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КӘСІБИ БАҒЫТТАЛҒАН
ШЕТЕЛ ТІЛІ

Илиясова Г.Б.,
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Ұсынылып отырған оқу құралы жоғары оқу орындарындағы 5В011100-Информатика мамандығы студенттеріне мен оқытушыларына арналған. Оқу-әдістемелік құралда қазіргі кезде білім беру мекемелерінде кеңінен енгізілген "Кәсіби бағытталған шетел тілі" пәнінен практикалық жұмыстар келтірілген.

КІРІСПЕ

Болашак мамандарға кажетті кәсіби білім деңгейінің терең болуын талап ету шарты қойылып отырған шакта, студенттерге таңдаған мамандығы жайлы жан-жақты бағыт-бағдар беріледі. Болашақ мамандықтың ерекшелігін меңзейтін, кәсіби-бағытталған білім беру – студенттерді шет тіліне үйрету қажеттілігінде болып отыр.

Кәсіби бағытталған шет тілін оқытудың негізгі мәні – студенттің жеке басының кәсіби даму маңыздылығының қалыптасуы мен қосымша кәсіби білім алу мақсатында, шет тілі мен мамандыкқа байланысты арнайы пәндердің ықпалдасуында.

Ұсынып отырған оку-әдістемелік құралымыздың негізгі мақсаты – студенттердің ауызша және жазбаша түрдегі қатынастарын жеткілікті деңгейде жүзеге асырып, олардың қарым-қатынас құзыреттілігін дамыту мен жетілдіру; тілдік емес жоғары оқу орындарындағы негізгі міндеттердің бірі болып табылатын түрлі оқу дағдыларын (ізденушілік, меңгерушілік, таныстырушылық) жетілдіру; Интернет ауқымды желілеріндегі, түрлі ақпарат көздеріндегі түпнұсқалық материалдарды баяндау дағдыларын жетілдіру. Студенттерге түпнұсқада берілген материалдарды оқуға үйрету – оқу құралдарынан, арнайы журналдардан және тағы басқа ғылыми-техникалық ақпарат көздерінен алынған мәтіндермен жұмыс жүргізуді қамтиды. Мұндағы негізгі мақсат – түп нұсқада берілген ғылыми-техникалық мәтіндерді оңтайлы оқу дағдысын автоматтандыру, анықтамалық сөздіктермен жұмыс жүргізу дағдысын қалыптастыру болып табылады. Мәтіндік материалдарды таңдау барысында мәтіннің ақпараттық құндылығы мен студенттердің қызығушылығына сәйкестігі ескерілді.

Оқу-әдістемелік құралда келтірілген жаттығулар продуктивті, жартылай продуктивті және репродуктивті типте берілген. Репродуктивті жаттығуларға дұрыс жауаптың нұсқасын таңдау, бос орындарды толтыру, қандай да бір сөйлемді дауыстап оқу және оларды аудару сияқты жаттығу түрлері жатады. Жартылай продуктивті жаттығуларға сұрақтарға жауап беру, жалған немесе ақиқат айтылымдарды айыру, өз жеке сөйлемдерін құру және тағы басқа жаттығу түрлері жатады. Продуктивті жаттығуларға оқыған мәтінді талқылау, толық жауапты қажет ететін арнайы сұрақтар, қандай-да бір тақырыпка студенттің көзқарасы, мысалы, электроника облысындағы жаңалықтар және т.б. түрдегі жаттығулар жатады. Мұндай жаттығулардың әртүрлілігінің негізгі мақсаты студенттердің қарым-
болып табылады.

Оқу-әдістемелік құралында келтірілген әрбір тақырып төрт бөлімнен тұрады.

Vocabulary» бөлімі (сөздік қор) - сол бөлімде келтірілген мәтінді 90-95% түсінуге мүмкіндік беретін сөздер мен сөз тіркестерінен тұрады, олар берілген сөздерді жаттап, жадыда сақтауға арналған. Сонымен қатар, мұнда келтірілген сөздер студенттер мен оқытушыға осы бөлімнің түрлі жаттығуларын орындауды жеңілдетеді.

«Reading and Speaking» бөлімінде студенттер оқудың түрлі жолдарын үйренеді. Бұл бөлімде мәтінді толық және нақты түсіну, материалды жылдам қарап шығу үшін өңдеу, берілген мәтіннен керекті мәліметті табу, мәтін мазмұнымен танысу мақсатында оқу жұмыстары жүргізіледі. Мәтіндер мен келтірілген жаттығулар жоғарыда аталған оқу жұмыстарын сәтті орындауға көмектеседі. Мәтіннен кейінгі жаттығулар қарым-қатынас жасау дағдыларының кешенін қалыптастырып, бір мезетте шетел тілінде қатынас жасауды бақылауға мүмкіндік береді. (В) мәтіндері өз бетінше оқу дағдыларын қалыптастыруға мүмкіндік береді, онда таныс емес сөздер 10-15% құрайды. (В) мәтінімен жұмыс істеудің негізгі міндеті – студенттің өз бетінше мәтінде қамтылған негізгі мәтіндерді түсінуге қол жеткізуі болып табылады.

«Listening and Speaking» бөлімінде тыңдауға арналған мәтіндер беріледі, сонымен қатар алынған ақпаратпен ары қарай жұмыс істеуге арналған тапсырмалар келтіріледі. Тапсырмалар әртүрлі формада беріледі, мысалы, келтірілген айтылымның жалған немесе ақиқат екендігін анықтау, мәтінді тыңдап отырып бос орындарды толтыру және т.б.

«Writing» бөлімінде меңгерілген лексикалық білімдер тексеріледі. Келтірілген жаттығуларда студенттер мәтінде кездесетін қателерді табады, оларды дұрыс қайта жазып, тексереді. Студенттердің келтірілген мәтіндерге өз ойларын білдіруді қажет ететін тапсырмалар келтірілген.

