЕССИОНАЛЬНАЯ КОММУНИКАЦИЯ НА ИНОСТРАННОМ ЯЗЫКЕ»**

ДЛЯ МАГИСТРАНТОВ ЗАОЧНОЙ ФОРМЫ ОБУЧЕНИЯ

НАПРАВЛЕНИЕ ПОДГОТОВКИ

**44.04.01 Цифровые образовательные технологии и практики**

Ростов-на-Дону

2024

**Требования к зачету**

В рамках самостоятельной работы **магистрантам необходимо подготовить к зачету:**

1. Чтение и перевод аутентичных текстов (3 текста) по направлению подготовки. Общий объем –15000 печатных знаков. Составить словарь терминов (100-120 единиц). Написать 3 аннотации к прочитанным текстам. Преподаватель проверяет чтение вслух и устный перевод с листа.
2. Письменный перевод аутентичных текстов (статей, монографий) по выбранной магистрантом теме или проблеме научно-профессиональной направленности объемом 5000 печатных знаков.
3. Сообщение-презентация на иностранном языке по выбранной магистрантом теме или проблеме научно-профессиональной направленности. Оценивается содержательность, адекватная реализация коммуникативного намерения, логичность, связность, смысловая и структурная завершенность.

**Общие требования к выполнению контрольной работы**

Памятка магистранту

Контрольное задание предлагается в четырех вариантах. Номер варианта определяется по последней цифре номера зачетной книжки студента:

1, 2 , 3 – 1-й вариант;

4, 5 , 6 – 2-й вариант;

7 , 8 – 3-й вариант;

9 , 0 – 4-й вариант.

Контрольная работа должна быть выполнена в отдельной тетради. На обложке тетради необходимо указать следующие данные: факультет, курс, номер группы, фамилию, имя и отчество, дату, номер контрольного задания и вариант.

Первую страницу необходимо оставить чистой для замечаний и рецензии преподавателя.

Все предлагаемые к выполнению задания (включая текст заданий на английском языке) переписываются на левой стороне разворота тетради, а выполняются на правой.

Контрольная работа должна быть написана четким подчерком, для замечаний преподавателя следует оставить поля.

Контрольная работа, выполненная не полностью или не отвечающая вышеприведенным требованиям, не проверяется и не засчитывается.

Проверенная контрольная работа должна быть переработана студентом (та часть ее, где содержатся ошибки и неточности перевода или неправильное выполнение заданий) в соответствии с замечаниями и методическими указаниями преподавателя. В той же тетради следует выполнить «Работу над ошибками», представив ее на защите контрольной работы.

Четыре варианта контрольной работы имеют одинаковую структуру. Все задания должны быть выполнены в письменной форме.

**ОСНОВНЫЕ ТРЕБОВАНИЯ К РЕФЕРИРОВАНИЮ ТЕКСТОВ**

Одной из базовых профессиональных компетенций магистрантов является компетенция в научной речи: готовность формировать презентации, оформлять результаты исследования в виде статей и докладов на научно-технических конференциях, представлять материалы в виде научных публикаций, рефератов. В лингвистике принято деление текстов на первичные (оригинальные) и вторичные. К первичным текстам относятся художественные произведения, научные исследования (монографии), учебники, учебные пособия, труды вузов и научно-исследовательских учреждений, отдельные публикации, журналы и журнальные статьи, газетные статьи, выступления и материалы научных конференций и др.

Избранная из первичного текста информация воссоздается в виде нового текста. Такие тексты (документы) именуются вторичными или производными. Вторичными документами являются реферат, аннотация, краткое изложение, конспект, пересказ содержания (устного выступления и публикации), аннотационный перевод, консультативный перевод, критическая статья, комментарий и др.

Вторичные документы представляют собой смысловую переработку содержания первичного текста и имеют своей целью не только передать то, что изложено в первоисточнике, но и дать ответ на главный вопрос: в чем состоит основная идея и новизна материала, изложенного в данном первичном документе. Вторичные тексты служат для хранения, накопления, переработки и совершенствования первичной информации. Нахождение и передача именно этой информации определяет ценность вторичного документа.

