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Издание разработано в соответствии с рабочей программой по дисциплине «Иностранный язык в профессиональной коммуникации» и включает 8 тематических разделов, представленных аутентичными текстами, предтекстовыми и послетекстовыми заданиями. Содержание текстов и заданий направлено на пополнение словарного запаса студентов профессиональной терминологией, формирование критического мышления в ходе выполнения самостоятельной работы по предлагаемым темам. В помощь магистрантам в пособие включены приложения и глоссарий, которые помогут в подготовке презентаций и проектов.

Представляет собой практический курс английского языка и предназначено для обучающихся первых курсов педагогических профилей неязыковых факультетов по специальности 44.04.01 «Педагогическое образование». Основано на междисциплинарном подходе, что дает возможность обучающимся соотнести учебный материал с полученными ранее знаниями в области профильных дисциплин.

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CONTENT

UNIT 1
EDUCATION IN RUSSIA AND ABROAD NOWADAYS

Warm up

– What do you think about the quality of secondary education in Russia nowadays? What are the advantages and disadvantages of the Unified State Exam? Describe your experience of the EGE.

1. Read text 1 and build up a scheme of Higher Education in Russia. Search the Internet resources on more information on higher education in Russia. Share your information with your groupmates.

Text 1
Study in Russia: Education in Russia

Higher education in Russia is built according to the central European system, with a few key differences. The system includes four main parts – primary, secondary, higher and postgraduate education. Also a lot of international students are enrolled in 776 higher education institutions across 85 regions in Russia.

It takes 11 years to complete secondary education in Russia before students choose to go on with their higher learning. After nine years of education at school, students receive a certificate of Basic General Education with the option of pursuing two more years of secondary education. After two years of additional study and successful passing of the EGE, a Certificate of Complete Secondary Education is awarded. This certificate and the results of the EGE give the students the opportunity to pursue their higher education.

There are three kinds of higher education institutions in Russia: universities, academies, institutes.

Universities offer a broad range of programs on all levels. ***Academies*** place a larger emphasis on research and practical skills, normally dedicated to specific subject areas such as art, architecture or science. ***Institutes*** are independent branches of universities or academies which offer (professional) educational courses.

Higher education institutions in Russia may be either state or private.

The system of higher education in Russia is known for its achievements and emphasis in the field of science and technology. The preferred directions among applicants of state-funded higher-education institutions are the faculties of natural science, but a wide variety of programs in the humanities and social sciences are also offered.

In recent years, in addition to the traditional state-funded Russian institutions, private higher education institutions have appeared offering programs in other fields, such as economics, business and law. Private higher education institutions also help to implement the principle of accessibility of higher education.

While education in Russia is largely based on the Bologna principles, degrees in Russia are structured slightly differently than those in other countries of Europe.

A Bachelor's or Specialist's degree is awarded after the completion of secondary education. Both degrees qualify students to later pursue a master's degree. Bachelor's degrees take four years of full-time study at a university. Specialist degrees are awarded after a minimum of five years of study and are more practically-oriented in a student's chosen field. Both qualifications require students to successfully defend a thesis and pass examinations. Bachelor's degree is conferred in all fields except medicine, where the first stage of education lasts for six years.

Master's degrees are awarded after two more years of study (after Bachelor's degrees) with one year dedicated to research which includes practice and preparation for a thesis defense.

Students who possess a master's degree are eligible to pursue their PhD studies. ***Postgraduate education*** is divided into two parts in Russia, and two degrees are required to confirm students' status as a scientist. Postgraduate studies can only be pursued at a university or a scientific institute. After the successful completion of the first part of their postgraduate education, students are awarded a Candidate of Sciences degree.

There were no bachelor's or master's degrees in the Soviet system, and they were introduced to bring the Russian education system to international standards in accordance with the Bologna Process.

2. Watch the video "Education in Russia vs. in Europe | Is it difficult to study in Europe ?" (https://www.youtube.com/watch?v=nh_khjrasf4) and answer the following questions:

1. What does Elina think about the differences of the systems of Master's education in Russia and Italy?
2. Did she find better education or knowledge in Milan? Why?
3. What opportunities did studying abroad open up for her?

3. Watch the video again and compare postgraduate education (master's programs) in Russia and Europe (Italy). Fill in the table on the suggested points.

	Russia	Milan
Classes	…	…
Homework	Lots of homework	No homework
Duration of studies	…	…
Practice- Theory ratio	…	…
Student life	…	…
Dormitories	…	…
Teaching, reputation of professors	…	…

4. Read text 2 and answer the question: *What steps does the English Government take to implement the principle of accessibility of higher education?*

Text 2
England's most selective universities worst for social mobility

(Russell Group universities had the worst scores for social mobility, according to a new report)

England's most selective universities have the lowest levels of social mobility, according to a new report, institutions were told to work with local schools to improve outcomes for disadvantaged pupils.

The Sutton Trust and the Institute for Fiscal Studies (IFS) looked at what proportion of students were from low-income backgrounds at different universities and how many of these were in the top fifth of earners at the age of 30 to compare social mobility.

Their report found most Russell Group universities – traditionally the most selective – admit "very few" students who are eligible for free school meals.

Even though they had "high success rates" with low-income students going on to be in the top cohort of earners, low admissions meant they scored below average for mobility rates.

The Sutton Trust and IFS study looked at student cohorts from the mid-2000s in order to assess earnings later in life.

Dr. Tim Bradshaw, the Russell Group's chief executive, said its institutions were "working hard to ensure all students have the opportunity to access the benefits of an excellent higher education in the UK".

The proportion of 19-year-olds from some of the most disadvantaged backgrounds at its universities had increased each year over the last seven years, he added.

The study found the highest mobility rates were often at less selective universities and those in big cities, with London scoring especially high – which could be down to the high share of pupils on free school meals in the capital.

The IFS said Queen Mary University of London was a "remarkable exception" to the low social mobility scores for Russell Group Universities, performing "remarkably well" on both access and future earnings for disadvantaged students.

The report was published on Wednesday – the same day plans for universities were announced to support disadvantaged students both in the local community and doing degrees.

The Department for Education (DfE) said institutions will be required to help to improve education outcomes in local schools and colleges by offering activities such as tutoring.

They will also be expected to set targets to support students at university by reducing drop out rates and improve progression into high-paid jobs.

5. Read text 2 again and mark the sentences T (true) or F (false). Prove your statement from the text.

	T (true)	**F (false)**
1. England's most selective universities have the highest levels of social mobility		
2. Institutions were encouraged to work with local schools to improve outcomes for disadvantaged students		
3. The studies were held in England		
4. The main subject of the study was student mobility		
5. Russell Group universities admit lots of students from low-income backgrounds		
6. Russell Group Universities do their best to provide every student with the benefits of the best higher education in the UK		
7. London universities occupy leading positions in social mobility		

6. Read text 3 and say what the problem with higher education in the USA is at the moment, according to the survey.

Text 3
A growing number of Americans are questioning the value of going to college

The share of Americans who believe colleges and universities have a positive impact on the country has dropped by 14 percentage points since 2020.

That's according to the latest results of an annual survey conducted by New America, a nonpartisan think tank. Since 2017, the organization has been collecting data on Americans' attitudes about the value of education after high school and how that education should be funded.

Many of the report's findings have remained stable over time – for example, the general consensus that post-secondary education offers a good return on investment for students remains. But there's been a steep decline in the overall perception of higher education's impact on the country.

That decline is driven by economic challenges, according to Sophie Nguyen, who co-authored the report.

The nationally representative survey included about 1,500 adults and was conducted in the spring of 2022, "when people started to feel the effects of gas price increases", Nguyen says. "People started to feel that an economic recession is actually coming".

In line with previous years, the survey finds that Democrats and Republicans disagree about multiple aspects of higher education. While 73 % of Democrats believe colleges and universities have a positive impact on the country, only 37 % of Republicans feel that way.

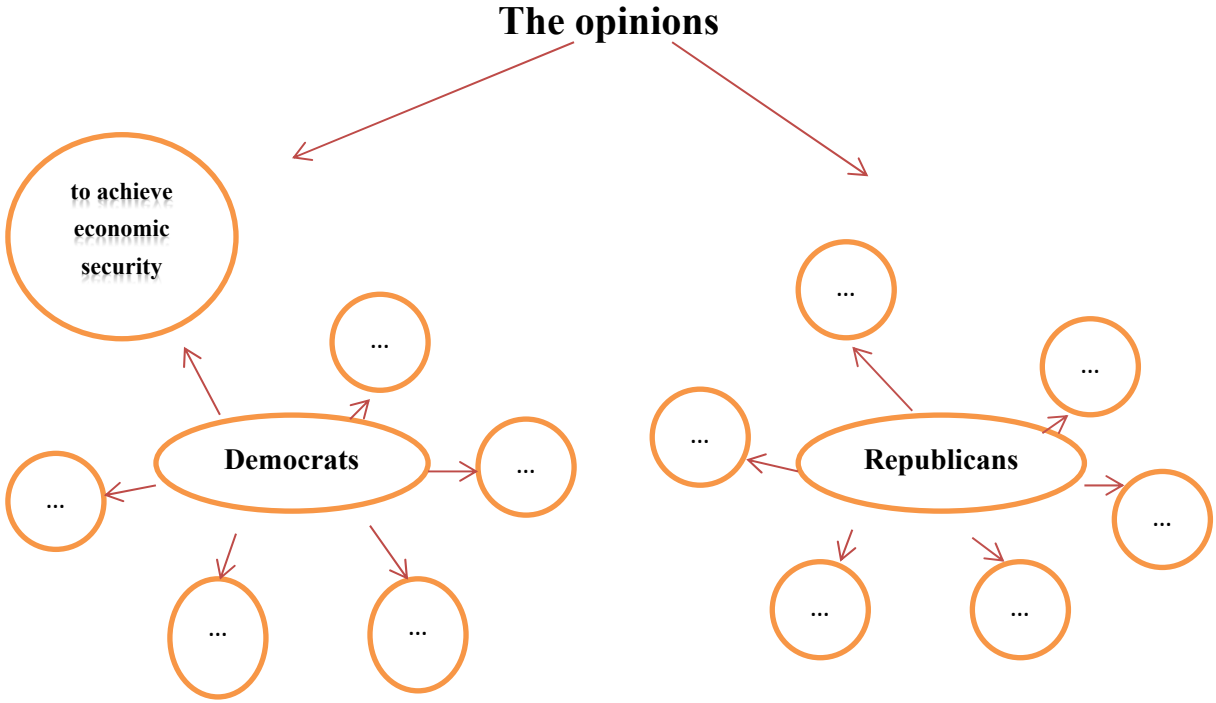
Americans also remain divided on who should pay for higher education. Most Democrats (77 %) say the government should fund higher education because it's good for society, while the majority of Republicans (63 %) say students should pay for post high school education because they benefit from it.

A new question on this year's survey asked respondents about the minimum level of education they believe their immediate or close family members should receive in order to be financially secure. While nearly three-quarters of respondents agree some sort of postsecondary education is required for their child or close family member to achieve financial security, there are partisan divides. Only a quarter of Democrats say that a high school diploma or GED is sufficient to achieve economic security, compared to 39 % of Republicans who say so.

Despite the overall agreement on the value of higher education, many Americans are concerned about affordability. Only about half of respondents think Americans can get an affordable, high-quality education after high school.

"Across the political spectrum", says Nguyen, people "are pretty aligned on the affordability questions." But, she says, they don't agree on how to solve these affordability issues. "I think that's translated to the current policy environment we're living in right now".

7. Read text 3 again and choose the opinions of Democrats and Republicans on the benefits of going to college. Fill in the scheme below with their opinions. Use this scheme to write an essay as your homework.



Homework. 1. Search the Internet and find out the information on what the Russell Group is. Make the reports on: the history of the Russell Group, the features of the universities included in the Russell Group, the list of Russell Group universities and any university of this group. 2. Write an essay "Trends in American higher education"

UNIT 2
INNOVATION IN EDUCATION

Warm up

– What is innovation? Find a synonym to the word "innovation" in Russian.

– What names are the words "innovator, innovation" associated with in Russia?

1. Read text 1 and explain the words of poet William Butler Yeats *"Education should not be the filling of a pail, but the lighting of a fire".*

Text 1
Why Innovation Absolutely Matters in Education

What is innovation in education? "The world is changing. However, people still teach and learn in a way that was invented in the Industrial Revolution. It doesn't work anymore", said Hyuk Jang, a languages teacher from South.

"Innovation in education involves constant collaboration with colleagues – a total last-minute redo of a teacher's lesson plan because there was something else out there that he or she just had to try, a change in the direction of a class because the students are driving the instruction", stated Jennifer Hesseltine, middle school U.S. history teacher from New York.

"Innovation in education is about more than just technology. It's about how you can use technology to empower students to become lifelong learners who are agents of change", said Steven Sutantro, teacher in Jakarta Barat, Indonesia.

There is no single definition of innovation in education. One thing is for sure: Innovation has a very important place in education. The U.S. Department of Education even has an Office of Innovation and Improvement.

Many mistakenly believe innovation has to do with the use of technology or new inventions. In "Four Dimensions of Innovation in Education", Lars Esdal, executive director of Education Evolving, describes innovation in education as doing things in a new way. To do something differently requires coming up with an approach, process, product or strategy.