«Кәсіби бағытталған шетел тілі» оқу-әдістемелік құралы жоғары оқу орындарының студенттері мен оқытушыларына көмекші құрал болады деп сенім білдіреміз.

1. PROFESSIONAL COMPETENCE AND PERSONAL QUALITIES OF A TEACHER. AREA OF PROFESSIONAL WORK. SPECIALITY DEVELOPMENT PROSPECT

TEXT (A) PROFESSIONAL QUALITIES OF A TEACHER
TEXT (B)   WHAT MAKES GREAT TEACHERS GREAT?

PRE-TEXT SECTION

VOCABULARY

1. Read and learn the following words and phrases

1. professional qualities	кәсіби қабілеттері
2. enthusiasm	құлшыныс, ынталылық
3. inculcate	дағдыландыру, дарыту
4. value	мағына
5. observe	бақылау
6. discrepancy	сәйкессіздік
7. preach	насихаттау, тарату
8. behave	өзін-өзі ұстау
9. dishonest	әділетсіз, арам
10. truthfulness	ақиқаттық, әділдік, шындық
11. loyalty	адалдық, ниеттестік
12. dedication	адалдық, берілгендік
13. imbibed	бойына сіңіру
14. employer	жұмыс беруші
15. obstacle	кедергі, қиындық
16. research	зерттеу
17. appearance	сыртқы көрініс, сыртқы түр
18. ability	қабілет
16. encourage	шабыттандыру, ынталандыру
17. dependable	сенімді, берік
18. opportunity	мүмкіндік
19. motivational	уәждемелік
20. sense of humor	әзіл-оспақты түсіне білу
21. development	даму
22. flexible	икемділік
23. management	басқару, меңгеру, басқарма
24. community	бірлестік, қауысдастық
25. enlightened teacher	жарқын көзқарасты мұғалім
26. diagnose	диагностика, диагностикадан өткізу

5

2. Match the words and word-combinations from the columns

1) knowledge	a) адалдық, берілгендік
2) discrepancy	b) білім
3) sense of humor	c) жұмыс беруші
4) dedication	d) зерттеу
5) value	e) сәйкессіздік
6) employer	f) икемділік
7) research	g) әзіл-оспақты түсіне білу
8) flexible	h) мүмкіндік мүмкіндік
9) opportunity	i) құлшыныс, ынталылық
10) enthusiasm	j) мағына

3. Translate the given sentences. Pay special attention to the highlighted words.

1. A teacher requires a number of personal as well as **professional qualities**.

2. If a teacher is lazy and lacks **enthusiasm** and lie will to do hard work, he cannot be expected to **inculcate** these values in pupils.

3. They are intelligent enough to **observe discrepancies** between what a teacher **preaches** and how he actually **behaves**.

4. Shares with others in a manner that **encourages** effective two-way communication.

5. Quickly diagnoses student difficulties and assists in the **management** of individual situations.

6. As dedicated and concerned about the **development** of our pupils as their parents generally arc and then try to do all within our **ability** to see that they are given an **opportunity** for their growth and development.

READING & SPEAKING
TEXT (A)   PROFESSIONAL QUALITIES OF A TEACHER
A teacher requires a number of personal as well as professional qualities. To become an effective teacher the teacher has to gain some personal qualities.

If a teacher is lazy and lacks enthusiasm and lie will to do hard work, he cannot be expected to inculcate these values in pupils. Pupils arc keen observer. They are intelligent enough to observe discrepancies between what a teacher preaches and how he actually behaves. If a teacher is smoker, he has no right to advise his pupils to avoid smoking. If the teacher dishonest and avoids his/her duty, he/she has no right to advise his/ her pupils to be honest and sincere.

Values like honesty, truthfulness, loyalty, punctuality, cleanliness, dedication, affection etc. are imbibed, through observations of other's behaviors rather than taught. A teacher has to stand as a model for his/her pupil so as to provide a lasting and inspiring example of ever they arc to have in them these qualities of personality and character.

This list will let you know what qualities employers look for in a teacher candidate. Practice developing these skills / qualities, and remember to portray them in your interview.

Positive – Thinks positively and enthusiastically about people and what they are capable of becoming. Sees the good in any situation and can move forward to make the most of difficult situations when confronted with obstacles. Encourages others to also be positive.

Communicative – Shares with others in a manner that encourages effective two-way communication. Communicates personal thoughts and feelings on a wide spectrum of issues and can listen to students in an empathetic manner, assuring each that conversations will be held in confidence.

Dependable – Honest and authentic in working with others. Consistently lives up to commitments to students and others. Works with them in an open, honest, and forthright manner.

Personable – Establishes and maintains positive mutual working relationships. Likes to be with others. Has many ways of getting to know students as persons while building trust and appreciation through personal interaction and involvement.

Organized – Makes efficient use of time and moves in a planned and systematic direction. Knows where he or she is heading and is able to help students in their own organization and planning. Can think in terms of how organization can be beneficial to those served.

Committed – Demonstrates commitment to students and the profession and is self-confident, poised and personally in control of situations. Has a healthy self-image. Encourages students to look at themselves in a positive manner, careful to honor the self-respect of the students, while encouraging them to develop a positive self-concept.

In a teacher there must be these qualities viz. genuine concern and commitment to the tasks. As dedicated and concerned about the development of our pupils as their parents generally arc and then try to do all within our ability to see that they are given an opportunity for their growth and development.

As a teacher, we must remember that the improvement seldom occurs spontaneously. It is attained through deliberate effort. To reach a

child's mind, we must reach and capture his/her heart. Only when a child feels right, he/she can think right.

If we want to improve our relations with children, we need to unlearn our habitual language of rejection and a new language of acceptance. If we are genuinely interested in the well being of our pupils, we need to be authentic, genuine and sincere. We do not have to demonstrate hypocrisy by acting nice, when we feel nasty.