Реферирование статьи (от лат. refero – сообщаю, докладываю) – это краткое изложение содержания отдельного документа, его части или совокупности документов, включающее основные сведения и выводы, а также количественные и качественные данные об объектах описания. В высшем учебном заведении реферирование – это индивидуальная научно-исследовательская работа студента, раскрывающая суть исследуемой проблемы с различных позиций и точек зрения, с формированием самостоятельных выводов.

Основной чертой языка реферата является информативность, которую можно рассматривать как на уровне лексическом, так и синтаксическом.

На лексическом уровне отличительной чертой языка реферата является наличие в нем так называемых емких слов, т. е. слов с наибольшей семантической нагрузкой. Емкие слова имеют способность обобщать содержание текста оригинала. К ним относятся чаще всего термины и терминологические устойчивые сочетания, многие абстрактные существительные. В языке реферата максимально выражена тенденция к субстантивизации. Здесь преобладают существительные над другими частями речи и ослаблена роль глаголов, употребляются, как правило, глаголы с общим значением типа «считать, рассматривать, описывать, изображать» и т. д.

Синтаксис реферата характеризуется однообразием. Материал подается не в развитии, а в статике. Поэтому в тексте преобладают констатирующие перечисления и сообщения, оформленные в простые распространенные предложения. Назначение реферирования как вида учебной деятельности оправдывается тем, что здесь формируются навыки трансформирования различных языковых средств, а также перефразировки и обобщения.

Текст реферата должен составлять ориентировочно 5% объема статьи. Для текстов до 500 слов следует определять объем реферата сокращением оригинала в 3-4 раза.

Методика работы со специальным текстом состоит в последовательном выполнении шагов, помогающих в рамках практического модуля «Работа с научным текстом» подготовиться от понимания и интерпретации чужого научного текста к созданию собственного проекта, реферата с соблюдением культуры устной и письменной речи на английском языке.

1. **Основное содержание**

**План реферативного изложения:**

1. Библиографические сведения.

* The headline of the article (text).
* The author of the article
* The article is taken from the newspaper (book).
* The central idea of the article

1. Сжатое освещение главной проблемы, являющейся предметом данной статьи, работы или нескольких статей, подлежащих реферированию.

* Give a summary of the article (not more than 10-20 sentences).
* Find the answers to the major questions:
* What'? Where? When'? Why? and How?

1. Передача в обобщенном виде основных положений, выдвигаемых автором, (несколькими авторами): фактический материал, способы доказательства, обоснования и т. п.

* State the main problem discussed in the article and mark off the passages of the article that seem important to you.
* Look for minor peculiarities of the article.
* Point out the facts that turned out to be new for you.
* Look through the text for figures, which are important for general understanding.

4) Дается общая оценка, включающая как выводы и суждения автора, так и референта.

* State what places of the article contradict your former views.
* State the questions, which remained unanswered in the article and if it is possible add your tail to them.
* Speak on the conclusion the author comes to.
* Express your own point of view on the problem discussed.

**Алгоритм реферирования**

1) Беглый просмотр текста и ознакомление с его общим смыслом.

2) Более внимательное чтение текста, определение значения незнакомых слов по контексту или словарю.

3) Смысловой анализ текста, выделение ключевых фрагментов и распределение материала статьи на 3 группы по степени важности.

4) Ключевые фрагменты. Наиболее важные сообщения, требующие

полного и точного отражения в реферате.

5) Второстепенная информация, передаваемая в сокращенном виде.

6) Малозначимая информация, которую можно опустить.

7) Организация отобранного материала (логический план), языковая обработка и изложение.

**ТРЕБОВАНИЯ К АННОТАЦИИ (Abstract)**

Аннотация по своей сути является очень кратким изложением общих характеристик того или иного издания. Аннотация (авторское резюме) в периодическом издании является источником информации о содержании статьи и изложенных в ней результатах исследований.

Аннотация к статье должна быть:

* информативной (не содержать общих слов);
* оригинальной (не быть калькой русскоязычной аннотации с дословным переводом);
* содержательной (отражать основное содержание статьи и результаты исследований);
* структурированной (следовать логике описания результатов в статье);
* компактной (укладываться в объем от 100 до 250 слов), по ГОСТУ – 850 знаков, не менее 10 строк.