Esdal explains that outdated thinking of how to design a school leads to subpar performance in public education. "Learning experiences could be redesigned to be far more relevant to student interests and career paths,

personalized to their aptitudes and abilities, and responsive to their culture and identities", he writes.

Innovation in education encourages teachers and students to explore research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem solving skills.

Innovation does not mean creating something from nothing. Just like with any good science project, it relies on researching existing solutions to come up with a new hypothesis to test.

Innovation improves education because it compels students to use a higher level of thinking to solve problems.

Encouraging innovation in schools, school leaders should avoid mandating innovation. "Policy should create *opportunities and incentives* for folks to design different and better learning experiences, but not require it", Lars Esdal writes.

Instead of simply teaching ABCs and 123s, innovation goes beyond the basics by combining a variety of disciplines to come up with a new or different outcome. Knowledge of the basics is a starting point. Students use knowledge and concepts to find solutions by exploring until they find the best answers.

How can school leaders learn how to incorporate innovation and technology without mandating it? Some universities offer courses on innovation in their online MS Ed. in Educational Leadership programs as part of the core curriculum. Just as project-based learning focuses on the whole child by combining disciplines, "Innovative School Leadership" teaches students how to implement systems that lead to innovation.

This quote from poet William Butler Yeats is a fitting parallel for the role of innovation in education: "Education should not be the filling of a pail, but the lighting of a fire".

2. Answer the questions.

1. What does innovation in education involve?
2. Is innovation in education just technology? What is it?
3. Why is there no single definition of innovation in education?
4. What does Lars Esdal think about innovation in education?
5. What should teachers invent to do something differently?
6. How does outdated thinking influence a school?
7. What advice does Lars Esdal give to avoid subpar performance?
8. How does innovation affect thinking process?
9. What base does innovation rely on?
10. Why do you think innovation should not be mandatory?

3. Read text 1 again and mark the sentences T (true) or F (false). Prove your statement from the text.

	T (true)	F (false)
1. Innovation in education is how you can use technology to empower students to become lifelong learners		
2. Innovation in education is just technology		
3. Innovation has to do with the use of technology or new inventions		
4. Innovation requires coming up with an approach, process, product or strategy		
5. Updated thinking of how to design a school leads to subpar performance in public education		
6. Innovation involves an ordinary way of looking at problems and solving them		
7. To incorporate innovation and technology without mandating it some universities offer courses on innovation		

4. Read text 2 and pay attention to the opinions of the novice teachers on innovation in education. ***Whose explanation of the term "innovation", in your opinion, most fully reflects the essence of this process in education? Think and write what innovation in education means to you? Share your opinions with your groupmates.***

Text 2
Innovation in Education: What Does It Mean, and What Does It Look Like?

Innovation is a single word that encapsulates everything that is exciting in any industry −a goal to shoot for because it means you're different, your ideas are new, and your work is almost magical.

Innovation in the education vertical is so very important. We *want* our students to love learning. Being innovative, we can engage students in ways we never have before, and that's pretty incredible.

We surveyed teachers and educators to respond to two questions: What does innovation in education mean to you? And, what's the most innovative thing you have done (or have seen another teacher do) in the classroom? Some of our favorite responses are below.

"Innovation in education means doing what's best for all students. Teachers, lessons, and curriculum have to be flexible. We have to get our students to think and ask questions. We need to pique their curiosity, and find ways to keep them interested. Innovation means change, so we have to

learn that our students need more than the skills needed to pass the state assessments given every spring. We have to give them tools that will make them productive in their future careers". – *Kimberly.*

"Innovation, to me, means finding any way you can reach all of your students. This means being willing and flexible to adjust what you teach and how you teach. We have to keep our students engaged and excited to learn. We have to create a safe place for them to make mistakes, take risks, and ask questions". – *Ashley.*

"Innovation in education is always seeking knowledge that will support new and unique ideas in instructional techniques that will reach the students in more effective and exciting ways". – *Mischelle.*

"Innovation in education is stepping outside of the box, challenging our methods and strategies in order to support the success of all students as well as ourselves. This transformation may be small or a complete overhaul, but it is done with purpose and supports the whole student". – *Whitney.*

"Innovation in education means allowing imagination to flourish and not be afraid to try new things. Sometimes these new things fail but it's awesome when they are a success. Without the right attitude, innovation would just be a word and the art of education would miss out on some great accomplishments". – *Valerie.*

"Innovation means keeping yourself educated about new trends and technology in education. For example, I incorporated STEM bins into my classroom because there is a huge push for more STEM related activities in education STEM (Science, Technology, Engineering, Mathematics). I think innovation is also being creative with the resources your given. Sometimes your building or district might not provide everything you need for a lesson so you need to be innovative and think on the fly of how you could make something work!" – *Nadia.*

5. Match the phrases.

1. we want our students	a) engaged and excited to learn
2. teachers, lessons, and curriculum have to	b) of the box
3. we need to pique	c) educated about new trends and technolog
4. so we have to learn that our	d) to flourish
5. finding any way you can	e) support new and unique ideas
6. have to keep our students	f) to love learning
7. seeking knowledge that will	g) their curiosity
8. is stepping outside	h) reach all of your students
9. means allowing imagination	i) be flexible
10. innovation means keeping yourself	j) students need more than the skills

6. Read and translate the examples of innovative approaches in education. ***What example would you like to use at your lessons? Why? What's the most innovative thing you have done (or have seen another teacher do) in the classroom?*** **Write an example of innovation in education from your personal experience or from the practice of an experienced teacher.**

"I set my math & science units for my third graders up like college classes. Students start with picking a particular major and at the end of the unit, we work on making connections on how each lesson relates to the real world and the job they each choose individually. My students absolutely love the opportunity to be treated like adults and explore future options". – *Jade.*

…

"We have at times had students begin creating graphic novels in order to have better recall regarding historical information!" – *Misty.*

…

"My second graders grade their own tests using their tech devices. They get immediate feedback and take the time to understand the answers that are wrong". – *Jenifer.*

…

"The most innovative thing I've done in my classroom is using a TAP (Teacher Advancement Program) rubric in my whole lesson where there are 19 indicators to follow. Some of the indicators are standards and objectives, activities and materials, feedback, questionnaires, etc. These indicators are true testament that if this TAP rubric is done daily, I can move students daily. Move means students' academic growth. There is nothing more rewarding for a teacher than to see his or her students grow, improve, or increase. That's the beauty of the TAP rubric". – *Marlyn.*

7. Read text 3 and answer the questions. Render the text in English using the annotation plan from Appendix 1.

1. Why does higher education need to innovate?
2. Does any innovative approach in higher education positively affect the results of learning process?
3. What problems do American universities face implementing innovations to the learning process?
4. What measures are proposed "to increase student success" in American universities?

5. Can you give an example of an innovative approach(es) at the university classes from your own experience?

Text 3
Higher Education Needs to Innovate. But How?

Too often, innovation in higher education goes **"the way of all flesh".**

A headline in a recent issue of the *Boston Globe* says it all: "Experimental colleges once were the future. Now, what is their future?" One after another, the innovators of the 1960s and 1970s **are biting the dust**, fading, or transforming themselves into pale shadows of their original ambitions.

Innovation within higher education is extremely difficult to sustain.

Higher education needs to innovate, **not for innovation's sake**, but **to increase student success**. Except at the more well-resourced, most selective institutions, the status quo is not sustainable. But many of the innovations being instituted **undercut the essence of a high-quality education.**

These innovations substitute **adjuncts** for full-time faculty (who then teach highly standardized courses), unbundle the professorial role, sharply reduce or even eliminate humanities programs, and deploy "self-directed, self-paced" correspondence-like courses and screen time for courses that lack rich interactions with a scholar and classmates.

Other innovations include **outsourcing programs** to for-profits and Online Program Managers, handing off core competencies to outside firms, and redirecting institutional energies away from undergraduates toward potential revenue producers, especially professional master's and certificate programs.

The challenges facing American higher education are not a secret. Higher education needs to:

- Control costs – new fields of knowledge emerge, standards of student services continually rise, and new technologies appear.
- Increase completion rates, especially at the less selective institutions where 40 percent or more of students fail to graduate.
- Address inequities in institutional resources, instructional spending and student support, and student outcomes.
- Better serve the new student majority: students who work full-time, who care for family members, who transfer, who speak English as a second language.

– Better assist unevenly or poorly prepared students to succeed in their chosen major.

– Better document student learning and better demonstrate the value of a degree.

– Better prepare students for successful post-graduation outcomes.

A major problem at less selective institutions is that students at risk of failure are not a discrete minority, but, rather, a majority of undergraduates.

What can be done?

The answers to higher education's challenges are becoming increasingly obvious:

1. *Make* ***"high impact practices"*** *a more important part of the undergraduate experience.* These include practices that emphasize experiential and inquiry-based learning and include mentored research experiences, supervised internships, field, clinical, and service learning.

2. *Substitute structured pathways for stand-alone majors.* Structured pathways offer a more interdisciplinary, coherent, synergistic, intentionally designed and sequenced path to a meaningful degree.

3. *Place a greater* ***focus on skills and outcomes,*** *better aligned with students' post-graduation* goals. This approach requires faculty to identify explicit, granular learning objectives and aligning activities and assessments with those objectives.

4. *Add greater flexibility by innovating in scheduling and delivery modalities.*

5. *Make use of data analytics.*

6. *Adopt educational technology that supplements and enhances, rather than replaces, face-to-face education:* (interactive courseware with embedded simulations, assessments, and so on).

7. *Adopt active learning pedagogies that emphasize mastery and combine soft skills and hard skills.* These are pedagogies that emphasize inquiry, problem-solving, and authentic project- and team-based learning.

8. *Support greater transparency.* Students, parents, and policy makers would greatly benefit from greater openness about program-level outcomes in retention and graduation rates and post-graduation outcomes.

9*. Create experimental spaces, where faculty and staff can pilot and scale promising approaches.*

10. *Institute new models of student support:* (one-stop service centers, boot camps, supplemental instruction, peer mentoring, peer-led study groups).

11. *Introduce new assessment models better aligned with learning objectives.*

12. *Collaborate cross-institutionally.* A simple example involves course sharing in important, but low-demand and high cost, areas of study.

High-quality higher education is not cheap, and efforts to **"trim the fat"** too often result in eliminating the very elements that distinguish a college education from vocational training: Access to foreign language instruction, laboratories, and, of course, intimate interaction with research scholars and engaged peers.

Higher education needs to change, but we must ensure that the changes augment, not detract, from its special mission.

Homework. 1. Search the Internet and find out the information on famous innovators in education in Russia. Make a presentation and share it in group. 2. Write out the highlighted words and word combinations from text 3 and explain their meanings in Russian. Select idioms into a separate group and find their equivalents in Russian.

UNIT 3
INFORMATION TECHNOLOGIES IN EDUCATION

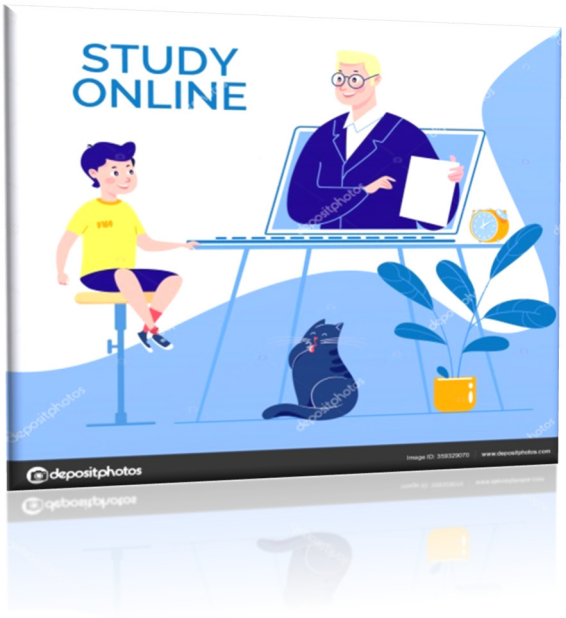
Warm up

− What is IT?

− Why do you think it is a necessary part of our regular life? Give examples.

1. Read text 1 and think of the question *"What role do ITs play in education?"*

Text 1
Information Technology in Education



The evolution of technology has brought with it several advantages around the world. In addition to increasing efficiency, it has turned the world into a global space and greatly simplified access to information.

The education sector has also not been left behind in tapping into the deep resource-well of technology. The use of information technology in education has become more than just an option. The integration of information technologies in everyday learning process can provide access to learning the material, continuous learning, sharing of knowledge, using audio and visual material as *learning aids*, *distance learning, proper record keeping*, *Video Conferencing Tool*.

Information Technology offers countless benefits for education industry.

If implemented correctly it enhances the learning experience of students, improve communication among teacher, students and parents as well as improve the productivity of head of education institutions and other staff members.

Task 2. Match the columns defining the terms.