Motivational – Enthusiastic with standards and expectations for students and self. Understands the intrinsic motivations of individuals, and knows what it is that motivates students. Takes action in constructive ways.

Compassionate – Caring, empathetic and able to respond to people at a feeling level. Open with personal thoughts and feelings, encouraging others to do likewise. Knows and understands the feelings of students.

Flexible – Willing to alter plans and directions in a manner which assists people in moving toward their goals. Seeks to reason out situations with students and staff in a manner that allows all people to move forward in a positive direction.

Individually Perceptive – Sees each student as a unique and valuable individual. Looks for the differences among students. Quickly diagnoses student difficulties and assists in the management of individual situations.

Value Based – Focuses upon the worth and dignity of human beings. Is sensitive to community values. Strives to work in an environment consistent with his or her belief system. Recognizes the importance and power of modeling constructive behavior.

Knowledgeable – Is in a constant quest for knowledge. Keeps up in his or her specialty areas, and has the insight to integrate new knowledge. Takes knowledge and translates it to students in a way which is comprehensible to them, yet retains its originality.

Creative – Versatile, innovative, and open to new ideas. Strives to incorporate techniques and activities that enable students to have unique and meaningful new growth experiences.

Patient – Is deliberate in coming to conclusions. Strives to look at all aspects of the situation and remains highly fair and objective under most difficult circumstances. Believes that problems can be resolved if enough input and attention is given by people who are affected.

Sense of Humor – Knows how to take the tension out of tight situations. Uses humor, spontaneously, in a tasteful manner. Builds togetherness in the classroom, through the use of humor.

The sense of humour is a good trait in a teacher. Whenever we combine elements in a way that is different, unexpected and incongruous,

we wind up with humour. As a teacher, we should develop the ability to play spontaneously with ideas, concepts and relationships.

We should have the ability to juggle elements into impossible juxtaposition and express the ridiculous. All of these can bring in an atmosphere of humour in the classroom. It can arouse laughter or a smile on their lips, which would make their mind lighter. Humour can turn out to be a good tool in the hands of an enlightened teacher.

TEXT STUDY

1. CHAT

Talk about these words from the text: *teacher* /observer /*appearance* /*positive self-concept* /*confidence* /*profession* /*opportunity* /*dishonest* /*employer* /*loyalty* / *flexible*

2. ROLE PLAY

Role A – Energy

You think energy is the most important thing for a teacher to possess. Tell the others three reasons why. Tell them things that aren't so important about their things. Also, tell the others which is the least important of these (and why): intelligence, a sense of humour or qualifications.

Role B – Intelligence

You think intelligence is the most important thing for a teacher to possess. Tell the others three reasons why. Tell them things that aren't so important about their things. Also, tell the others which is the least important of these (and why): energy, a sense of humour or qualifications.

Role C – A sense of humour

You think a sense of humour is the most important thing for a teacher to possess. Tell the others three reasons why. Tell them things that aren't so important about their things. Also, tell the others which is the least important of these (and why): intelligence, energy or qualifications.

Role D – Qualifications

You think qualifications are the most important thing for a teacher to possess. Tell the others three reasons why. Tell them things that aren't so important about their things. Also, tell the others which is the least important of these (and why): intelligence, a sense of humour or energy.

3. SPEAKING – TEACHERS

Rank these with your partner. Put the most important qualities a teacher should have at the top. Change partners often and share your rankings.

• a sense of humour	• helps students outside class
• be thick-skinned	• knowledge of technology
• energy	• good class management
• talks to all students	• knows his/her subject

TEXT (B)   WHAT MAKES GREAT TEACHERS GREAT?

Cheryl Jackson (reporter): Every school year parents pray their children get a good teacher and research shows parents are right. The latest study say, the quality of teacher is the dominant factor and how successful children will be in school. That's more important than money, family circumstances or cultural backgrounds. Even in the so called best schools there are different outcomes in each class and that's largely due to the teacher. Experts say poor teaching isn't just a nuisance, it's actually detrimental to your child's learning, so what makes a teacher great, where this is greatness come from, is that innate or is it learned, and how parents know if the teacher is great or not?

I'm joined by three experts who can help us answer these questions. Cindee Karnick-Davison and teaches grade 4&5 at Regent Heights Public School. She was last year's winner at the Ontario Teachers Federation award for elementary school teachers.

Mary Kooy was a teacher for many years, then she went back to school for her PhD and is now the head of the Center for Teacher Education&Development at the Ontario Institute for Studies in Education.

And joining us via webcam from his home in Darby England is Richard Gerver. He won the British National Teaching Award in 2005 after taking his primary school from the brink of closure to one of the most innovative schools in the world. He's also the author of "Creating Tomorrow's Schools Today". Welcome to all of you, thank you for coming into studio, thank you Richard for joining us again.

LISTENING – Listen and fill in the gaps

 Cheryl Jackson (reporter): Let's get right to it what makes a teacher great, Cindy?

Cindy: I think a tremendous element of care, the (1)_____ to well I use an expression called see their heart sing and that's for them to discover the joy in (2)_____ but especially the joy in themselves.

Cheryl Jackson (reporter): Ok, Mary what makes a teacher great?

Mary: For me, I think a teacher becomes great when she makes her (3)_____ in getting to know her students. I call it a getting to

know you session. Understanding who they are, where they're from what kinds of (4)_____ they have, what kind of (5)_____ they can have to the classroom, so its knowing your students extremely well, knowing your (6)_____ areas very well, being and (7)_____ person around your specialty or the other subject you have to teach. People extended teach many subjects and I think that she's a (8)_____ herself. That starts with getting to know her students, it starts with the kind of (9)_____ around her (10)_____ but also ends with or continues with her life-long professional learning whether it's with (11)_____ in the school collaboratively or with other peers. It never stops. I see them when they come to me as (12)_____ students but they have been on this journey in many other ways as well, so I think those are three key, kind of variables.

Cheryl Jackson (reporter): Ok, Richard. what would you say, what makes a great teacher?