**Основные цели и задачи аннотации**

Аннотация является кратким резюме большей по объему работы, имеющей научный характер. По аннотации к статье читателю должна быть понятна суть исследования.

По аннотации читатель должен определить, стоит ли обращаться к полному тексту статьи для получения более подробной, интересующей его информации.

Аннотация к статье является основным источником информации в отечественных и зарубежных информационных системах и базах данных, индексирующих журнал.

Аннотация на английском языке включается в англоязычный блок информации о статье, который загружается на англоязычный вариант сайта журнала и подготавливается для зарубежных реферативных баз данных и аналитических систем (индексов цитирования). При переводе аннотаций должна использоваться англоязычная специальная терминология.

**Структура, содержание и объем**

Аннотация должна излагать существенные факты работы, и не должна преувеличивать или содержать материал, который отсутствует в основной части публикации.

Следует вкратце описать основную тему исследования, объект и предмет работы, а также те задачи, которые выполнил в исследовании автор. Можно сказать об актуальности подобной работы для практического применения в социальном, экономическом или культурном аспекте, а также в углублении теоретического научного знания. По желанию автора, аннотация может содержать также сделанные в процессе подведения результатов работы выводы. Приветствуется структура аннотации, повторяющая структуру статьи и включающая введение, цели и задачи, методы, результаты, заключение (выводы).

Результаты работы описывают предельно точно и информативно.

Сведения, содержащиеся в заглавии статьи, не должны повторяться в тексте аннотации.