1. access to learning the material	a) Using information technology in education has basically made it possible for students from all over the world to come together and share experiences, the geographical distances notwithstanding
2. continuous learning	b) By using it, students can develop a better understanding of the topics being taught. It is now much easier to perform demonstrations and put some practical aspect to the theory taught in class
3. sharing of knowledge	c) It is possible to keep student records in a more systematic and secure manner using technology. Retrieving of information has become much easier
4. using audio and visual material as learning aids	d) The Internet is full of a lot of learning material that the learner can access and use to supplement whatever is provided for in the classroom. Learning institutions provide computers and internet that the students can use to this end
5. distance learning	e) In the modern world, you don't have to be in the classroom to learn. Using information technology in education has made it possible for students to keep on learning, irrespective of where they are
6. proper record keeping	f) With this technology, teachers can easily conduct virtual classes and deliver high quality learning experience to students from anywhere at any time
7. Video Conferencing Tool	g) Online courses have enabled most of the employed and young population to go back to class and get second degrees or additional certifications. It is possible to attend a college overseas without even getting out of your home country and at your own convenience

3. Read text 2 and translate it into Russian. ***Can you imagine your career without technologies nowadays? Why? How do technologies affect the quality of lessons at school and university?***

Text 2
A History of Classroom Technology: The Primitive Classroom

In the Colonial years, wooden paddles with printed lessons, called Horn-Books, were used to assist students in learning verses. Over 200 years later, in 1870, technology advanced to include the Magic Lantern, a primitive version of a slide projector that projected images printed on glass plates. By the time the Chalkboard came around in 1890, followed by the pencil in 1900, it was clear that students were hungry for more advanced educational tools.

Radio in the 1920s sparked an entirely new wave of learning; on-air classes began popping up for any student within listening range. Next came the overhead projector in 1930, followed by the ballpoint pen in 1940 and headphones in 1950. Videotapes arrived on the scene in 1951, creating a new and exciting method of instruction. The Skinner Teaching Machine produced a combined system of teaching and testing, providing reinforcement for correct answers so that the student can move on to the next lesson. The photocopier (1959) and handheld calculator (1972) entered the classrooms next, allowing for mass production of material on the fly and quick mathematical calculations. The Scantron system of testing, introduced by Michael Sokolski in 1972, allowed educators to grade tests more quickly and efficiently.

The pre-computer years were formative in the choices made for computers in the years following. Immediate response-type systems (video, calculator, Scantron) had become necessary, and quick production of teaching materials, using the photocopier, had become a standard. The number of students in secondary and higher education institutions was growing. Teachers needed new methods of instruction and testing, and students were looking for new ways to communicate, study, and learn.

Although the first computers were developed in the 30s, everyday-use computers were introduced in the 80s. The first portable computer, in 1981, weighed 24 pounds and cost $1,795. *Time* magazine named The Computer its “Man of the Year” in 1982, and aptly so: the foundation of immediate learning capabilities had been laid. Toshiba released its first

mass-market consumer laptop in 1985. In 1990, The World Wide Web was given life when a British researcher developed Hyper Text Markup Language, or HTML, and when the National Science Foundation (NSF) removed restrictions on the commercial use of the Internet in 1993. The first Personal Digital Assistants (PDAs) were released by Apple Computer Inc. in 1993, and with that, computers were a part of every day, if not every moment. By 2009, 97 % of classrooms had one or more computers, and 93 % of classroom computers had Internet access. For every 5 students, there was one computer. Instructors stated that 40 % of students used computers often in their educational methods, in addition to interactive whiteboards and digital cameras. College students nowadays are rarely without some form of computer technology: 83 % own a laptop, and over 50 % have a Smartphone.

4. Arrange these information technologies as they appeared.

a)	the Skinner Teaching Machine	1)	d
b)	the Chalkboard	2)	…
c)	the Scantron system of testing	3)	…
d)	wooden paddles with printed lessons	4)	…
e)	the calculator	5)	…
f)	the computer	6)	…
g)	the Magic Lantern	7)	…
h)	the Radio	8)	…
i)	the overhead projector	9)	…
j)	the pencil	10)	…
k)	the photocopier	11)	…
l)	the laptop	12)	…
m)	the HTML	13)	…
n)	the first Personal Digital Assistants	14)	…
o)	the Internet	15)	…
p)	the Videotapes	16)	…

5. Read the information of text 3 about technological projections and fill in the gaps with the words from the table.

Multi-touch surfaces (2), platform, forum-style, communication, biometrics, Augmented Reality glasses, advances, social media

Text 3
The Future of Technology in the Classroom

The invention of MySpace (2003), Facebook (2,004) and Twitter (2007) changed both the communication and business worlds. Instant connectivity has branched out from merely a tool of personal …, to a … for educational instruction and outreach. Many instructors use … … to communicate directly with their students, or to form … groups for students to communicate with each other, and the method seems to be proving valuable in providing one-on-one attention to student's questions and concerns.

With the classroom having already evolved into a hotbed of technological …, what can the future possibly hold that could further educational proficiencies even more?

… will be used to recognize the physical and emotional disposition of students in the classroom, altering course material to tailor to each individual's needs based on biometric signals. … could be a whole new world for education. AR Glasses (or even contact lenses) will layer data on top of what we naturally see, to allow for a real-world learning experience. … … are commonly used through equipment such as the iPhone, but the technology could become more relevant to education through entirely … …, such as desks or workstations. This could allow students to collaborate with other students, even those around the world, and videos and other virtual tools could be streamed directly to the surface.

6. Look through the devices and mark which of them refer to the past, present and future according to the previous texts (2, 3).

	Past	Present	Future
The overhead projector			
The wooden paddles with printed lessons			
The Multi-touch surfaces			
The Scantron system of testing platform			
The Chalkboard			
The computer			
The calculator			
Hyper Text Markup Language			

Videotapes			
The Internet			
The Magic Lantern			
The Biometrics			
The Augmented Reality glasses			
The Radio			
The photocopier			
The Skinner Teaching Machine			
The first Personal Digital Assistants			
The laptop			
The pencil			

7. Give a detailed answer to one of the suggested questions.

✓ Can you say that the lack of advanced technologies provided stagnation in education in the past? (Yes / No / Why?)

✓ Do you think new ITs have a great and advanced impact on young generation nowadays? Explain pros and cons of such influence.

✓ How can you describe the situation with ITs in education in the future?

✓ What other IT trends will appear in the future? Provide details.

Homework. Search the Internet and find out the information about the latest technologies that you would prefer to use at your classes.

UNIT 4
EDUCATIONAL MANAGEMENT: MEANING, DEFINITION AND TYPES

Warm up

– What springs to your mind when you hear the phrase "pedagogical management"?

– Why do you think it is an integral part of the educational process? Give examples.

1. Read text 1 and translate it into Russian. Explain the meaning of the *italicized* words and word combinations.

Text 1
What is Educational Management?

The origin of the development of ***educational management*** as a field of study began in the United States in the early part of the twentieth century. Development in the United Kingdom came as late as the 1960's. Educational management, as the name implies, operates in educational organisations or institutions.

Educational management is a complex human enterprise in which different resources are brought together and made available to achieve and to accomplish the desire and ***expected goals or objectives***. It is being mainly ***a human endeavor*** should be properly planned without emphasizing the rigid application of mechanical and physical principles. It is fundamentally ***a social organization*** where inter human relationships must play a major role. For success of educational management, there must be adequate freedom and flexibility on the one hand and necessary discipline and decorum on the other hand in the educational institution.

Thus management of education or educational management implies the practical measures for ensuring the system to work for achieving the goals or objectives of an educational institution.

There is no single accepted definition of educational management as its development has drawn heavily on several disciplines like economics, sociology and political science. Several definitions of pedagogical management can be given as an example:

1. School management, as a body of educational doctrine, comprises a number of principles and precepts relating primarily to the technique of

classroom procedure and derived largely from the practice of successful teachers.

2. Management is a method of operation and good management should result in an orderly integration of education and society.

It is clear to visualize that educational management is a comprehensive effort intended to achieve some specific educational objectives. It deals with the ***educational practices***, whereas educational philosophy sets the goals, educational psychology explains the principles, educational administration tells how to achieve educational objectives and principles. It is the dynamic side of education.

It deals with educational institutions – right from the schools and colleges to the secretariat. It is concerned with both human and material resources which are essential. Because the degree of success of the educational management of any educational programme depends upon the degree of coordination and organisation of these resources.

2. Answer the questions.

1. What is educational management?
2. What relationships must play a major role in educational management?
3. When will educational management be successful?
4. Why is there no single accepted definition of it?
5. Which of the two definitions of educational management mostly reflect its main idea?
6. What kind of effort is it?
7. What does educational management deal with?
8. When will it be more efficient?
9. Why do you think it is necessary?
10. Who carries out pedagogical management in educational institutions?

3. Read text 2 and entitle each part of the text using variants in brackets. Translate the text into Russian.

(*Physical and Material Resources, Ideational Resources, Human Resources*)

Text 2
Types of Educational Management:

1. …. :

Personnel of an educational institution comprises the entire staff, both the teaching and non-teaching – teachers, clerks, researchers and other

elements such as students, parents, members of the community, members of the managing or governing body and departmental officials. Management of staff members is of vital importance at present and calls for selection, recruitment, appointment, hire, retention, development and motivation of the personnel to achieve the educational objectives.

The individuals involved in the process should be provided with adequate facilities for reaching the highest levels of achievement and for improving the professional growth to the maximum. So an educational institution or organization in order to be effective and efficient has to ensure that there are right type of people with the right skills, in the right place and at the right time for carrying out the various jobs and services.

2. …. :

For every organisation or institution, basic infrastructure in concrete terms is essential. Buildings, playgrounds, equipment's, furniture's, machineries and stationeries are required for various practical purposes. Libraries, laboratories, auditorium and so on are part and parcel of an educational institution for organizing different curricular and co-curricular programmes.

The modern age of science and technology has made it possible to equip the educational institution with various media and materials, electronic gadgets including radio, television computers, projectors of many kinds and traditional aids like illustrations, models, charts, maps etc., at reasonable prices.

Like human resources, there must be proper identification of physical resource needs, installation, maintenance and the most important thing is their proper utilization. Material resources must be of right type with right specifications and available. Physical resources should have adequate flexibility, adoptability and stability for meeting the future needs and conditions.

3. ….. :

The resources which are mostly based on ideas and ideals, heritage, image are the curriculum, methods of teaching, innovations and experiments. Like the individual, every organization has its own personality with integrity, its own culture and its own values which are unique and influential for the smooth functioning and effective management of the institutions for creating motivation and self-pride among individuals.

All these create feelings, belongingness, involvement and self-satisfaction among the personnel for working and implementing the programmes in educational institutions. At last it can be said educational management will be meaningful if there will be a great deal of coordination and inter relation among these three resources. The cause is that all these

three resources are interdependent and immensely contribute to holistic development of every educational institution as a whole.

Hence educational management in broader perspective says about:

1. Setting directions, aims of objectives of educational organisations or institutions.
2. Planning for progress of the programme.
3. Organising available resources – people, time, material.
4. Controlling the implementing process.
5. Setting and improving organisational standards.

Thus, all practical measures to activate the system of work will be the best possible assistance or measures in achieving the goals or objectives in a wider extent bearing the best possible value to the students and the society in a grand scale.

4. Read text 2 again and mark the sentences T (true) or F (false). Prove your statement from the text.

		True	False
1.	In order to be effective and efficient, educational institution should provide adequate facilities for its personnel		
2.	Human Resources of an educational institution comprise the teaching staff only		
3.	Basic infrastructure plays an important role in ensuring the educational process		
4.	Material and physical resources should be adequately selected and well adapted to the needs and conditions of the educational institution		
5.	Each educational organization must act as a single organism for the smooth functioning of the enterprise		
6.	Each member of the teaching staff is a creative person whose activity is aimed at realizing his / her own needs		
7.	The purpose of education management is to coordinate and ensure the relationship between the three resources		

5. Read and translate text 3 and think of the appropriate Russian equivalent of the title "Coming Together". Explain your choice in English. Give your own variant of the title and explain it.

Text 3
Coming Together

If 2020 has a theme for schools, it's that in every crisis there's an opportunity. In the face of significant adversity, international schools have risen to the challenge and rapidly developed fluid modes of online learning to support their respective communities. We've seen educators reimagining their craft, students demonstrating incredible resilience and flexibility as they engage with this "new normal", and parents working with schools as true partners in learning often under trying circumstances. But perhaps what has been most striking during this time has been the ignition of a global, grassroots commitment to educational transparency, co-creation of content, support and empathy like we've never seen before.

In less than 24 hours of schools moving to online learning, educators immediately began sharing resources to support not only their own communities but others around the world. Twitter chats, WeChat groups, FaceBook pages, shared Google drives and more sprung into existence with a plethora of content being shared, modified and republished for the benefit of all. Policy documents, communication plans, parent guidelines, contemporary pedagogies, scheduling samples, early years strategies, online platforms, technical tips and more were all shared freely and openly. Even mentorship groups formed with those at the coalface of significant change making time to provide insights and strategies to those yet to begin. Educators worldwide were collaborating and sharing in unprecedented ways, fanned by a true sense of what was right and beneficial for the global community.

"How might we make life easier for working parents?", "What are we doing to ensure students aren't overwhelmed?", "How are we keeping our teachers connected and supported?". These questions were met with solutions faster than they could arise. Online meetings were activated to ensure face-to-face connections were maintained, passion based projects sprung up to increase personalised learning opportunities, schools decreased requirements for synchronous screen time, and boosted time for play and physical activity during the day. Online yoga, read-alouds, card games, STEAM projects and virtual sport days were all initiated to provide a balance of online and offline tasks. New questioning strategies were implemented to ensure no-one was missed and surveys sent home to parents to check-in and provide additional layers of support and customization. And all of this was backed with an overwhelming commitment to flexibility and understanding during a period of significant change for families.