Richard: I would agree with both Mary and Cindy. At the work keeps coming through to me it always has really is empathy. For me a great teachers (13)_____ understand what makes their students take and they're incredibly natural and (14)_____ around them. That's another trait I think a truly great teacher. That confident enough to be themselves, that truly confident in of to be themselves with the kids, with their students, because let's face it, we all know that our (15)_____ are not stupid, they pick up on the VoIP of how any of us all around them. And I think that (16)_____ to be relaxed self-confident, (17)_____ and for children to truly get the fact that you care about them, your passion about them and you want to help them (18)_____ is absolutely call to any great teacher.

AFTER READING / LISTENING

1. WORD SEARCH. Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'Teacher' and 'knowledgeable'.

Teacher	knowledgeable

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. SYNONYM MATCH: Match the following synonyms from the article.

1.	children	a.	self-assured
2.	elementary	b.	kids
3.	self-confident	c.	specialty
4.	truly	d.	primary
5.	subject areas	e.	really

3. DISCUSSION

STUDENT A (Do not show these to student B)
  a) Who was your favourite teacher (and why)?
  b) What three adjectives best describe teachers and why?
  c) What things about teaching do you think are difficult?
  d) Should a teacher be able to sue students and parents for comments about them?

STUDENT B (Do not show these to student A)
  a) Who was the best teacher you ever had (and why)?
  b) Should pupils and parents talk to teachers if they have some problems or it's better to use social media?
  c) Did you ever have any issues with your teachers?
  d) Is a child's ability from genes or from teachers?

4. VOCABULARY. Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. ACADEMIC WRITING
It isn't easy being a teacher but it's a great job.

HOMEWORK
1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.
2. *Professional qualities:* Make a poster about the professional qualities and its pros and cons. Did you all have similar things?
3. *Profession – teacher:* Write an essay about pros and cons of being a teacher. Would you like to be one? Why?
Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

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ROLES OF THE TEACHER IN EDUCATION.
TEACHER: IT'S A MULTIFACETED PROFESSION

TEXT (A) TEN ROLES FOR TEACHER LEADERS

PRE-TEXT SECTION

VOCABULARY

1. Read and learn the following words and phrases

1.	resource provider	ресурс провайдері
2.	support	қолдау, көмек
3.	success	табыс, жағымды нәтиже
4.	leadership	лидер, жетекші
5.	instructional specialist	білім беру маманы
6.	colleague	әріптес
7.	effective teaching strategies	оқытудың тиімді әдістемелері
8.	explore	зерттеу, анықтау
9.	methodology	әдіснама
10.	appropriate	сәйкес, орынды, адекватты
11.	curriculum	жұмыс жоспары, бағдарлама
12.	chart	диаграмма, карта
13.	assessment	баға, бағалау
14.	assessment tools	бағалау құралдары
15.	consultation	кеңес беру
16.	peer	тең құқылы әріптес
17.	enhance	жақсарту, күшейту
18.	encourage	жігерлендіру, шабыттандыру
19.	bias	әсер ету, пікір, теріс түсінік
20.	ability	қабілет, құзырет
21.	interact	өзара әсерлесу
22.	collaboration	ынтымақтастық
23.	facilitate	жағдай жасау, мүмкіндік беру
24.	aligned	үйлестіру, қиыстыру, тегістеу
25.	isolation	оқшаулау, шеттету
26.	mentor	жетекші, тәлімгер

13

27. novice teachers	жас мұғалім
28. expertise	эксперттік білім
29. contribution	салым, үлес
30. committee	комитет
31. goal	мақсат
32. responsibility	борыш, міндет, жауапкершілік
33. conversation	әңгіме, келіссөз
34. catalyst	катализатор, шапшандаткыш
35. continual improvement	үздіксіз жетілдіру
36. lifelong learning	өмір бойы оқу
37. influence	ықпал ету, әсер ету

2. Match the words and word-combinations from the columns

1) leadership	a) жас мұғалім
2) mentor	b) тең құқылы әріптес
3) resource provider	c) борыш, міндет
4) novice teachers	d) кеңес беру
5) consultation	e) білім беру маманы
6) peer	f) жетекші, тәлімгер
7) instructional specialist	g) эксперттік білім
8) enhance	h) лидер, жетекші
9) responsibility	i) жақсарту, күшейту
10) expertise	j) ресурс провайдері

3. Translate the given sentences. Pay special attention to the highlighted words.

1. Teacher leaders assume a wide range of roles to **support** school and student **success**.

2. **Instructional specialists** might study research-based classroom strategies; **explore** which instructional **methodologies** are **appropriate** for the school; and share findings with **colleagues**.

3. **Curriculum** specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing **charts**, and develop shared **assessments**

4. Blase and Blase (2006) found that **consultation** with **peers** enhanced teachers' self-efficacy (teachers' belief in their own **abilities** and **capacity** to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also **encouraged** a **bias** for action (improvement through **collaboration**) on the part of teachers.

5. Serving as a **mentor** for **novice teachers** is a common role for teacher leaders.

6. Being a **mentor** takes a great deal of time and **expertise** and makes a **significant contribution** to the development of a new professional.

7. A school leader shares the vision of the school, **aligns** his or her professional **goals** with those of the school and district, and shares **responsibility** for the **success** of the school as a whole.

8. Learners model **continual improvement**, demonstrate lifelong **learning**, and use what they learn to help all students achieve.

READING & SPEAKING
TEXT (A) TEN ROLES FOR TEACHER LEADERS
Cindy Harrison and Joellen Killion

The ways teachers can lead are as varied as teachers themselves.

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their schools' success.

1. Resource Provider

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

2. Instructional Specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies; explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

4. Classroom Supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

9. Catalyst for Change

Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way". Teachers who take on the catalyst role feel secure in their own work

and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong

learning, and use what they learn to help all students achieve.