|  |
| --- |
| **Вариант 1**  **I. Translate the text into Russian**  **Modern pedagogical education in the Russian Federation**  Pedagogical education is a system developed for the training of specialists in general, as well as pre-school, primary, basic and secondary education. Teachers of general educational disciplines and professional educational institutions, teachers of institutions engaged in additional education of children, social workers and others are also trained. If we consider this term in a broad sense, then it is often used when talking about the training of all persons who are related to the upbringing and education of the younger generation (parents in particular).  The pedagogical education of the Russian Federation is characterized by high demands on professional activity, as well as on the personality of the teacher himself, the educator as a subject of the educational process and pedagogical communication.  Therefore, the process of training qualified personnel must be taken very seriously. Modern pedagogical education is focused on solving two problems. First, it is necessary to assist the social and value development of the personality of the future teacher, his civic and moral maturity, general cultural, fundamental training. Secondly, it is necessary to promote specialization and professional development in the chosen field of pedagogical activity. It can be said that the comprehensive development of the teacher's personality is the goal, the basis and the condition that ensure the effectiveness of training future teachers.  **A bit of history**  The history of pedagogical education in Russia began in the XIX century. At that time this system was represented by specialized professional training in church-teacher, teacher's seminaries and second-class teachers' schools, courses of incomplete secondary education in diocesan schools and women's gymnasiums, as well as additional professional training that was carried out at special pedagogical courses.  Pedagogical institutes were established as part of universities, which are necessary for the training of teachers of district schools and gymnasiums. Training in them lasted for 3 years, and after it increased to 4 years from 1835. Each teacher was prepared to teach several subjects.  Since 1859, another model has been set up to train teachers who already have a university education. Pedagogical courses for graduates of physical-mathematical and historical-philological faculties were opened. Historical and philological institutions in Nezhin (founded in 1875) and St. Petersburg (1867) produced in the second half of the XIX century, most of the teachers for classical gymnasiums. These state educational institutions were equated with universities.  In Russia, many prerequisites for the emergence of higher education arose in the late nineteenth and early twentieth centuries. Pedagogical education and science received sufficient development in this period of time, many scientists were engaged in theoretical follow-up (VP Vekhterov, PF Kapterev, VM Bekhterev, and others).  In the universities at the beginning of the twentieth century, two concepts of the education under consideration developed. The first of them was based on the idea of organizing training in pedagogical faculties or departments of pedagogy. It was supposed to combine theoretical training and research work. In order to organize pedagogical practice at the faculty, auxiliary educational institutions were created. The second concept presupposed the formation after the university and was focused on research activities.  At the same time, a model of pedagogical education emerged, which was called integral. Professional training was combined with higher education. Two years in the form of lectures were given general scientific education, followed by pedagogical practice in primary school or gymnasium.  **The Soviet period**  In the RSFSR after the revolution, two variants of pedagogical education prevailed. The first of them is training in stationary educational institutions (technical schools and pedagogical institutes). The content of education was aimed at implementing political tasks. The second option is short-term mass courses. They were organized to eliminate illiteracy and mass political propaganda.  In the early 1930's. Great attention was paid to the teaching of future teachers in the basics of Marxism-Leninism, physical education and military training, while about 10% of the school time was devoted to pedagogy. In 1935 the People's Commissariat for Education introduced in all faculties new curricula (except for the historical ones). A lot of time was given to mastering pedagogical skills, consultations and elective courses. The state began to treat the teacher as an ideological worker. The main task in the training was the training of teachers who are imbued with the ideas of communism.  In the 1930s, each autonomous republic had an institute for teacher education. In 1956, teachers' institutes, which gave incomplete higher education, are transformed into colleges and pedagogical universities, training in which lasted 5 years.  **Education in the post-Soviet period**  Since 1990, the reform of teacher education has been very active. A new stage is beginning, characterized by the fact that the management of this process ceases to be politicized. Pedagogical education became the object of legislative regulation. The basis of the renewed Russian education is a person-oriented approach to each student. It also tries to ensure the integrity of programs, to orient education and training on universal values, professional and [personal development of](https://en.delachieve.com/personal-development/) future teachers. The history of pedagogical education shows that it has undergone many difficulties, absorbing all the best.  **II. Make the summary of the text. Use the following phrases:**  1. The article (text) is head-lined …  The head-line of the article (text) is …  2. The author of the article (text) is …  The article is written by …  3. It was published (printed) in …  4. The main idea of the article (text) is …  The article is about …  The article is devoted to …  The article deals with …  The article touches upon …  5. The purpose of the article is to give the reader some information on …  The aim of the article is to provide the reader with some material on …  6. The author starts by telling the readers (about, that) …  The author writes (states, stresses, thinks, points out) that …  The article describes …  According to the article (text) …  Further the author goes on to say that …  7. The article is (can be) divided into 4(5-7) parts.  The first part deals with (is about, touches upon) …  8. In conclusion the article tells …  The author comes to the conclusion that …  9. I found the article interesting (important, dull, of no value, easy, too hard to understand).  **III. Make the abstract of the text**  **IV. Write 10 key words of the text and translate them into Russian**  **Вариант 2**  **I. Translate the text into Russian**  **The main directions of education in our days**  Modern pedagogical education develops in the direction of universality. It tries to promote the full development of the culture of mankind, its embodiment. This corresponds to the modern stage of the development of society.  The solution of such socially significant tasks of educational institutions as an analysis of educational practices and assistance in the development of educational infrastructures in the regions is becoming more urgent. This is reinforced by the natural need of the regions of the country to create cultural and educational centers.  The special role of this type of education is to ensure one of the basic human rights of the modern era - the right to receive education with the condition of protecting trainees, especially children, from incompetence on the part of adults, from parents to teachers, teachers of the professional sphere.  In the 21st century there was a transition to a two-level model for the preparation of bachelors and masters. The pedagogical education of the Russian Federation is built in the all-European educational space.  **Problems**  In today's world, people have access to an unlimited amount of information. Significant were the skills to extract meaning, grope for relationships, solve problems, conceive and implement projects, and perform non-trivial actions.  The problems of pedagogical education are to train professionals who are able to work on the formation of a person in conditions of innovative development and modernization that have a socially-oriented view of the world. Modern pedagogical universities are obliged to prepare graduates who are able to work for the development of the individual who is the subject of a multicultural civil society integrated into the all-Russian and world space.  The tendency of training future teachers on the basis of the modular principle and the competence approach in teaching also creates problems of pedagogical education, since the programs need to be changed in accordance with the new requirements of reality. Today, a lot of time is spent on teaching the students to the theory, and very little time is spent on practice. There is a need for universities to work together with schools and colleges, to focus on getting students and good practical experience.  **Interrelation with science**  Pedagogical education and science try to keep pace, although this is not always possible. The development of science is faster, innovations are not always quickly introduced into the education system. However, quite a lot of new teaching methods have been used recently. Computers that are equipped with high-quality training programs can perfectly cope with the task of managing the learning process. The latest scientific developments, experimental sites, methods and technologies of upbringing and self-education are applied.  **Preschool Teacher Education**  The program for the training of specialists in preschool education was developed taking into account the requirements of reality. Preschool pedagogical education pays much attention to the issues of pre-school, general, cognitive pedagogy and psychology. Those who have completed the training will be able to apply their knowledge in the state and non-state educational institution, at the center of children's development, in the sphere of preschool, secondary general education, in the organization of additional education, in the center of children's creativity, and also carry out independent pedagogical activities (tutor, nanny, kindergarten).  **Directions of work of specialists**  The teacher of pre-school education conducts educational and upbringing work with children, creates conditions for a comfortable life of children during their stay in a pre-school institution, and tries to discover the individual characteristics of children. He also reveals the subtleties of the relationship of parents, organizes consultations, conducts various preventive activities (meetings, practical classes).  **Professional and pedagogical education**  This concept presupposes the formation of such a person who is able to effectively realize themselves in the spheres of primary and secondary vocational education, can implement all components of the integrative educational process, perform a full range of professional and educational functions. Pedagogical education and vocational education are interrelated, but the latter has become more general.  **Additional education**  Additional pedagogical education is necessary for teachers to improve their qualifications. Also, with his help, retraining of specialists is carried out, which is necessary to update their professional knowledge, improve business skills, prepare for the implementation of new labor functions. In addition, additional training for students in correspondence and full-time forms of education is conducted.  **Conclusion**  Thus, it can be said that pedagogical education is a multi-level and complex process, focused on the training of professionals, teachers with a capital letter, which can justify the hopes placed on them to train and educate a new generation.  **II. Make the summary of the text. Use the following phrases:**  1. The article (text) is head-lined …  The head-line of the article (text) is …  2. The author of the article (text) is …  The article is written by …  3. It was published (printed) in …  4. The main idea of the article (text) is …  The article is about …  The article is devoted to …  The article deals with …  The article touches upon …  5. The purpose of the article is to give the reader some information on …  The aim of the article is to provide the reader with some material on …  6. The author starts by telling the readers (about, that) …  The author writes (states, stresses, thinks, points out) that …  The article describes …  According to the article (text) …  Further the author goes on to say that …  7. The article is (can be) divided into 4(5-7) parts.  The first part deals with (is about, touches upon) …  8. In conclusion the article tells …  The author comes to the conclusion that …  9. I found the article interesting (important, dull, of no value, easy, too hard to understand).  **III. Make the abstract of the text**  **IV. Write 10 key words of the text and translate them into Russian**  **Вариант 3**  **I. Translate the text into Russian**  **The Pedagogical Educational System** **Development**  Today, the Russian pedagogical education is a constantly updating and dynamically developing system, prepared for successful solution of any professional problem (Dorozhkin & Chapaev, 2015). According to Waks (2007) in the modern works of researchers, representing Russian modern pedagogical educational science, the education is considered as:   * an integral part of the process of development and socialization as well as a meaningful social institution; * a way of transmitting culture, mastering which a person is not only adapting to a constantly changing society, but is also ready to non-adaptive activity, which allows to go beyond the preset and to develop the subjectivity and increase the world civilization potential.   This leads to the conclusion that education is a historically, socio-culturally and anthropologically conditioned phenomenon, i.e. a socio-cultural phenomenon of priority importance both for a person and for the preservation and development of the society. Thus, Waks (2007) notes that education is a means that allows culture and society to solve their basic problems: the purpose of society is to assist in human adaptation through the system of education, culture is aimed at creating the individuality which possesses a non-standard set of personal meanings (Waks, 2007). All the foregoing is supposed to prove directly and indirectly the high status of pedagogical education as a meaningful socio-cultural phenomenon (Chapaev, Erofeev, & Dvořáková, 2016; Dorozhkin, Zeer, & Shevchenko, 2017; Davydova, Dorozhkin, & Fedorov, 2018).  Turning to the history of the Russian pedagogical education, it is possible to notice peaceful coexistence of two institutional models of the higher pedagogical education – a "university" model and a "specialized” model. Two institutional models of the pedagogical education, which appeared in the pre-revolutionary period as university and specialized ones, coexist quite successfully for the last two centuries (Batyshev & Novikov, 2009).  The history of professional and pedagogical education of the Russian system is usually attributed to the end of the XVII – the beginning of the XVIII centuries (Ushinsky, 1868). However, the studying of teacher education in Russia must begin with the era of Peter I. The first teachers’ seminary educating teachers of elementary school was opened in St. Petersburg in 1786. At that time it was the profession that was declared a state value and the most important need, and the pedagogical staff was sorely lacking. Next, the first half of the XVII century is considered to be a period of the participation of the government in the management of education, the approach to the content of education changes significantly, a certain order of training sessions takes place, and professional schools are opened. The reform during the reign of Alexander I should be also noted. It caused separation of the empire into six educational districts. In 1859, teacher training institutes at the universities were closed. At first, they were replaced by the two-year teacher training courses which admitted graduates of historical-philological and physical-mathematical departments. It was assumed that students already have general pedagogical and methodological background. These courses didn’t exist for a long period, too. In 1863 there was another university reform, university autonomy was restored, but the reforms have revealed the lack of the teachers of public education. The beginning of the XX century was marked by the development of the concept of the pedagogical education in universities. It was supposed to strengthen the weakest - psycho-pedagogical teacher training component. Thus, it can be noted that the development of the system of pedagogical education at that time cannot be considered not noticeable. The Soviet regime arrival has aggravated quite a sad state of vocational pedagogical education. Thus, historians of pedagogy consider the first decade after the arrival of Soviet power as «educational renaissance».  In pre-revolutionary Russia training of teachers for primary schools prevailed. The main type of teacher training for primary school teachers were seminaries with a 4-year course of study, subordinated to the Ministry of Public Education. At the beginning of 1917 in Russia 171 teachers’ seminaries existed. In the seminaries, the law of God, Russian and Church Slavonic languages, literature, arithmetic with initial information from algebra and geometry, science, physics, history, geography, drawing, singing, and pedagogy, the methodology of initial training in Russian and arithmetic were taught. According to the decision of the seminary council, teachers were trained in handicrafts. Pedagogical classes of 913 female gymnasiums, 50 female diocesan schools and Female Pedagogical Institute in St. Petersburg also trained teachers of primary education. In the XIX century teachers for parish schools were trained in church-schools and second-class school. Only graduates of universities and theological academies were