And while it can often feel overwhelming to develop these experiences at the same time as delivering them, at no stage have schools shirked their responsibility or backed down from the challenge. If anything it has been the opposite. Educators have embraced a "whatever it takes" attitude and embodied the mantra that "there's always a way". We are witnessing something very special. What was once a sense of collegiality between our institutions has now spun into a global movement focused on transparency and collaboration that has never been seen before. There has been no organiser, no one person and no one school that has driven this change. Instead, a spark that started with schools in China has ignited a flame around the world.

While it is difficult to predict what the future holds we can take the opportunity to reflect, and in particular, recognize the many great achievements to date. The international school community has led a charge of monumental scale that is now informing governments and educational jurisdictions around the world. They've challenged the very essence of how schools operate and brought into existence new innovations and practices that will evolve for years to come. So it's important that all of us take a moment to reflect on the significance of this period because, if there is one prediction about the future we can make, it's that "school" will never quite be the same again.

6. Match the phrase.

1. rapidly developed fluid modes of	a. sharing in unprecedented ways
2. educators reimagining their	b. overwhelmed
3. time to provide	c. online learning
4. were collaborating and	d. experiences
5. fanned by	e. from the challenge
6. to ensure students aren't	f. craft
7. new questioning strategies were	g. insights and strategies
8. to develop these	h. a true sense
9. backed down	i. a global movement
10. has now spun into	j. implemented

7. Write your thoughts on the following: "Educators have embraced a 'whatever it takes' attitude and embodied the mantra that 'there's always a way'." Share your idea with your groupmates.

Homework. Search the Internet and find out the information about the innovations that appeared during the COVID-19 pandemic and, especially, during the lockdown period.

UNIT 5
POSTGRADUATE TEACHER TRAINING EDUCATION

Warm up

– What do you think about the quality of postgraduate study in Russia?

– What is it like to study a Master's at the best institutions abroad?

1. Read text 1 and decide what benefits each type of teacher training provides. Say what option would be more acceptable for international students and why. Think of the disadvantages and analyse them in class.

Text 1
How to become a Teacher

Teaching is both an art and a science. In truth, it is possible to become proficient in certain aspects of the job through practice – and these will help you develop into an effective teacher. However, each teacher is also an individual and brings something unique and personal to their own teaching. In addition, certain skills and techniques must be acquired, understood, and applied with insight – never mechanically. An effective teacher gradually learns to integrate the theoretical aspects of teaching with her / his developing practical experience, regularly reflecting on actual teaching outcomes in order to develop and progress as a maturing professional.

Before accepting you on a teacher training course, training providers will need you to have spent at least some time in a school. This will help you decide if a teaching career is for you, and can involve volunteering as a mentor, working as an assistant, or observing an experienced teacher. Some training providers also run short taster courses for this purpose, and all will be helpful if you wish to gain some work experience.

Those who want to train as a teacher must first of all have gained GCSE qualifications in both Maths and English at grade C or above. Anyone who intends to teach ages 7–14 must, in addition, have a GCSE in Science at grade C or above.

To qualify as a teacher, you will need a university-level degree or a recognised equivalent qualification. For secondary teachers, your degree must also relate to the subject you intend to teach. This is necessary because a teacher training course will focus on how to teach, and not on sub-

ject details. As regards specific subject knowledge, teacher-training providers will assess your level. If your subject skills should need a "top-up" to meet the demands of professional teaching, your provider will discuss any preliminary subject knowledge enhancement course with you before you begin training.

Postgraduate teaching qualification. In the UK there are three main ways of gaining QTS (qualified teacher status) and becoming a teacher:

1) Train on a postgraduate teaching course through a higher education institution (HEI) – you study full-time or part-time to gain QTS.

2) Train as a student teacher through a (student-training) school – you also train as a student teacher, but at a school rather than an HEI as above.

3) Become employed as a teacher at a school – you are paid as an unqualified teacher until you gain QTS.

Option 1, training as a student teacher through a higher education institution, is the most common method of completing initial teacher training (ITT) and acquiring QTS.

Studying teaching at a Higher Education Institution. A PGCE (Postgraduate Certificate in Education) qualification the most popular route into teaching, and takes one year to complete with full-time study, or two years part-time. Funding for PGCE, like undergraduate funding, is covered by student loans and maintenance grants. However, because high-quality teachers are in demand, extra sources of funding are available – especially for subjects with teacher-shortages.

Course content includes theoretical work (mostly HEI-based) and plenty of practical teaching experience with two or more school placements. For support, you will have regular contact with a HEI tutor and also a school mentor. They will guide you and assess your progress, with the school mentor acting as your "line manager" on school placements.

The majority of your time will be spent teaching in school where the PGCE course requires you to achieve a range of standards, gradually accepting more teaching responsibilities over time. By the end of the course, your teaching timetable and responsibilities will be close to those of a qualified teacher.

Having finished your PGCE with a "pass", you will gain a PGCE certificate and automatic QTS status. Now known as a Newly Qualified Teacher (NQT) for the first twelve months of your career, you may apply for teaching jobs as a highly prized, qualified entrant to the teaching profession.

2. What do the abbreviations in text 1 stand for? (*GCSE, PGCE, QTS, NQT, HEI, ITT)*. Search the Internet for a) the meaning of the following terms "*line manager", "school mentor",* b) what functions are included in their work. Share your opinion in class.

3. Read text 1 again and mark the sentences T (true) or F (false). Prove your statement from the text.

№		True	False
1.	A fruitful teacher introduces theoretical aspects into his practical experience		
2.	To be enrolled in teacher training courses, you need to plunge into school life		
3.	A teacher training course will focus on how to teach and on subject details		
4.	In the UK there are three main ways of gaining qualified teacher status and becoming a teacher		
5.	Train as a student teacher through a (student-training) school is option 1 of completing initial teacher training (ITT) and acquiring QTS		
6.	There is a lack of funding for teachers, especially in individual subjects		
7.	Postgraduate Certificate in Education provides a plenty of practical teaching experience at school in cooperation with a HEI tutor and a school mentor		

4. Answer the questions.

1. Do you agree with the statement "Teaching is both an art and a science"? Give your reasons for it.

2. Is it difficult to integrate the theoretical aspects of teaching with practical experience after graduation HEIs in Russia? Why? Give examples from your own experience.

3. What would you change in the "school practice" in your HEI to do it more efficient?

4. How is the problem with teacher-shortages solved in Britain / in Russia?

5. What aspect of teacher training in the UK, in your opinion, should be taken into account in Russia?

6. How long should a candidate spend to become “a highly prized, qualified entrant to the teaching profession”?

7. What does this possibility provide?

5. Read text 2 and say when AJ chose to become a teacher. Do you think he enjoyed studying at a PGCE course?

Text 2
PGCE student case study

AJ was a PGCE student at a university in North Wales.

While studying for his undergraduate chemistry degree, AJ undertook voluntary mentoring at a local school. This, he explains, “Sparked an interest in education and helping young people to gain knowledge and confidence in science”.

Following this AJ was confident that he wanted to train as a teacher, so he applied and was accepted on a PGCE course within his local area. The course, AJ said, had a good balance between “fantastic support and advice within your subject area as well more general areas within teaching”.

AJ’s course had two major components: school teaching placements and university training weeks, plus many other lectures and workshops.

After an initial briefing and preparation period, AJ’s school placements began. These were at two secondary schools and involved teaching various age and ability levels. AJ was also supported by a university tutor during this period.

AJ observes: “The main difference between my undergraduate degree and the PGCE is that teacher training is a far more applied learning experience. You are a lot more independent in your study, especially since you can be away from university for up to 14 weeks during school placement. That said, a lot of support is available from tutors so you don’t have to worry struggling through the course alone”. On the course, AJ progressed massively thanks to the quality of teaching and advice provided. Overall he found the experience rewarding, challenging and enjoyable. AJ is now qualified and has accepted a job as a chemistry teacher in the north of England.

6. Compare the teacher training algorithm from text 1 with the experience of a novice teacher from North Wales (Text 2). Share your opinion with your groupmates on how this algorithm is used in teacher training in Russian universities.

7. Read text 3 and choose the advantages of completing a Master's degree you consider the main and the most important ones for your activity as a teacher. Explain your choice.

Text 3
The Many Benefits of Earning a Master's Degree in Education

No two days are the same when you work in education! Teachers have the front line role in shaping the next generation. They provide children with the tools to learn, grow, and change their worlds.

Obtaining a master's in education not only shows your students that life-long learning is a worthy pursuit, but it provides avenues for personal growth and career advancement.

What is a Master's in Education?

A master's in education (M.Ed.) is an advanced degree that can lead to job opportunities beyond teaching in a classroom. You will be qualified to work in areas such as administration, consulting, curriculum design, and policy analysis.

Some school districts require their teachers to obtain an advanced degree to retain their teaching certificates. It takes 1 to 4 years of study to graduate from a master's in education program, depending on whether you enroll part-time or full-time.

Benefits of Having a Master's in Education Degree. Studying for an M.Ed. demands an investment of time and hard work, but the benefits pay off in dividends. Let's take a look at a few of them.

Opportunity to Specialize. As a student in a master's of education program, you can choose any number of specialties. Most programs require you to select a track before you begin.

Some specializations include:

Educational Theory readies you for work in the classroom, administration, or in research.

Educational Services specialties include counseling, special education, literacy, teaching at-risk pupils, and autism education.

Educational Leadership will prepare you to take on a leadership role and tackle school reform.

Education Policy prepares you to evaluate and shape policy at the local and national levels.

Higher Education Administration is a specialization that is perfect if you have your sights set on working in higher education. With this focus, you'll be ready to pursue a career in admissions, resident life, academic affairs, institutional research, or student affairs.

Improves Teaching Opportunities. A commitment to learning is never a waste of time, and with the knowledge you acquire while pursuing a master's in education, you can become a better teacher. The combination of theoretical learning and practical experience molds you into an expert in your chosen specialization.

An M.Ed. gives you a greater standing in national discussions about education. You will be an educated expert with a depth of knowledge that can be trusted.

Increased Income Potential. It's no secret that classroom teachers are underpaid when compared with their degree-holding private sector counterparts. But being an educator with an advanced degree doesn't have to be just a labor of love.

Develop Leadership Skills. No matter the specialty you choose, there will be an emphasis on developing leadership skills. Through coursework, experiential learning, and practicums, you will learn more about leadership than you ever thought possible.

Instructors will create opportunities for you to learn to make informed and decisive decisions in and out of the classroom, building the kind of confidence that people need in their leaders.

More Job Opportunities. Having a master's in education opens so many doors that it would be hard to list them all in this article! From classroom teaching to being a principal to leading school reform, this is a valuable and versatile degree.

Skills You Learn in a Master's in Education Program. A master's in education teaches you diverse skills that translate well into real life. Your way of thinking will be stretched, and your internal biases challenged. This is necessary because education is about teaching people how to examine information and think critically.

A good educator is a person who can communicate effectively. In an M.Ed. program, you will become more than an expert in your specialty. You will learn how to convey your knowledge and ideas when speaking and writing.

Increasing pedagogical knowledge is an important element of an M.Ed. degree. You'll discover how social, psychological, and political factors affect the theories and practices of learning.

Administrative tasks are part and parcel of being an educator, but the administration is much more than paperwork. Administrators work hard to foster healthy and safe environments, provide teachers with the resources they need, and manage budgets, to name a few.

Homework. Search the Internet and make a presentation or a project on teacher training in the UK and in the USA. Share the idea what experience you would use in teacher training in Russia with your groupmates.

UNIT 6
GLOBALIZATION OF EDUCATION

Warm up

– How can you define the word "globalization"?

– Do you witness the process of globalization? If so, in what areas? Give examples.

Task 1. Read text 1 and express your attitude to the idea that *"Globalization in education may end up creating more legitimate opportunities for a few advanced countries for a new form of colonization of developing countries".*

Text 1
Impact of Globalization on Education

Globalization is definitely a good challenge to bring the world community together. This is definitely an important process of integrating all spheres of human life into a unified global system. And it will achieve the most positive result, provided that all norms and agreements between the countries are honestly and decently observed.

Globalization has radically transformed the world in every aspect. But it has especially transformed the world economy which has become increasingly inter-connected and inter-dependent. But it also made the world economy increasingly competitive and more knowledge based, especially in the developed western countries.

Global education interconnects methods of teaching from worldwide systems to encourage the international development of environmental sustainability, as well as contribution toward fortifying global industries. These educational initiatives prioritize global access to school from the primary to the university levels, instigating learning experiences that prepare students for multinational leadership roles.

As education serves as foundational to global stability, the development of multicultural awareness from an early age may integrate ideologies sourced from various societies in order to arrive at well-balanced conclusions regarding issues that surround the world as a whole. Globalization and education then come to affect one another through mutual goals of preparing young people for successful futures during which their nations will grow increasingly connected.

With globalization some of the challenges for knowledge, education and learning will provide today's learners the ability to be more familiar and comfortable with abstract concepts and uncertain situations.

Information society and global economy requires a holistic understanding of systems thinking, including the world system and business ecosystem. Globalization uses a holistic approach to the problems. The interdisciplinary research approaches are seen as critical to achieving a more comprehensive understanding the complex reality currently facing the world system.

It enhances the student's ability to manipulate symbols. Highly productive employment in today's economy will require the learner to constantly manipulate symbols, such as political, legal and business terms, and digital money.