Roles for All

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

TEXT STUDY

1. CHAT

Talk about these words from the text: *roles/ specialist/ colleagues/ peer/ leader/ novice teacher /mentor /learner / responsibilities*

2. ROLE PLAY

Match examples a)-d) which are given bellow with following roles 1-4:

1. Instructional Specialist
2. Classroom Supporter
3. Curriculum Specialist
4. Mentor

a) Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to help her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Her role will not only include helping her teammate negotiate the district, school, and classroom, but will also include acclimating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher.

b) Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common understanding of the standards and agrees to
analysis of common quarterly assessments.

17

c) When his fellow science teachers share their frustration with students' poorly written lab reports, Jamal suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing.

d) Marcia asks Yolanda for classroom support in implementing nonlinguistic representation strategies, such as graphic organizers, manipulatives, and kinesthetic activities. Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half-days of professional release time, one for learning more about the strategy and planning a lesson together, and the other for coteaching the lesson to Marcia's students and discussing it afterward.

3. TEACHING: What can teachers do to improve these situations? Complete this table with your partner(s). Change partners often and share what you wrote

	Solutions?	Your experience of this
Disruptive students		
Poor student attendance		
Class sizes too large		
Students with low grades		
Too much testing		

4. DISCUSSION
STUDENT A (Do not show these to student B)
a)   What springs to mind when you hear the word 'teacher leader'?
b)   Does having a university degree help you get a job?
c)   What would you teach if you became a teacher?
d)   What kind of teacher do you think you would be?

STUDENT B (Do not show these to student A)
a)   What do you think of the job of a teacher?
b)   Do all teachers do a good job?
c)   What can teachers do to be better teacher leader?
d)   Do you agree that "real talent is rare" for teachers?

5. ACADEMIC WRITING

What are the pros and cons of being a teacher leader? Would you like to be one? Why?

HOMEWORK

1. *Vocabulary extension:* Choose several of the words from the TEXT (A). Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Internet:* Search the Internet and find out more about roles of the teacher leaders. Share what you discover with your partner(s) in the next lesson.

3. *Teacher leader:* Make a poster about the teacher leaders. Show your work to your classmates in the next lesson. Did you all have similar things?

4. *Letter:* Write a letter to an Internet expert. Ask him/her three questions about teachers. Give him/her three of your ideas on how to stop it. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

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THE LEADING ORGANIZATIONS OF SCIENCE AND EDUCATION IN THE AREA OF COMPUTER SCIENCES AND INFORMATION TECHNOLOGIES

TEXT (A) PROCESS OF EDUCATION IN KAZAKHSTAN
TEXT (B) APPLE NOW WORLD'S MOST VALUABLE BRAND

PRE-TEXT SECTION

VOCABULARY

1. Read and learn the following words and phrases

1. kindergarten	Балабақша
2. enrolled	оқуға түсті
3. currently	қазіргі уақытта
4. source	дерекнама, қайнар
5. primary and secondary education	бастауыш және орта білім

6. repair	калпына келтіру, жөндеу
7. government	Үкімет
8. curriculum	оқу жоспары
9. established	белгіленген, анықталған, орнатылған
10. college	колледж
11. trade schools	кәсіби мектептер
12. subject	пән
13. budget	бюджет
14. extra-curricular activities	сабақтан тыс іс шаралар
15. lab equipment	зертханалық жабдықтау, зертханалық құрал-сайман
16. eligible	құқығы болу
17. self-financed	өзін-өзі қаржыландыру
18. legislation	заңнама, заңдар
19. possibility	мүмкіндік
20. state-owned	мемлекеттің меншігінде
21. accelerated programs	жеделдетілген бағдарламалар
22. course	курс
23. separate	жеке, бөлек
24. reenter	қайталау, қайтадан енгізу
25. credit-system	кредиттік жүйе
26. financed	қаржыландырылған
27. merit-based competition	өз еңбегінің арқасында бәсекелес болу
28. scholarship	шәкіртақы
29. student-chosen courses	студенттің таңдайтын курсы
30. tertiary education	жоғары білім

2. Match the words and word-combinations from the columns

1) primary and secondary education	a) мемлекеттің меншігінде
2) credit-system	b) жеделдетілген бағдарламалар
3) tertiary education	c) кредиттік жүйе
4) state-owned	d) пән
5) curriculum	e) бастауыш және орта білім
6) possibility	f) жеке, бөлек
7) accelerated programs	g) оқу жоспары
8) separate	h) жоғары білім
9) extra-curricular activities	i) мүмкіндік
10) subject	j) сабақтан тыс іс шаралар

3. Translate the given sentences. Pay special attention to the highlighted words.

1. The Constitution of the Republic of Kazakhstan protects the right to access to **kindergarten**.

2. All primary schools are **state-owned** and **primary and secondary education** are constitutionally protected rights.

3. **The curriculum** for both primary and secondary school is **established** by the Ministry of Education, with little choice left up to the individual schools.

4. The state provides costs of education from the **budget**.

5. Like **primary school, secondary school** is subsidized by the **government** and parents only pay for **extra-curricular activities** such as sports programs, music programs, and sometimes **lab equipment** or other special equipment.

6. The **government** is currently pursuing a program to adopt a **credit-system** which would allow students to study more easily internationally, and to add the **possibility** of a curriculum with electives and **student-chosen courses**.

READING & SPEAKING
TEXT (A) PROCESS OF EDUCATION IN KAZAKHSTAN
Kindergarten

Children typically start kindergarten at age 5. As of 2004, there were 100 kindergartens in the nation (83 public, four directly under the Ministry of Education, and 13 private) and 135 856 children enrolled in kindergartens (or 63% of the total number of 5-year and 6-year olds in the nation).

Primary school

Primary school in Kazakhstan starts at age 6 and runs from years 1 – 5. Classes typically run in two sessions, from 8AM until 1PM - and from 1 until 5, with students either going to class in the morning or in the afternoon. All primary schools are state-owned and primary and secondary education are constitutionally protected rights. Primary school is provided free to all citizens and residents of Kazakhstan and parents typically pay only for extra-curricular activities such as sports and music programs, and sometimes lab equipment or other special tools.