generally being appointed as teachers of secondary schools. The twenties were characterized by acute shortage of qualified teaching staff. The whole concept of teacher training required to be changed. From 1918 to 1920 graduates of any field of study could become a teacher. Industrial-pedagogical and agro-pedagogical institutions with a three-year term of study appeared later. In 1924 All-Russian conference on pedagogical education was held which determined the new requirements for the teacher training. The conference recognized both these models as basic models of the higher pedagogical education: "training of of secondary school teachers should be carried out at pedagogical institutes or at the universities’ faculties of journalism". At this conference, it was pointed out that pedagogical universities had to communicate with the working masses, open pedagogical workers' faculties, to send the students to practice in plants, factories and villages, to organize mutual patronage with factories and villages. It was also emphasized that the future teacher must grasp the ideology of the Communist Party. The Conference pointed to the need to transform a pedagogical university into a pedagogical center in which teachers should receive assistance in practical work. Further, pedagogical institutes should be a production unit and carry out educational work included in the production schedule of the educational authorities. Special attention was given to strengthening relations with the workers and mutual patronage with factories and villages.  In the 1930s, when the system of teacher training had been completely brought under state control, the situation repeated. There was a division of teacher education institutions in the two major subsystems. The second was performed by pedagogical institutes and universities that prepared teachers for middle and senior levels of secondary school.  In 1934, the agro-pedagogical institutes were reorganized into pedagogical institutes, and by 1941 the engineering-pedagogical institutions had been dissolved.  The next period of development of pedagogical education in Russia is characterized by a noticeable shift towards the profession of a subject teacher. A leading place in the curricula of faculties was occupied by special disciplines. The era of focused specialization of a subject teacher returned. Then, in the late 1950s, after the adoption of the Law "On strengthening the connection with the school life and the further development of the public education system in the USSR", a reverse process began. Multi-subject teachers are being prepared again, the university schedule is reoriented according to the new aims. Pedagogical Institutes are transferred to a five-year period of study. In the 1960s, education is slowly returning to the focused specialization of the teachers.  **II. Make the summary of the text. Use the following phrases:**  1. The article (text) is head-lined …  The head-line of the article (text) is …  2. The author of the article (text) is …  The article is written by …  3. It was published (printed) in …  4. The main idea of the article (text) is …  The article is about …  The article is devoted to …  The article deals with …  The article touches upon …  5. The purpose of the article is to give the reader some information on …  The aim of the article is to provide the reader with some material on …  6. The author starts by telling the readers (about, that) …  The author writes (states, stresses, thinks, points out) that …  The article describes …  According to the article (text) …  Further the author goes on to say that …  7. The article is (can be) divided into 4(5-7) parts.  The first part deals with (is about, touches upon) …  8. In conclusion the article tells …  The author comes to the conclusion that …  9. I found the article interesting (important, dull, of no value, easy, too hard to understand).  **III. Make the abstract of the text**  **IV. Write 10 key words of the text and translate them into Russian**  **Вариант 4**  **I. Translate the text into Russian**  **The Pedagogical Educational System Development In Conditions Of Modern Society**  One of the major Russian achievements, recognized by the international community, was a system of continuous pedagogical education. It completely formed in the XX century. The Soviet system of pedagogical education possessed both strengths and weaknesses. Strengths include regularity of students training, connection with the science, a high level of requirements, and others. Among the obvious disadvantages were a high level of ideologization, one-sidedness of the humanities, etc. In 1966, UNESCO adopted a Recommendation on the Status of Teachers. It is the first international legal document regulating their professional and socioeconomic status. During these years, the foundations of continuous pedagogical education were laid. The documents of the special International Conference on Education, held in August 1975 at the 35th session of UNESCO, noted that it was impossible to provide a future teacher with the knowledge and skills adequate for his whole career. This is due to constant updating and development in the general pedagogical knowledge and constant changes occurring in pedagogical systems as well as the growth of the creative character of pedagogical activity. So the initial preparation for the profession should be considered in the process of continuous pedagogical education of teachers as the first fundamental stage.  Pedagogical education was developing very quickly in the era of post-Soviet Russia. In 1980 the problem of the graduates’ rapid adaptation was widely discussed. Orientation is taken to the wide profile and the enlargement of specialties. In 1978 with the decision of the USSR Council of Ministers the qualification characteristics were introduced as a first attempt of modeling professional activities. Ten years later, in 1988 new qualification characteristics of specialists with higher education are developed, including for pedagogical specialties.  In 1991-1998 pedagogical colleges, pedagogical institutes, pedagogical universities tried to adapt to new socio-economic conditions on their own.  