Globalization enhances the student's ability to acquire and utilize knowledge. Globalization enhances the ability of learners to access, assess, adopt, and apply knowledge, to think independently to exercise appropriate judgment and to collaborate with others to make sense of new situations.

Globalization produces an increased quantity of scientifically and technically trained persons. The emerging economy is based on knowledge as a key factor of production and the industries demand the employees remain highly trained in science and technology.

It encourages students to work in teams. To be able to work closely in teams is the need for employees. Working in teams requires students to develop skills in-group dynamics, compromise, debate, persuasion, organization, and leadership and management skills.

Globalization breaks the boundaries of space and time. Using advanced information and communication technologies, a new system of knowledge, education and learning should apply a wide range of synchronous and asynchronous activities that aid teacher and student in breaking boundaries of space and time.

Globalization meets the knowledge, education and learning challenges and opportunities of the Information Age. Knowledge based businesses often complain that graduates lack the capacity to learn new skills and assimilate new knowledge. Globalization makes it easier for businesses.

Globalization creates and supports information technologists, policy makers, and practitioners for the purpose of rethinking education and supports mechanisms for the exchange of ideas and experiences in the use of educational technologies.

The potential fallback of globalization in education can be the increased technological gaps and digital divides between advanced countries and less developed countries.

Globalization in education may end up creating more legitimate opportunities for a few advanced countries for a new form of colonization of developing countries.

2. Answer the questions.

1. What does global education do to encourage the international development of environmental sustainability, as well as contribution toward fortifying global industries?
2. How does knowledge affect global stability?
3. What is the emerging economy based on?
4. Why is it important to work in teams? What does such work require?
5. How does globalization make it easier for businesses?
6. Why does globalization create and support information technologists, policy makers, and practitioners?
7. Do you think there is a significant impact of globalization on education? Express your thoughts.
8. What's your take on globalization in education?

Task 3. Read text 1 again and mark the sentences T (true) or F (false). Prove your statements from the text.

№		True	False
1.	Globalization ensures honesty and decency in solving problems and observing all norms and agreements between countries		
2.	Globalization provide for the interconnection of world economies and educational systems		
3.	Industry serves as foundational to global stability		
4.	Systems thinking and interdisciplinary research approaches are the main components of the developing information society and global economy		
5.	Globalization reduces the student's ability to acquire and utilize knowledge		
6.	The emerging economy requires highly trained employees		
7.	Globalization needs teachers to use advanced information and communications technologies		
8.	Globalization slows down business		
9.	Information technologies encourage the process of globalization		
10.	Legitimate forms of new colonization of developing countries give the opportunities to reduce technological and digital gaps with developed countries		

4. Match the phrases.

1. radically transformed the world in every aspect	a) apply a wide range of synchronous and asynchronous activities
2. interconnects methods of teaching from worldwide systems	b) another through mutual goals
3. instigating learning experiences	c) approach to the problems
4. serves as foundational to global stability	d) teaching from worldwide systems
5. come to affect one another through mutual goals	e) to learn new skills
6. provide today's learners the ability to be more familiar	f) to acquire and utilize knowledge
7. uses a holistic approach to the problems	g) the world in every aspect
8. the student's ability to acquire and utilize knowledge	h) the ability to be more familiar
9. education and learning should apply a wide range of synchronous and asynchronous activities	i) experiences
10. graduates lack the capacity to learn new skills	j) foundational to global stability

5. Fill in the missing words from the table and translate the sentences into Russian.

Literacy, blended, witness, dominance, technologies, developing, cultures, gap, high-quality, alternative, internships, extinction

1. Due to globalization, countries got the opportunity to … the best education systems worldwide and thus could replicate them.
2. New methods of learning such as e-learning, … learning was quickly adopted by many countries due to globalization.
3. Knowledge sharing among the world countries resulted in teaching updated … to students across the world.
4. Due to globalization, foreign universities were established in … countries. These universities helped many students in getting a … education.
5. Globalization enabled students to develop an understanding of other …, which is like a practical education.
6. Due to globalization, many realised the importance of education and hence … rates have improved worldwide.

7. Globalization encouraged many countries to adopt … learning systems such as homeschooling, distance education, world schooling etc.

8. Now, there is more emphasis on practical learning in many countries. For example, … have now become a common thing.

9. English is turning into the main medium of instruction in many countries. There are several debates going on about English …. Some people say that it is better to teach in English in the era of globalization, and some others say that it negatively affects the learning process of students.

10. Many schools are now teaching global education. So, some people have fears about the … of local languages and culture.

11. Not everyone has access to quality education. The improved education due to globalization is only beneficial for the rich and people of urban areas. There is a huge … between rich-poor and urban-rural areas in access to educational opportunities. Globalization is further widening these gaps because those who utilized the opportunities will improve their economic status.

6. Read text 2 and think of why, in your opinion, more than 50 % of the surveyed young people faced more pressure to succeed than their parents did. Share your thoughts with your groupmates.

Text 2
Young people more optimistic about the world than older generations

Despite mental health and climate concerns, youth believe they can improve the world, survey for World Children's Day finds.

Young people are often seen as having a bleak worldview, plugged uncritically into social media and anxious about the climate crisis, among other pressing issues.

But a global study commissioned by the UN children's agency, Unicef appears to turn that received wisdom on its head. It paints a picture of children believing that the world is improving with each generation, even while they report anxiety and impatience for change on global heating.

The landmark intergenerational study, conducted for Unicef by Gallup for World Children's Day, surveyed two age groups in 21 countries – aged 15–24 and 40-plus – sampled from different socioeconomic groups, to compare attitudes.

The results suggest the younger generation is more positive and globally minded than their elders, sceptical of what they read on social media (only 17 % of young people said they trusted social media platforms "a lot" for information) and more invested in science and the possibility of global cooperation and international institutions.

The young people surveyed were also more likely to believe childhood had improved, voting healthcare, education and physical safety as being better for them than it had been for their parents' generation.

"Born into a more digital, interconnected and diverse reality, young people see a world that is largely a better place for children than the one their parents grew up in – a safer and more abundant world that offers children better education, opportunities and hope for the future", the report concludes.

"At the same time, young people are not complacent. They report greater struggles with mental health conditions. Amid a sea of mis- and disinformation, they report low levels of trust in the information sources they use most".

Unicef's executive director, Henrietta Fore, said: "There is no shortage of reasons for pessimism in the world today: climate change, the pandemic, poverty and inequality, rising distrust and growing nationalism. But here is a reason for optimism: children and young people refuse to see the world through the bleak lens of adults".

Compared with older generations, she said: "The world's young people remain hopeful, much more globally minded, and determined to make the world a better place. Today's young people have concerns for the future but see themselves as part of the solution".

Overall, the data suggests young people are products of globalisation – 39 % identified most with being part of the world, rather than their own nation or region, compared with 22 % of the 40-plus group. With each additional year of age, people were on average about 1 % less likely to identify as a global citizen.

The survey – conducted during the pandemic – also found young people were generally more trusting of national governments, scientists and international news media as sources of accurate information. Yet they were aware of the problems the world faced:

– The majority of young people saw serious risks for children online, such as seeing violent or sexually explicit content (78 %) or being bullied (79 %).

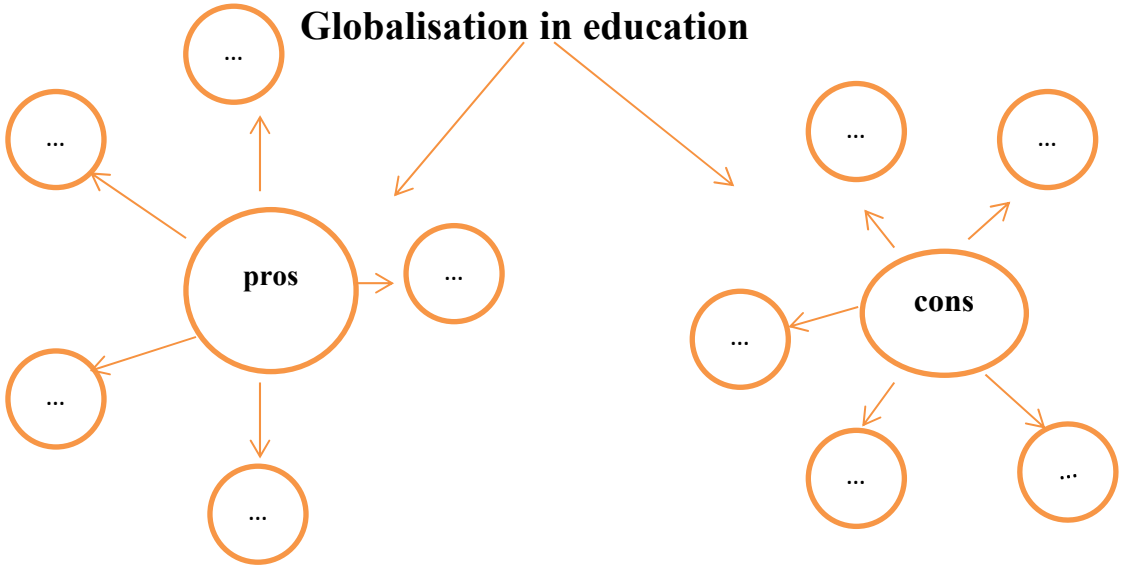
– While 64 % of those in low- and middle-income countries believed children would be better off economically than their parents,

young people in high-income countries had little faith in economic progress. There, fewer than a third of young respondents believed children today would grow up to be better off economically than their parents.

– More than a third of young people reported often feeling nervous or anxious, and nearly one in five said they often felt depressed or had little interest in doing things.

– On average, 59 % of young people said children today faced more pressure to succeed than their parents did.

7. Read texts 1 and 2 again and make up a scheme of pros and cons of globalisation in education. Use this information for your future essay.



Homework. Search the Internet and write an essay "The advantages and disadvantages of globalisation in education".

UNIT 7
OPPORTUNITIES TO PARTICIPATE IN MASTER'S PROGRAMS ABROAD

Warm up

– Do you consider the experience of studying at master's programs abroad valuable? Why?

– What can prevent you from studying abroad?

1. Read text 1 and translate the *italicized* word combinations into Russian. Find out what the abbreviations mean. Learn more about these organisations, documents, etc.

Text 1
Studying in the UK as an International Student

If you're an international student, you must point out that not all higher education providers in the UK are referred to as a university. This issue is regulated by law. As this official regulation states, a higher education institution can be labeled as a university under these circumstances:

– If it gets an approval by *the Privy Council under Further and Higher Education Act 1992*.

– If it gets an approval under the provisions of *the Companies Act 2006.*

As an international student coming from countries other than *the European Economic Area (EEA)* or Switzerland, you must know that you'll need a student visa to study in the UK. If you're aged 16 and you're a resident of one of these countries you can apply for a Tier 4 visa (General student), the official student visa in the UK. Prior to this, you want to make sure you'll have money to finance your stay there during your studies. When applying for a visa you'll need to show you have enough money to cover your course tuitions and other expenses.

Most undergraduate education in the UK education system (other than the University of Buckingham and *BPP University College*, both private institutions) is state-financed with some top-up fees to cover costs. Those who study in the UK know of the hierarchy within the universities. In the British school system, there is *The Russell Group*, which is a network of 24 British public research

universities, contains some of the most prestigious universities in the country. This prestigious group includes universities such as the University of Birmingham, the University of Oxford, the University of Cambridge, and the University of York. All of these are well-known universities and many people, both citizens of the UK and international students, aspire to attend university at one of these schools.

Based on the actual education regulations in the UK education system, the Higher Education comprises these levels of courses:

Postgraduate courses that lead to a Doctorate, a Master's degree (Taught or Research), Postgraduate diplomas, *postgraduate certificates of education* (PGCE) and professional degrees. To enter this level, it is usually required to have a first degree (Bachelor).

An undergraduate course usually takes 3 years to finish, while Scotland makes an exemption because it takes 4 years to finish an undergraduate course.

Some British universities offer fast-track programs where you can obtain a Master's degree at the undergraduate level. By contrast to traditional undergraduate levels, students in these programs can attend an additional year of studying instead of taking a Bachelor degree and then admit to a Master program. Besides, it costs much less than usual 3-year undergraduate courses, it's normally much intense because there are shorten holiday breaks and the schedule is heavy.

If schools offer postgraduate degrees, they offer Master's Degrees (typically one year, sometimes two years if your degree is research-based) and / or Doctorate degrees (three-year degrees). These are only available if you have obtained a bachelor's degree at an accredited university (not necessarily one in England).

Types of Master's degree. Taught Masters. There are four main types of taught programme: Master of Arts (MA), Master of Science (MSc), Master of Business Administration (MBA) and Master of Engineering (MEng), with each lasting 1–2 years full-time.

On a taught programme, students are expected to attend weekly seminars, tutorials and lectures, much like an undergraduate degree, and assessment can be via exam, dissertation or project.

Research Masters. A Research Degree will see students take more responsibility for their work and schedule, basing their study around a thesis while being supervised by an academic. The most popular research degree is a PhD, which can take 3–4 years to complete, and consists of writing a thesis between 60,000–100,000 words which is then presented in an oral examination.

Other types of Research degree include the Master of Science (MSc), Master of Philosophy (MPhil) and Master of Research (MRes). These degrees are similar to a PhD, but not as academically demanding with papers being much shorter.