Lower secondary school

Students continue in lower secondary school from grade 5 to year 9. Typically a student in year 8 is 14-15 years old. The curriculum is a general education curriculum covering subjects like literature, student's first language, Russian or Kazakh language (depending on the language of the

school in general), history, physics, mathematics, biology, chemistry, foreign language, and so on.

Higher secondary school

Once leaving lower secondary school, there are three tracks available. Students are free to choose any track of higher secondary education but are required to pursue one track. Graduates of all three tracks are eligible to enter university.

The first track is a general secondary school which covers grades 10 -11 and provides general education covering a variety of subjects.

In addition, there are two curriculum tracks for vocational education: Initial vocational education which is provided by training schools and lycees, and secondary vocational education provided by colleges and trade schools.

Initial training schools are designed to train students in a skilled profession. The program is usually two or three years, (typically ages 16 – 18), but for some professional training four year programs are required. Students who graduate can go on to Colleges for advanced vocational training or attend university. The state provides costs of education from the budget. Lycees also provide for basic vocational education to prepare students for skilled professions, but also includes general academic education. The course of study is three years. The state provides costs of education from the budget.

Colleges give a program that provides both academic general education and advanced vocational education. Colleges, if licensed, can also provide initial vocational education. Programs last for three or four years (grades 10 – 12, 13). Accelerated programs exist for students who have already completed both general secondary education and initial vocational training in the same field. Graduates may go on to university or may begin working.

The curriculum for both primary and secondary school is established by the Ministry of Education.

Like primary school, secondary school is subsidized by the government and parents only pay for extra-curricular activities such as sports programs, music programs, and sometimes lab equipment or other special equipment.

Tertiary institutions

The universities, following the Russian system, focus entirely on teaching and do not engage in research. Students who are accepted to university at any level apply under a specific major, and the curriculum is set by the university (according to State legislation) for each major. For

example, economics majors will all study in the same courses in the same order, separate from English majors who have a different curriculum.

There are four levels of tertiary education in Kazakhstan:

1. Bachelors degree—typically a four-year degree.

2. Specialist degree—typically a five-year degree and more intensive than the Bachelors.

3. Masters degree—typically a two year degree, roughly corresponding to the Western masters.

4. Doctoral degree—typically a five year program.

The top two universities in Kazakhstan are al-Farabi Kazakh National University in Almaty, the Eurasian National University located in Astana and the newly opened Nazarbayev University (also in Astana). Karaganda State University is also well-regarded.

In addition, there are a few international universities such as KIMEP, which is a joint program, 40% owned by the government of Kazakhstan, but education is based on the Western system. The Kazakh-British Technical University and the Kazakh-American University represent joint projects between Kazakhstan and the UK and the USA, respectively. In all three institutions, the language of instruction is English. The University of Central Asia, founded jointly by the governments of Kazhakstan, Kyrgyzstan and Tajikistan and by the Aga Khan, is affiliated with the Aga Khan Development Network. Its Kazakhstan campus is located in Tekeli. A number of specialty universities also exist.

Private universities, typically for-profit institutions, are subject to the same regulations regarding curriculum but are free to set tuition and salaries as they see fit. Public universities are subject to the same regulations as other government-owned organs, regarding not only fees and salaries, but also administrative structure, contracting and subcontracting, and ownership of property.

The Bolashak programme

Kazakhstan was the first Central Asian country to launch a presidential scholarship programme to study abroad. The programme, called "Bolashak" ("Bolashak" means "The Future" in Kazakh), was created by a Decree of the President of the Republic of Kazakhstan Nursultan Nazarbayev on November 9th, 1993.

Bolashak is a long running programme managed by the Centre for International Programs, on behalf of the Ministry of Education and Science of Kazakhstan. The programme's objective is to provide an opportunity for the most talented students from Kazakhstan to undertake higher education courses at the best universities overseas, enabling them to acquire the

necessary skills and knowledge to build a democratic and prosperous society.

The bursaries are worth between $50,000 and $90,000 (depending on the host country and the university's status) and cover all education-related expenses.

Upon completion of their programmes, scholarship recipients return to Kazakhstan to work in different Kazakh companies, governmental structures and international organisations for a period of five years.

Since 1994, thousands of Kazakh students have successfully completed their Bachelor's and Master's degrees under the Bolashak Scholarship Programme at the most prestigious Western universities. Today the "bolashakers" have the opportunity to study at 630 leading Universities in 32 countries all over the world.

TEXT STUDY
1. Answer the questions, using the information from the text
- What is the quality of schools like in your country?
- What is your image of schools in Kazakhstan?
- How will teaching change in the future?
- What would you do to make schools better?

2. Give your idea on the following...:
I agree; I can't agree; I think; In my opinion; I'd like to say a few words; I'd like to pay your attention to the fact; I would like to mention that; The point is that; As for the main characteristics; I can't say that it is an advantage of; I must admit the fact I am absolutely sure in it, etc.

TEXT (B) APPLE NOW WORLD'S MOST VALUABLE BRAND
Apple has overtaken Google to become the most valuable brand in the world. This is according to the analysts Brandz, who compile their annual Top 100 ranking of the world's most valuable brands. Apple's brand is estimated to be worth more than $153 billion. The tech company knocked Google off the number one position. Google had occupied the top spot for the previous four years. Apple's new ranking consolidates its position as the top-valued technology company on the stock market. Apple's success is due to the popularity of its pioneering and market-leading products. It released its iPad in 2008 and the tablet has become one of the most popular gadgets on the planet.