In 1999-2002, the focus was on the problems of the development of the pedagogical education system as a whole. The result was the development of the Program for the Development of Continuous Teacher Education for the period 2001-2010. The next question was modernizing the education system, and first of all the comprehensive school. In 2003-2004, The Program for the Modernization of Teacher Education appeared. It was approved by the order of the Ministry of Education of Russia in April 2003. So, it was supposed to achieve the maximum orientation of the system of pedagogical education on the interests of the functioning and development of its direct consumer - the comprehensive school; to intensify research in the field of psychological and pedagogical sciences for the following scientific and methodological support of modernization processes both in the general education school and in the pedagogical system itself; to expand the use of state-public mechanisms in the management of the functioning and development of pedagogical education. Further, the prestige of the teacher's profession fell greatly again. If in 2008 the training of teachers was carried out by 70 specialized universities, then by 2012 their number had been reduced to 48, while according to the results of monitoring in 2012 more than half of these universities had signs of inefficiency.  Research Questions  The study of the problem was conducted in three stages:   * at the first stage theoretical analysis of the existing methodological approaches in pedagogical and professional scientific literature was carried out; the problem, the purpose and methods of research were singled out; * at the second stage the data of domestic and foreign literature sources were studied and analyzed; * at the third stage theoretical and practical conclusions were specified.   So, in the history of the development of pedagogical education in Russia eight stages are usually distinguished (Fominykh, 2016):   * educational stage; * the stage of reforms; * the stage of formation of pedagogical education; * the stage of the formation of university pedagogical education; * the stage of formation of continuous pedagogical education; * stabilization phase; * post-Soviet stage; * the stage of modernization of pedagogical education.   Insufficient level of students' preparation is connected with the problems in organizational and technical support of the educational process, rather short pedagogical practice, simplified and formalized nature of the pedagogical practice, refusal to go through the internship directly, etc. (Fitz-Walter, Wyeth, Tjondronegoro, & Johnson, 2014; Kaliisa & Picard, 2017).  As a result, graduates of pedagogical universities do not fully meet the criterial requirements that are imposed on teachers.  Today in Russia there are 79 pedagogical universities, 104 institutions for advanced training, and about 350 pedagogical colleges. In general, the number of universities with pedagogical faculties in Russia has exceeded 200, because they are widely represented in almost every region of Russia: from the Belgorod region to the Far East. The rating of pedagogical universities in Russia is mainly determined by the rating of all the leading contests ("100 best universities in Russia", "European quality" and others) conducted by the most famous domestic and foreign organizations (Russian Ministry of Education, Vladimir Potanin fund, Expert RA, etc.), and according to the results of voting the largest educational Internet sites.  Thus, when referring to comparative pedagogy, methodology and methodology of comparative pedagogical research, practice of reforming education systems, it is necessary to consider some systems of continuous pedagogical education abroad.  Despite the specific differences in the teaching systems of Russia, France, Germany, England and the USA, the basic principles and requirements for applicants and students lie at the heart of vocational guidance, which guides the selection of pedagogical professions (Schmidt, 1995; Greinert, 2004; Waks, 2007; Villegas-Reimers, 2003; Pintner, 1980; Raven, 1990; Russel, 1995; Shulman, 1986). Thus, the system of professional training of a future teacher at the universities of Russia, Germany, France, England and the USA is multilevel: bachelor and master. In state schools in England at all levels of education (preschool, primary, (including preparatory) and secondary education), you must have the status of a qualified teacher (Qualified Teacher Status - QTS) (Dirin & Nieminen, 2015; Fathema, Shannon, & Ross, 2015).  All teachers in England and the United States are required to participate in in-service training (INSET), which is intensively provided by the government (Hannelore & Esenina, 2015). In all these countries, additional training is carried out within the acquired profession, and there are special courses for the improvement of qualifications of different duration, structure and directions (postgraduate education).    **II. Make the summary of the text. Use the following phrases:**  1. The article (text) is head-lined …  The head-line of the article (text) is …  2. The author of the article (text) is …  The article is written by …  3. It was published (printed) in …  4. The main idea of the article (text) is …  The article is about …  The article is devoted to …  The article deals with …  The article touches upon …  5. The purpose of the article is to give the reader some information on …  The aim of the article is to provide the reader with some material on …  6. The author starts by telling the readers (about, that) …  The author writes (states, stresses, thinks, points out) that …  The article describes …  According to the article (text) …  Further the author goes on to say that …  7. The article is (can be) divided into 4(5-7) parts.  The first part deals with (is about, touches upon) …  8. In conclusion the article tells …  The author comes to the conclusion that …  9. I found the article interesting (important, dull, of no value, easy, too hard to understand).  **III. Make the abstract of the text**  **IV. Write 10 key words of the text and translate them into Russian** |