In the United Kingdom education system, most syllabi are set by the universities which are offering them and are not controlled by the government or certain British educational institution. The only exception to this is teacher education programs, which the government has a lot of say over.

2. Read text 2 and translate it into Russian. Memorize the *italicized* words and word combinations. Decide what Master's degree is more appropriate for you. Explain your decision.

Text 2
Taught Masters vs. Research Masters – Which is Right for Me?

While most undergraduate courses are usually delivered through taught classes, Masters Degrees can be either postgraduate *taught programmes* (PGT) or postgraduate research programmes (PGR).

There's a big contrast between these two kinds of Masters, and one type may be more suitable for your goals than the other. What's the difference?

The difference between *postgraduate taught* and *postgraduate research programmes* largely comes down to the level of independence you have during your studies.

Research Masters require students to undertake *extensive research training*, while taught Masters involve a mixture of lectures, seminars and coursework.

– Taught Masters degrees are a lot like undergraduate programmes. You'll complete a series of modules following a set timetable of seminars, lectures and other activities. You'll be much more responsible for studying independently in your free time, but *the academics in charge* of your course will lead you through it.

– Research Masters degrees are more independent in nature. You won't have as many *timetabled units* (in fact, you may not have any). Instead, you'll focus on one or more extended projects. You'll still receive support and guidance from *an expert supervisor*, but the focus of your programme will be on your own research work.

The majority of Master's-level programmes are taught courses and include popular degrees like the Master of Arts (MA) and Master of

Science (MSc), as well as shorter Postgraduate Certificate (PGCert) and Postgraduate Diploma (PGDip) courses.

You can study these courses to acquire more *advanced skills and training* for a profession, or as a preparation for postgraduate research at PhD level.

Postgraduate research programmes are also available at Master's level. These include the Master of Research (MRes) and Master of Philosophy (MPhil). Some Masters qualifications, such as the Master of Letters (MLitt), can actually be taught or research degrees.

Masters by research vs Masters by coursework. A Masters by coursework is usually professional and vocational in nature, involving a series of set modules, while a Masters by research entails the completion of a significant, independent research project. This terminology is more common in Australia.

Writing a dissertation. Taught Masters do involve a substantial piece of research in its own right: the dissertation. This will be your chance to undertake an extended individual project, pursuing your own specific academic interests in a way that forms a significant part of your postgraduate course.

Your choice of postgraduate programme should depend on your career goals, academic interests and the way in which you prefer to study:

– If you want to acquire more **advanced subject knowledge** and gain an additional qualification before entering *the employment market*, a taught postgraduate course such as an MA or MSc may be best for you.

– If you have a **specific profession** in mind, you could be better served by an accredited taught programme. This will usually be a Postgraduate Certificate or Diploma, but may also take the form of a full taught course, such as the Master in Social Work or *a Legal Practice Course.*

– If you are interested in **academic research** – or a profession in which **research skills** are valuable – you may wish to think about an MRes. This will allow you to focus on an independent project in order to gain associated research skills, or evaluate whether a longer research degree (such as a PhD) is likely to appeal to you.

– If you are considering an **academic career**, you might be able to register for an MPhil after your undergraduate degree and upgrade to a PhD upon making sufficient progress.

A PhD after taking a taught Masters? Most PhD programmes ask that applicants have any kind of Masters in an appropriate subject. So, even if you study a taught Master's degree, you'll be eligible to take a PhD if

you satisfy the various entry requirements. Of course, an MRes would be ideal preparation for PhD study. It will allow you to undertake more extensive research and receive specific training in appropriate methods. Another option would be to register for an MPhil and then upgrade to a PhD.

Is there a difference in fees for taught and research Masters? In some cases, you can expect a research Masters to be cheaper than its taught equivalent. This is normally the case in the Humanities, where an MRes could cost less than an MA. Similarly, the yearly tuition fees for a PhD are often cheaper than a taught Masters.

Things are different in the Sciences, however: an MRes in a scientific subject usually has the same fees as an MSc degree. Both kinds of Masters typically involve extensive laboratory work.

3. Make a list of differences between Taught Masters and Research Masters and put them in the table.

Taught Masters	Research Masters
….	….

4. Read text 3 and translate it into Russian. Learn more information on getting Master's degree abroad from the text and exercises 5, 6, 7.

Text 3
Study abroad: the Pros & Cons of Earning a Graduate Degree Abroad

Graduate* school is an important step in your education and there are many options to consider.

Every year, students from across the US go overseas to earn their graduate degrees. For these individuals, the pros of studying abroad far outweigh any potential cons. But what are the benefits of studying at a foreign university? Below there are some things you have to gain as well as the realities and points to take into consideration when deciding if going abroad for a master's or PhD is right for you.

* The term "postgraduate" isn't actually used in the US, where masters degrees are part of broader "graduate" programs.

Graduate school in the U.S. can cost you a pretty penny. While you can save money attending an in-state university, the fact of the matter is that you will likely rack up debt in the process.

According to the Pew Research Center, in 2019, the U.S. students collectively held around 1.5 trillion dollars in loans. Roughly one-fifth of college graduates with student loan debt work more than one job and report higher levels of financial insecurity. If these statistics have you reconsidering graduate study, thankfully, there is an alternative.

There are many low-cost, high-quality graduate programs overseas. In some countries like Norway, you can study anything from biology to dance studies for free. Other countries with free or low tuition programs in English include:

– Finland − total tuition fees ranging from ~$4,600 to $20,900

– Sweden − total tuition fees ranging from ~$9,000 to $30,400

– Iceland − free tuition, students only pay registration fees (generally under $1,000)

– Germany − tuition fees vary from free up to $11,600

The best part is, many international universities participate in the US federal financial aid program meaning you can obtain loans for your overseas graduate degree.

You may find yourself paying nearly the same amount in a country with free tuition as a university in the U.S., when factoring in cost of living. Considering the rigorousness of graduate study and the language barrier that may exist, working during your studies could prove difficult, if not impossible.

Living in a non-English speaking country presents unique opportunities to learn the local language. Aside from personal enrichment, a second or third language is an invaluable addition to your CV. Universities tends to offer free or reduced language courses for international students even if they are studying a graduate degree in English.

A language barrier can be a hindrance when searching for jobs abroad while in grad school or after graduation.

Most student jobs lie within the hospitality and retail fields. If studying overseas, you may face difficulties securing part-time work if you don’t have basic proficiency in the language. English is certainly an international tongue but will not help you when you must interact with the locals. Studying your future home’s language before moving there can help you navigate everyday pleasantries and may be sufficient for certain jobs. However, you might be out of luck when pursuing employment that requires a more specialized vocabulary.

Do you want to study geothermal energy? The greats like Chaucer, Dickens, and Austen? Go to the source and do a graduate degree in Iceland or England, respectively! You can take courses on renewable energy, British literature, or international business anywhere, but immersing yourself in your chosen field where it happens will give you something that strictly classroom-only learning will not.

Your professors are likely to know of hands-on learning opportunities and will probably have been involved in related research or projects themselves. This wealth of knowledge will enrich your learning experience and possibly even get you a foot in the door to employment after graduation.

International networking is an automatic perk of earning a graduate degree abroad. If you're studying subjects such as international business, international health, or tourism, getting a graduate degree abroad lets you live the international part of your credentials.

Aside from making connections with local experts and faculty, your classmates are invaluable when it comes to networking. They hold advanced degrees in different fields as dentistry, medicine, nursing, nutrition, social sciences and so on. Making friends with these talented individuals will open many doors across the globe for you.

Furthermore, depending on the country, visas exist to allow you to **stay and work legally** following the completion of your studies.

If planning to return to your home country to work, studying abroad could mean missing out on local networking. In a competitive job market, "who you know" is often as important as "what you know".

If your interests or career goals are hyper-local, it may be more beneficial to study at a university in or near that specific city in order to engage with community leaders and local stakeholders. Overseas programs can certainly offer alternative ways of looking at problems within a field, however, for certain areas of studies, networking is the most important part of getting ahead.

Grad school is challenging in itself but when undertaken overseas, you'll find yourself constantly testing your limits. Not only will you face a different style of teaching than you're used to, but living in another country with another culture will take some getting used to. If this sounds scary, consider how much you will grow after these experiences.

A study by the International Education of Students (IES) showed that 97 % believed studying abroad increased their maturity level. When it came to self-confidence, 96 % said they were more confident individuals after their experience overseas.

Attending grad school abroad and setting up a new life from scratch is as stressful as it is exciting. Being away from familiar surroundings can be difficult but the good thing about homesickness is that it's temporary. By pushing through those initial unpleasant feelings, you are sure to reap the rewards.

If pursuing a highly specialized degree program abroad, make sure that your degree will be recognized. Some degrees, such as the Master of Laws (LLM), are not accredited at all and require additional schooling at a US institution to be eligible for licensure.

Earning a graduate degree abroad is an exciting journey but requires proper planning. If you determine that this route is right for you after weighing the pros and cons, make sure to do your research before selecting the perfect course of study. Once the wheels of your graduate education area in motion, you are guaranteed a serious and fulfilling ride!

5. a) Determine which paragraphs of the text are related to the following ideas:

– Lower tuition but higher cost of living.

– The language barrier can limit job opportunities.

– You'll miss out on networking in your home country.

– Your degree could come at a lower cost.

– You'll have a perfect opportunity for language learning.

– You may experience homesickness.

– Engage in international networking by studying your subject at the source.

– Weigh the pros and cons carefully.

– Grad school abroad amplifies personal growth.

b) Consider which of these idea(s) is / are a decisive argument(s) for you to participate in Master's programs abroad. Explain it.

6. Choose and write out all pros and cons of getting Master's degrees abroad.

Pros	Cons

7. Read the examples given by a student who studied abroad. Complete text 3 with these examples. Read text 3 again and make a dialogue on it.

***

Before deciding to pursue a graduate degree abroad, I looked at Master of Public Health degrees within close proximity of my then home in Baltimore, MD. The price tags were shocking. Johns Hopkins University would run me just over $67,000 for an 11-month program, the University of Maryland, Baltimore cost around $34,500 for 18 months, University College Dublin's Master of Public Health was around $20,800.

***

Although consumer prices in Uppsala, a popular Swedish university town, are on average 29 % lower than New York City, you'll still find yourself paying over $800 for a one bedroom apartment in the city center. Comparatively, while tuition is free in Iceland, students are advised to budget at least $1,700 per month for housing, food, and fun money (a beer can cost you $10!) if attending university in Reykjavik.

***

My university in Ireland offered free Irish language courses to all students. While Irish doesn't prove very useful outside of the country, it is an interesting way to learn about Irish history and culture.

***

Check with your campus' career development center to find out about any on-campus opportunities for English speakers. They might also have leads for outside gigs as well. If all else fails, consider advertising yourself as a tutor for basic or academic English both at the university and in your city / town.

***

During my studies at University College Dublin and visiting lecturers brought experience and ties to the Health Service Executive (essentially the Irish Centers for Disease Control), the UK's National Health Service, Doctors Without Borders, and other international non-governmental organizations (NGOs).

***

Attending grad school abroad allowed me to connect with numerous professionals in the public health field, although those contacts were mostly limited to Ireland. If I had planned to return to the U.S. for employment, I would have missed out on easy access to local professionals who could have acted as references or even given me insider info about job opportunities.

***

During my master's program at University College Dublin, I found that students were expected to have a much greater sense of autonomy and ownership of their studies. In some classes, we didn't receive a syllabus. Study guides were unheard of. At times I felt like I was floating by with no direction. But rather than being defeated by this perceived lack of guidance, I learned to be more organized and engaged in my own learning.

***

A day after landing in Dublin faced with a horrendous housing market and feeling alone, I found myself curled up in the fetal position on my hostel bed questioning my decision to attend grad school in a foreign country. Now I consider myself very adaptable.

Homework. Make a project on the types of Master's degrees in the UK and the USA.

UNIT 8
POSTGRADUATE RESEARCH. RESEARCH REQUIREMENTS

Warm up

– What do you think the main difference between a Bachelor's and a Master's degree is?

– Why do employers in Russia require a Master's degree?

1. Read text 1 and translate it into Russian. Memorize the *italicized* words and word combinations.

Text 1
How My Masters Course Helped Prepare Me for PhD Research

I gained valuable skills in project management

In the Netherlands a Master's degree in a natural or physical science always takes two years, so there was plenty of time for bigger research projects. I chose the most flexible Masters programme that allowed me to spend almost all of my credits for the two years on two research projects, each lasting around eight months. Just like during my undergraduate project, I now had my own project but it was a lot bigger, and I got the chance to use more techniques. A bigger project requires better organisation in terms of organising your literature, planning and documenting your experiments, ***managing your data***, and ***keeping track of*** your results. This means that you have to find a system that works well for you.

The ***supervisor*** of my first Masters project suggested that I create a new word document for each experiment that I perform. In that document I should come up with a title, a small introduction, a materials and methods section, insert my results, and a conclusion. Preparing and analysing your experiments in such a way forces you to think about what you want to do and why. This may help you realise that you don't really know why you want to do a specific experiment, which should make you rethink doing it. Documenting experiments in such an organised fashion also helps you decide which experiments belong together, and if you also keep ***a spreadsheet listing*** each experiment date and title, you can easily find the right experiment even years later.