The Brandz ranking covers companies across the world, making everything from baby food to power plants, as well as financial services and telecommunications. It calculates its brand value by analyzing several factors, including the value of a company's balance sheet, the loyalty of customers, and prospects for future growth. Apple has grown remarkably in the past decade with a series of hugely iconic and popular products. Its brand value has increased by 859 per cent since 2006. Peter Walsh, a director at Brandz, said Apple's success was due to the desirability of its products. He said Apple had succeeded in becoming a luxury goods brand, making its products more desirable by increasing quality, reliability and price.

BEFORE READING&LISTENING

1. APPLE: Walk around the class and talk to other students about Apple. Change partners often. Sit with your first partner(s) and share your findings.

2. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring.

Apple / Google / top 100 / estimated / global brand / stock market / tablets / gadgets / ranking / calculates / loyalty / iconic products / desirability / reliability / quality

Have a chat about the topics you liked. Change topics and partners frequently.

3. APPLE: Students A **strongly** believe Apple is an absolutely fantastic company; Students B **strongly** believe it isn't. Change partners again and talk about your conversations.

4. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

a.	Google was the number one brand until Apple overtook it.	T / F
b.	An analyst put Apple top of a list of 1,000 companies.	T / F
c.	Apple was number one for the four years before Google was.	T / F
d.	Apple is also the top-valued tech company on the stock exchange.	T / F
e.	The company Brandz only analyses technology companies.	T / F
f.	Brandz looks at how loyal customers are when it makes its lists.	T / F
g.	Apple's brand value has grown over 800% since 2006.	T / F
h.	Brandz said Apple had become desirable due to lowering its price.	T / F

LISTENING – Listen and fill in the gaps

Apple (1)_____ to become the most valuable brand in the world. This is according to the analysts Brandz, (2)_____. Top 100 ranking of the world's most valuable brands. Apple's brand is (3)_____ more than $153 billion. The tech company knocked Google off the number one position. Google had occupied the top (4)_____ four years. Apple's new ranking consolidates its position as the top-valued technology company on the stock market. Apple's success is (5)_____ of its pioneering and market-leading products. It released its iPad in 2008 and the tablet has become one of the (6)_____ the planet.

The Brandz ranking covers companies across the world, making everything from baby (7)_____, as well as financial services and telecommunications. It calculates its brand value by analyzing several factors, (8)_____ of a company's balance sheet, the loyalty of customers, and (9)_____ growth. Apple has grown remarkably in the past decade with a (10)_____ and popular products. Its brand value has increased by 859 per cent since 2006. Peter Walsh, a director at Brandz, said Apple's success was due to the (11)_____ products. He said Apple had succeeded in becoming a luxury goods brand, making its (12)_ _____ by increasing quality, reliability and price.

AFTER READING & LISTENING

1. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

2. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

3. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

• overtaken	• covers
• estimated	• plants
• number	• balance
• previous	• hugely
• pioneering	• price

26

HOMEWORK

1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Internet:* Search the Internet and find out more about the Brandz Top 100 rankings. Share what you discover with your partner(s) in the next lesson.

3. *Apple:* Make a poster about Apple's products. Show your work to your classmates in the next lesson. Did you all have similar things? Write down any new words and expressions you hear from your partner(s).

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REQUIREMENTS TO THE MODERN SPECIALIST FROM THE EMPLOYER. AN EVOLUTION OF OWN PROFESSIONAL PROSPECTS

TEXT (A) GETTING A JOB IN KAZAKHSTAN
TEXT (B) JOB HUNTER PUTS CV ON BILLBOARD

PRE-TEXT SECTION

VOCABULARY

1. Read and learn the following words and phrases

1.	full-time work	толық камтылған жұмыс
2.	part-time work	жартылай камтылган жұмыс
3.	benefits	артыкшылыктар
4.	salary	кызметкер жалакысы
5.	medical insurance	медициналык сактандыру
6.	paid vacations	акылы демалыс
7.	retirement savings plan	мерзімсіз зейнетке шығу
8.	youth	жастар
9.	to require	талап ету
10.	guardian	коргаушы
11.	waiter	даяшы
12.	coach	бапкер
13.	at least	тым кұрығанда
14.	to pay for attending college	колледждегі оку акысын төлеу
15.	extra pocket money	күнделікті шығынға косымша акша
16.	wage	Айлык

17. prestigious	Беделді
18. to provide	камтамасыз ету
19. employer	жұмыс беруші
20. applicant	өтініш беруші
21. application	өтініш
22. taxes	Салықтар
23. employee	Қызметкер
24. interview	Сұхбаттасу
25. emergency	аяқасты жағдайлар

2. Match the words and word-combinations from the columns

1) full-time work	a) толык қамтылған жұмыс
2) to require	b) өтініш
3) prestigious	c) ақылы демалыс
4) part-time work	d) талап ету
5) paid vacations	e) қызметкер
6) interview	f) сұхбаттасу
7) salary	g) жартылай қамтылған жұмыс
8) application	h) жұмыс беруші
9) employer	i) қызметкер жалақысы
10) employee	j) беделді

3. Translate the given sentences. Pay special attention to the highlighted words.

1. A **full-time job** is usually 35-40 hours a week. A **part-time job** is 15-28 hours a week.

2. Many persons with a full-time job will have a higher **salary** and be provided with **benefits**.

3. Benefits such as **medical insurance**, **paid vacations**, and maybe even an opportunity to have a **retirement savings plan**.

4. Some students work at sports events as **coaches**, referees, umpires, or scorekeepers.

5. The job may not be **prestigious** or even enjoyable, but there is work to be found.

6. Most **employers** expect their **applicants** to have previous experience.

7. An **application** requires necessary information for **taxes**.

8. After an application has been reviewed, the employer may call the prospective employee in for an **interview**.

9. The employer will ask questions about what to do in an **emergency**, what to do with angry customers, and other relative scenarios.