In addition to managing experimental details, you will need to find a way to organise your files and data. It's therefore really important you

carefully think about file naming and where to save your files before you are deep into your project.

More time in the sandbox to help you make up your mind and build confidence

During your Masters project you slowly get more responsibilities compared to undergraduate research: this allows you to learn ***at a steady pace***. It will give you opportunities to prepare for your PhD research as they require a lot of independence and more *maturity*.

Doing a Masters will give you time to think more and will also give you the experience you need to make the right decision.

Perhaps you figure out that you are more interested in becoming a teacher or that you want to start making actual money instead of living on a stipend for several more years. A Master's degree will be beneficial for many ***industry job*s** as well as teaching jobs so you did not waste your time pursuing it. Or maybe doing a Masters confirms that you love science enough to go on with PhD research, and in this case you will have more experience over *PhD applicants* who only have an undergraduate degree.

I found my PhD topic during my Masters

For my Master's degree I had to write a literature thesis on a topic within the field of medical biology. Through writing this thesis I became fascinated by the topic and it made me consider choosing this field for PhD research.

If I had to pick a topic for PhD research at the end of my BSc degree I would not have had *a clue*. I think the extra time to do lab research and explore topics during my Masters really helped me make a good decision with regards to a research topic for my PhD.

Having a Masters made me a stronger candidate for PhD applications

When I was ready to apply for PhD positions I think I was a strong candidate because I was already familiar with some of the ***key research*** groups working on the topic through the literature study I did during my Masters. I had also learnt about the main techniques by reading about them online, and I knew I had enough interest in the topic to want to commit to it for several years.

If for your Masters you do a research project in a group you like, on a topic you like and you do well, ***the principal investigator*** (PI) might be keen to take you on as a PhD student over an outside candidate.

In addition to working on your research project during your Masters, you could use some of your spare time to get involved in ***extracurricular activities*** you enjoy and that *bolster* your CV! Some examples are:

– Working or volunteering as a teaching assistant or tutor.

– Writing about your research area for your university's newspaper or blog.

– Helping to organise a symposium.

– Being active in a student union or society.

– Being involved in ***outreach***.

A few hours here and there can help you ***get a taste*** of what these activities are like and can help you figure out what kind of job you might want in the future. Moreover, doing something else than just your research project shows future supervisors and employers that you have some other interests and skills outside of the lab too. This might make you ***stand apart*** from other good applicants.

A Master's degree isn't just a hoop to jump through to be considered for (prestigious) PhD positions. Studying for one or two years more after obtaining your undergraduate degree can help you ***get a better taste*** of what it is like to do lab-based research full time. It will also teach you valuable lab skills, and you will become more independent and ***gain confidence*** to work in a lab environment. You may also find the right lab for your PhD research or at least figure out what you want to do your PhD research on.

Don't see a Masters as a waste of time, but consider the ways getting this degree can be beneficial for you and your future career!

2. Fill in the gaps with the following word combinations. Translate the sentences into Russian.

keeping track, key research, outreach, to get a taste, extracurricular activities, managing data, stand apart, a spreadsheet listing, applicants, supervisor, better taste, the principal investigator, a steady pace, to gain confidence

1. In addition, there are optional courses, class-based lessons and … .
2. Establishing database of all clients and partners to enhance … .
3. The new version simplifies searching for and … … .
4. The mini-map is very useful for … … of how far away your pet is as you travel around the world.

5. Atkins presented … … the expatriate employees and showing payments for salary from August to December 1990.

6. The university offers international … 138 undergraduate programmes, 166 graduate programmes and 84 PhD programmes.

7. Each one summarizes … … findings.

8. Squyres was … … of the Mars Exploration Rover Mission (MER*)*.

9. I was just starting … … of success.

10. World growth continued at … … .

11. We can't … … . We ought to do something.

12. Strangely, it may be easier … … than to restrain it.

13. I have … … than that.

14. Unless they get a call from a district …, then nobody moves.

3. Read text 1 again and highlight: 1) the stages of preparation for writing a Master's thesis; 2) the advantages of the master's program; 3) activities in free time. Fill in the table.

Stages	Advantages	Extracurricular activities
…	…	…

4. Think of the questions you'd ask the author of the text on:

1) what skills he acquired while working on the project;

2) what assistance the supervisor provided in the preparation of the project;

3) why the preparation of the master's project forced him to be more responsible;

4) what benefits he received for his further scientific career;

5) how he used his free time from research work and what benefits this activity could bring him.

5. Make up a dialogue with your groupmate using the questions of task 4 and initiate it in class.

6. Read text 2 and identify three options of completing postgraduate programs in the USA.

Text 2
Do All Postgraduate Students Do a Thesis?

Prior to entering postgraduate school, many students might wonder if all postgraduate students do a thesis. Despite what you might hear, a thesis isn't always a requirement for completing all postgraduate school

programs. It often depends on the type of subject you study, but some schools offer both a thesis and a non-thesis route that lets students take more classes in lieu of doing a thesis. Once you learn more about the alternatives to a thesis, you can better decide which option is right for you.

A ***thesis*** is a complex paper that you write during the last year of postgraduate school. Students generally want to take a topic that they studied in class and look at ways to research and build a paper around that topic. According to U.S. News and World Report, students should pick a topic that relates to their past experience. Students will submit their topic to their advisor and meet with their advisor as they research and begin writing their paper. A team of professors will later read their paper and determine if it meets the requirements necessary for graduating.

Those looking for an answer to the question of do all postgraduate students do a thesis should know that some schools allow students to complete a ***final research or capstone project*** in lieu of doing a thesis. This is often the best option for those who prefer hands on experience rather than doing even more classroom work. For example, a computer science major might create a new piece of software or a computer program instead of writing about recent innovations in the technology field. A capstone project serves as another way to prove your understanding of a given subject, but unlike a thesis, you can prove your skills through solutions or new ideas instead of pure analysis. A capstone project is designed to push you to think critically and apply what you've learned through your postgraduate program.

Did you know that some postgraduate schools remove the thesis requirement for students who complete ***field experience***? If you think it sounds like an easier option, keep in mind that your school may require that you complete 300 hours or more of supervised fieldwork after finishing your studies. This may also mean that it takes you three or more years to finish your degree. Students who do a thesis often finish within two years or less. Schools that offer fieldwork in lieu of a thesis often require that students complete detailed logs of the work they do and present those logs to the department before graduating.

As a student entering postgraduate school, you need to know which option is right for you. Some want an answer to the question of do all postgraduate students do a thesis, because they dislike research and the idea of spending long hours in the library. A non-thesis route is great for those who want to learn more about their chosen field and take more classes without writing a separate paper. The research project option is best for those who want to create a detailed project without doing any research, and

field experience programs appeal to those who don't mind spending extra time working before getting a degree.

7. Answer the questions on text 2.

1. What is a thesis?
2. What is the difference between a thesis and a *capstone project* ?
3. Why isn't it easier to complete a graduate school program in the form of field experience?
4. How many options of completing graduate school programs are there at Russian institutions of higher learning?
5. Which option would you choose if you had any?

Homework. 1.Make a presentation on how your research work is organised at your Master's program. What experience of organising research work would you prefer? Use the material from appendixes 2 and 3.

Appendix 1

Annotation plan

1. The title of the article	The article is headlined… The headline of the article I have read is…
2. The author of the article, where and when the article was published	The author of the article / The author's name is… Unfortunately the author's name is not mentioned ... It was published in … (**on the Internet**). It is a newspaper (scientific) article (published on **March 10, 2012 / in 2010**).
3. The main idea of the article	The article is about… The main idea of the article is… The article is devoted to… The article deals (**is concerned**) with… The article touches upon the issue of… 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…
4. The contents of the article. Some facts, names, figures	The author starts by telling (the reader) that… The author (of the article) writes (**reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes**) that… / **draws reader's attention to**... Much attention is given to… According to the article… The article goes on to say that… It is reported (**shown, stressed**) that … It is spoken in detail about… From what the author says it becomes clear that… The fact that … is stressed. The article gives a detailed analysis of… Further the author reports (**writes, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes**) that… / **draws reader's attention to**... In conclusion the author writes (**reports, states, stresses, thinks, notes, considers, believes, analyses, points out, says, describes**) that… / **draws reader's attention to**... The author comes to the conclusion that… The following conclusions are drawn: …
5. Your opinion	I found the article (rather) interesting (important, useful) **as / because**… **I think / In my opinion** the article is (rather) interesting (important, useful) **as / because**… I found the article too hard to understand / rather boring **as / because**…

Appendix 2

British, US and Canadian degrees and their major abbreviations

Associate Level – (младший специалист; выпускник двухгодичного колледжа США)

A.S. – Associate of Science – диплом о неполном высшем образовании (и соответствующая степень)

A.A. – Associate of Arts – в области гуманитарных наук (химия, экономика, педагогика, музыка, физическая культура и т.д.)

A.A.S. – Associate of Applied Science – в области прикладных наук

A.A.T. – Associate in Applied Technologies – в области прикладных технологий

***

Bachelor – бакалавр (выпускник 3-4-годичного колледжа)

A.B. or B.A. – Bachelor of Arts – бакалавр гуманитарных наук (химия, экономика, педагогика, физическая культура и т.д.)

B.A.B.A. – B.A. of / in Business Administration, B.B.A. – Bachelor of Business Administration, B.S.B.A. – B.S. in Business Administration – бакалавр делового администрирования

B.A.Com. – B.A. in Communication – бакалавр в области коммуникаций

B.A.E. – B.A. in Education, Bachelor of Art Education, Bachelor of Aerospace Engineering – бакалавр в области аэрокосмической техники

B.Ag – Bachelor of Agriculture – бакалавр сельского хозяйства

B.Arch. – Bachelor of Architecture – бакалавр архитектуры

B.C.E. – Bachelor of Civil Engineering – бакалавр гражданского строительства

B.Ch.E. – Bachelor of Chemical Engineering – бакалавр химического производства

B.D. – Bachelor of Divinity, Th.B. – Bachelor of Theology – бакалавр богословия (теологии)

B.E. – Bachelor of Education, Bachelor of Engineering – бакалавр технических наук

B.E.E. – Bachelor of Electrical Engineering – бакалавр электротехники

B.F.A. – Bachelor of Fine Arts – бакалавр искусств (музыка, живопись и т.д.)

B.In.Dsn. – Bachelor of Industrial Design – бакалавр промышленного дизайна

B.J. – Bachelor of Journalism – бакалавр журналистики

B.L.A. – Bachelor of Liberal Arts – бакалавр общеобразовательных предметов

B.M.Ed. – Bachelor of Music Education – бакалавр музыкального образования

B. Pharm. – Bachelor of Pharmacy – бакалавр фармацевтических наук

B.S. or S.B. – Bachelor of Science – бакалавр естественных наук

B.S.A.E. – B.S. in Aerospace Engineering – бакалавр авиа- и ракетостроения

B.S.C.S. – B.S. in Computer Science – бакалавр компьютерных наук

B.S.Chem. – B.S. in Chemistry – бакалавр химии

B.S.E. – B.S. in Engineering – бакалавр технических наук

B.S.Ed. – B.S. in Education – бакалавр педагогики

B.S.M.E. – B.S. in Mechanical Engineering – бакалавр машиностроения

B.S.Micr. – B.S. in Microbiology – бакалавр микробиологии

B.S.S.W. – B.S. in Social Work – бакалавр в области социальной помощи

Ph.B. – Bachelor of Philosophy – бакалавр философии

***

Master – магистр (студент магистратуры, студент последипломного обучения)

A.M. or M.A. – Master of Arts – магистр гуманитарных наук (химия, экономика, педагогика, физическая культура и т.д.)

M.Acct. – Master of Accounting – магистр бухгалтерского учета

M.Aqua. – Master of Aquaculture – магистр рыбоводства

M.B.A. – Master of Business Administration – магистр делового администрирования

M.C.D. – Master of Communication Disorders – магистр коммуникативных расстройств

M.C.S. – Master of Computer Science, M.S.C.S. – M.S. in Computer Science – магистр компьютерных наук

M.Div. – Master of Divinity, Th.M. – Master of Theology – магистр богословия (теологии)

M.E. – Master of Engineering – магистр технических наук

M.Ed. – Master of Education – магистр педагогики

M.Fstry. – Master of Forestry – магистр лесоводства

M.L.Arch. – Master of Landscape Architecture – магистр ландшафтной архитектуры

M.L.I.S. – Master of Library & Information Studies – магистр библиотечно-информационных наук

M.M. or M.Mus. – Master of Music – магистр музыки

M.P.S. – Master of Political Science – магистр политологии

M.S. – Master of Science – магистр естественных наук

M.S.C.J. – M.S. in Criminal Justice – магистр криминальной юстиции

M.S.Chem. – M.S. in Chemistry – магистр химических наук

M.S.F.S. – M.S. in Forensic Science – магистр криминалистики

M.S.M.Sci. – M.S. in Marine Science – магистр океанологии

M.S.Met. – M.S. in Metallurgical Engineering – магистр металлургического производства

M.Sw.E – Master of Software Engineering – магистр в области разработки программного обеспечения

M.S.W. – Master of Social Work – магистр в области социальной помощи

***

Doctorate – доктор (ученая степень)

Au.D. – Doctor of Audiology – доктор в области аудиологии (сурдологии)

Art.D. or D.A. – Doctor of Arts – доктор естественных наук

D.B.A. – Doctor of Business Administration – доктор делового администрирования

D.D. – Doctor of Divinity, Th.D., Doctor of Theology – доктор богословия (теологии)

D.Ed. – Doctor of Education – доктор педагогики

D.L.S. – Doctor of Library Science – доктор библиотечного дела

D.M.A. – Doctor of Musical Arts – доктор музыкальных искусств

D.P.A. – Doctor of Public Administration – доктор государственного управления

D.P.H. – Doctor of Public Health – доктор санитарии и общественной гигиены

D.Sc., S.D or Sc.D. – Doctor of Science – почетный доктор технических наук

D.S.W. – Doctor of Social Welfare, Doctor of Social Work – доктор в области социальной помощи

D.V.M – Doctor of Veterinary Medicine – доктор ветеринарии

Ed.D. – Doctor of Education – доктор педагогики

J.D. – Doctor of Jurisprudence, Doctor of Laws – доктор юриспруденции

L.H.D. – Doctor of Humane Letters – почетный доктор гуманитарных наук

LL.D. – Doctor of Laws – доктор юриспруденции

Mus.D. or D.M. – Doctor of Music – доктор музыки

O.D. – Doctor of Optometry – доктор оптометрии

Ph.D. – Doctor of Philosophy – доктор философии

S.Sc.D. – Doctor of Social Science – доктор обществознания

Appendix 3

Speech formulas for describing research activities

My name is / I am…
I graduated from …
My major is … / I major in …
I decided to take a postgraduate-course because …
The subject of my scientific research is …
My scientific supervisor is … …, Professor, Doctor of technical / economic sciences, Head of the Chair of … / Head of the Department of …
My scientific work deals with the problem concerning …
Or: I'm going to investigate the problem … .
It should be said that my scientific work is very important for …
It is common knowledge that …
I am interested in such a problem because I consider it to be …
To demonstrate the results of my investigation I am going to prepare different tables, diagrams, graphs, drawings because they will help me to convincingly and precisely prove my conclusions.

Glossary

A

academic background – пройденные образовательные программы, полученные дипломы, сертификаты, степени

advisor, *n* – 1) советник, 2) консультант, 3) помощник, 4) наставник

alumni, *n* – выпускник

application form – форма заявки

applicant, *n* – 1) заявитель, 2) абитуриент

admissions requirements – вступительные требования

admissions committee – приемная комиссия

attendance, *n* – посещаемость

accommodation, *n* – размещение

Arts – гуманитарные науки

Bachelor of Arts, BA – бакалавр гуманитарных наук

Faculty of Arts and Social Sciences – факультет гуманитарных и общественных наук

academic advisor – научный руководитель

annual tuition fee – годовая плата за обучение

apply, *v* – подавать заявление

(to) apply for – подать заявку на

(to) attend classes – посещать занятия

abstract of thesis (article) – автореферат диссертации (статьи)

adviser, *n* –1) куратор, 2) научный руководитель

adviser-consultant – 1) эксперт, 2) советник консультант

assistant professor – доцент (ученое звание ниже чем *associate professor*)

associate professor – 1) доцент университета, 2) адъюнкт-профессор

B

Bachelor, *n* – Бакалавр (Выпускник 3-4-годичного колледжа)

Bachelor of Arts (BA) – Бакалавр искусств (гуманитарных наук) (первая академическая степень)

Bachelor of Science (BSc) – Бакалавр наук (естественных и технических) (первая академическая степень)

BA holder – обладатель степени бакалавра (гуманитарные науки)

basic skills – основные умения

(to) be able to do something – быть в состоянии сделать что-либо

(to) become familiar – становиться знакомым

beforehand, *adj* – 1) заранее, 2) заблаговременно

blended word – сложное слово

borrowed word – заимствованное слово

broader topic – более широкая тема

C

Candidate for Master's degree – кандидат на соискание ученой степени магистра

(to) complete a course – пройти курс

completion, *n* – завершение

(to) capture, *v* – 1) захватывать, 2) поймать, 3) улавливать

(to) capture the interest of audience – овладеть интересом аудитории

career's promotion – продвижение в карьере

career prospects – перспективы карьерного роста

carry out, *v* – 1) выполнять, 2) осуществлять

(to) carry out research work – вести исследовательскую работу

chair, *n* – кафедра

clichés for annotation – клише для аннотации

clipped word / shortening – сокращенное слово

coherence, *n* – 1) связность, 2) согласованность, 3) слаженность

combined research and taught programs – объединенные учебные программы, использующиеся в процессе обучения, включающие в себя комплексные научные исследования

concise summary – 1) краткое изложение, 2) сжатый конспект

conclusion, *n* – заключение

conduct, *v* – 1) вести, 2) руководить, 3) управлять, 4) проводить

(to) conduct the research – проводить исследование

core subjects – основные, профилирующие предметы

council, *n* – совет; academic council – ученый совет

D

dean's office – деканат

Dean of Research – проректор по научной работе

degree, *n* – ученая степень

(to) award a degree – присудить степень

Degree of Doctor of Science – ученая степень доктора технических наук

department, *n* – отделение, кафедра

dissertation (Am.) / thesis (Br.), *n* – диссертация

(to) defend (present) a dissertation / thesis – защитить диссертацию

defense, *n* – защита

defense procedure – процедура защиты диссертации

Doctor of Philosophy (PhD) – доктор философии (высшая ученая степень по любой отрасли, например, химии, физике, и т. д.)

diploma, *n* – диплом

diploma with hono(u)rs, with distinction, magna cum laude (лат.) – диплом с отличием

distance learning, remote learning – удаленное, дистанционное обучение (по сети Интернет или по почте)

E

entrance examination – вступительные экзамены

educational institution – образовательное учреждение

Doctor of Education (Ed.D.) – Доктор педагогики

elective subjects – предметы по выбору

electives, *n* – 1) факультативы, 2) дисциплины по выбору или факультативные курсы на выбор самого студента помимо обязательных предметов

(to) enroll in – поступить в, записываться

(to) enroll for a course – записаться на курс

(to) enter a university – поступить в университет

F

faculty, *n* – 1) профессорско-преподавательский состав, 2) преподаватель, 3) факультет, 4) способность

face-to-face classes – очные занятия

(to) fail an exam – провалить экзамен

(to) fall behind (the group) – отставать (от группы)

fellowship, *n* – стипендия, предоставляемая для проведения научно-исследовательской работы

financial aid – финансовая помощь

file cabinet – картотека

filed in chronological order – расположен в картотеке в хронологическом порядке

(to) fill out an application – заполнить бланк заявления

focus on, *v* – сосредоточить внимание на

found, *v* – основывать

founder, *n* – основатель

full financial aid – полная материальная помощь

full-time students – студенты дневного отделения

freshman, *n* – первокурсник(ца)

G

GCE-General Certificate of Education – свидетельство об общем образовании

GPA (Grade Point Average) – средняя оценка успеваемости студента, выведенная на основе всех полученных за определенный период времени оценок

ISA (International Student Adviser) – штатный консультант по работе с иностранными студентами

graduation, *n* – окончание учебного заведения

graduation requirements – требования к выпускникам, требования для получения степени

graduation ceremony – выпускной вечер

grant, *n* – одноразовая выплата для проведения научно-исследовательской работы

(to) graduate (from) – оканчивать

goal, *n* – цель

(to) go overseas – поехать за границу

(to) get through – пройти

(to) get down to smth – приступить к чему-либо

H

head teacher – директор школы

head of department – заведующий кафедрой

heading, *n* – заголовок

higher education – высшее образование

high-tech level – высокотехнологичный уровень

highly-qualified, *adj* – высококвалифицированный

highly paid, *adj* – высокооплачиваемый

home, *adj* – 1) внутренний, 2) отечественный, 3) домашний

honourable, adj – 1) почетный, 2) уважаемый, 3) честный, 4) благородный

I

identify, *v* – 1) распознавать, 2) идентифицировать, 3) отождествлять

implement, *v* – 1) выполнять, 2) осуществлять, 3) вводить в действие, 4) исполнять

implementation, *n* – 1) выполнение, 2) осуществление, 3) реализация, 4) внедрение

issue, *v* – 1) оформить, 2) опубликовать, 3) вынести решение

intensive course – интенсивный курс

individual tuition (private tuition) – индивидуальное обучение

internship, *n* – 1) производственная практика, 2) интернатура

interdisciplinary research – междисциплинарные исследования

instructor, *n* – 1) преподаватель, 2) руководитель

intellectual challenge – интеллектуальная проблема

integral, adj – 1) неотъемлемый, 2) существенный, 3) полный, 4) целый

integral part – неотъемлемая часть

J

joint program – совместная программа

Journal of Computer Science and Technology – информационно-технологический журнал

Judgment, *n* – 1) решение, 2) суждение, 3) приговор, 4) мнение, 5) оценка

K

knowledge, *n* – знания

knowledgeable, *adj* – 1) осведомленный, 2) умный

knowledge development – развитие знаний

L

lecture, n – лекция

lecturer, *n* – 1)лектор, 2)доцент, 3) преподаватель

lecture, *v* – читать лекцию

leading expert – ведущий специалист

living expenses – расходы на проживание

list, *n* – список

list of choices – список вариантов

logical order – логический порядок

M

Master's Degree – степень магистра

Master of Research – магистр исследований

Master of Philosophy – магистр философии

midterm exam – промежуточный экзамен

master's student – студент магистратуры, магистр

motivation letter – мотивационное письмо

major, *n* – профилирующая дисциплина
major in, *v* – специализироваться в чем-либо
minor, *n* – непрофилирующий предмет
(to) make revision – внести изменения
(to) master, *v* – овладеть
(to) miss classes – пропускать занятия по какой-то причине

N

merit-based financial aid – финансирование лучших студентов
need-based financial aid – финансирование, основанное на нужде студента
note, *n* – 1) конспект, 2) заметка
notation, *n* – обозначение

O

obligatory, *adj* – 1) обязательный, 2) обязывающий
obligatory requirement – обязательное требование
observe, *v* – наблюдать
(to) obtain degrees online – получить образование онлайн
(to) obtain a research degree – получить исследовательскую степень

P

panel, *n* –1) группа специалистов, 2) комиссия
paper, *n* – 1) научный доклад, 2) статья, 3) письменная работа
PhD students – аспиранты
part-time program – 1) краткий курс, 2) заочный / вечерний курс обучения
full-time program – полный курс; очный курс обучения
PhD – кандидат наук / доктор наук
PhD exams – экзамены на ученую степень кандидата / доктора наук
pilot study – экспериментальное исследование
postgraduate, *n* – аспирант
postgraduate courses – аспирантура
(to) play truant – прогуливать
(to) pursue studying – продолжать обучение
(to) plagiarize – заниматься плагиатом
(to) process the application – обработать заявление

(to) pull an all-nighter – работать всю ночь (бодрствовать всю ночь напролет, особенно для того, чтобы что-то из учить или завершить)

(to) pass an exam – сдать экзамен

R

research, *n* – исследование

research, *v* – исследовать

researcher, *n* – ученый-исследователь

research proposal – план исследования (исследовательское предложение)

room and board – проживание и питание (полн. пансион)

RA (research assistant) – научный сотрудник

rolling deadline – срок подачи документов на обучение, при котором заявление можно подавать в любое время года

residence, *n* – местожительство

revise, *v* – 1) просматривать, 2) перечитывать, 3) пересматривать

(to) repay a student loan – погасить студенческий заем

S

scholar, *n* – ученый

scholarly paper – научная работа (напр., доклад, диссертация)

scholarship, *n* – стипендия

study, *n* – 1) учеба, 2) исследование

field of study – область исследования

sponsorship, *n* – спонсорство

syllabus, *n* –1) программа, 2) конспект, 3) учебный план

scholarship, *n* – стипендия

(to) sign up for – зарегистрироваться, подписаться на

(to) sit an exam – сдавать экзамен

(to) sail through – успешно пройти (тест, экзамен)

(to) scrape through – с трудом сдать экзамен

(to) skip class – прогуливать уроки

structure, *n* – структура

structure, *v* – структурировать

(to) structure research paper – структурировать исследовательскую работу

T

to take a course of postgraduate study – проходить курс обучения в аспирантуре

TA (teaching assistant) – помощник преподавателя (ассистент преподавателя)

tuition expenses – расходы на обучение

tuition fee – плата за обучение

transcripts, *n* – выписка из зачетно-экзаменационной ведомости (содержит информацию о прослушанных курсах, сданных экзаменах и зачетах и полученных оценках), приложение к диплому

transcript of records – приложение к диплому – стандартизированная форма, включающая перечень прослушанных курсов с указанием длительности курса и полученных отметок

term, *n* – семестр

half term – пол семестра

(to) transfer to – перевестись в

(to) take an exam – сдавать экзамен

(to) take down – записывать

U

under adviser's supervision – под руководством наставника, руководителя

undergraduate level – начальный уровень высшего образования, бакалавриат

under a year – меньше года

unfairness, *n* – 1) недобросовестность, 2) нечестность, 3) несправедливость

university studies – занятия в университете

V

variety, *n* – 1) разнообразие, 2) многосторонность

vice-chancellor, *n* – первый проректор

vocational course – курс профессиональной подготовки

vocational guidance – профессиональная ориентация

W

(to) write a good abstract – написать хорошую аннотацию

(to) write a research report – написать отчет о научных исследованиях

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