TEXT (A) GETTING A JOB IN KAZAKHSTAN

Sooner or later all of us face the problem of choosing a career when we are to decide what we are going to be in future. Choosing a career is not a simple matter — in fact, it can be one of the most important in our life. You don't need to hurry making a decision. You should examine thoroughly your abilities and character, take a realistic view of your strengths and weaknesses, pay attention to your parents' and friends' advice and take into account your own preferences. The last point in the list is particularly important because there are many examples when people make great mistakes choosing their future profession. Sometimes they either simply follow in the footsteps of their parents or relatives or just blindly follow their advice. Your choice should be mostly based on your own opinion. Family traditions are good, but your turn of mind may be quite different. So, never base only on other people's opinion.

Having thought carefully about what sort of person you are, try to work out a list of your occupation requirements.

Nowadays there is a great variety of jobs to any taste. Choosing a future career, we should consider the following things.

• **Pay.** Is the size of your salary important? Generally speaking, it is important. Of course there may be various situations, but if you are going to be independent, successful and wealthy, you have to find a well-paid job. Moreover, if you are going to have a family, you should be ready to support it, to be a breadwinner. Naturally, you'd like to live in good conditions, and your children to study at good schools, and then to enter prestigious universities, to travel all around the world and so on. Now you understand why you should take money into consideration when choosing a job.

• **Further training, promotion prospects and job conditions** should also be kept in mind. Just after graduating it is very difficult to find a plum job which will respond to all your preferences. It is usually a monotonous, tedious clerical job, but if you are a capable and hard-working person, you will certainly be offered an opportunity to climb the ladder.

• **Place of work.** You ought to decide whether you want to work indoors (cashier, chemist, librarian, secretary, etc.) or outdoors (driver, firefighter, estate agent, etc.). Your choice may be based on your lifestyle or health condition.

• **Full-time, part-time, flexitime jobs.** There is no set pattern to part-time working. It may involve a later start and earlier finish time than

a full-time position, working mornings or afternoons only, fewer working days in a week for less salary. It is a perfect variant for students who want to juggle their studies and work, as well as flexitime jobs. Employees decide by themselves when to begin and end their working day.

• **Communication with different people.** Meeting and dealing with people doesn't appeal to every person. Some people are not very sociable; on the contrary, they are timid, shy and diffident. Frankly speaking, it is a great talent to have communication skills. If you think you have it, you may choose a profession involving close contacts with people, such as a doctor, a journalist, a lawyer, a guide, a teacher.

• **Business trips.** You should keep in mind that some professions imply travelling all over the world, such as tour guides, scientists, actors, journalists, pilots and so on. It's not always fun. Business trips may last a week, a month and even more. You may be sent to London for a few days, then you'll spend only a few hours in Paris, and right after that, without any rest, you'll have to go to Berlin. Sometimes it turns out that you don't have even an hour for yourself just to relax and see the town you've come to. Such trips may be very exhausting and stressful. However, if you are young, ambitious and full of energy, you will be able not only to do your job successfully but also see the world.

• **Aspiration for creative work.** If you are a creative person, it's a must for you to find such job. It can be a job of an artist, a tailor, a designer or a stylist.

• **Jobs connected with risk.** Such jobs are usually well-paid, but very dangerous. A police officer, a fireman, a bodyguard, a lifeguard — these are the names of jobs which imply risk. Those, who want a rewarding but demanding job and who are ready to devote all their lives to it, may choose this kind of work.

Analyzing all these points will help you not to make a wrong choice.

In case you are an aspiring, responsible, creative, optimistic, reliable person, who is ready to learn and be laborious, who is not afraid of any difficulties of the future and ready to solve any problem with a smile, the world of jobs and careers will be open to you.

Choosing a career should not only be a matter of future prestige and wealth. Work should bring real satisfaction; otherwise your whole life will become dull and monotonous.

There are two types of jobs: full-time and part-time work. A full-time job is usually 35-40 hours a week. A part-time job is 15-28 hours a week.

The difference between them is more than just a matter of how long one works. The difference is in the pay and benefits. Many persons with a full-time job will have a higher salary and be provided with benefits. Benefits such as medical insurance, paid vacations, and maybe even an opportunity to have a retirement savings plan.

Part-time workers do not receive any benefits other than a few days off a year. The law requires young people to be a certain age, before they may begin work.

However, most may work at the age of sixteen, with a worker's permit or permission from his parents or guardian. Students usually have part-time jobs in fast food restaurants such as KFC, Burger King, etc. Many young men and women work in pizza places and ice cream shops as waiters. Some students work at sports events as coaches, referees, umpires, or scorekeepers.

Fast food workers are usually required to work at least 15-17 hours a week. The same goes for any part-time work.

Some students work to pay for attending college or university, others like having extra pocket money, or are saving to buy something.

How much money can a young person make? However, the minimum wage in Almaty and Astana is around 1300 tenge an hour because the costs of living in those cities are much higher.

If a student in Almaty wants to find a job, he or she will find it. The job may not be prestigious or even enjoyable, but there is work to be found.

Generally, the difference between rural youth and urban youth can one in the area of employment lies in job availability and salary. Urban youth have the opportunity to work - there are more places for young people to work and payment is higher.

Urban youth needs to work. Saving money for college, university, or technical schools is necessary. Costs run from 300000-500000 tenge a year, and the average rural family cannot provide this much money every year for four years. One can assume that most university students work one, two or even three jobs during their time at university.

Most employers expect their applicants to have previous experience. In order to obtain a job, one must fill out an application. An application requires necessary information for taxes. The employer usually requests recommendations. It is now also standard practice for many employers to ask employees to take drug tests before they can get a job.

After an application has been reviewed, the employer may call the prospective employee in for an interview. The employer will ask

31

questions about what to do in an emergency, what to do with angry customers, and other relative scenarios.

Work experience is necessary for most college or university graduates. Thus, youth must work during college or university in order to get a good job later on or to pay for attending a college or university.

TEXT STUDY

1. DISCUSSION

STUDENT A (Do not show these to student B)

a) Have you already thought about your future career? What makes the profession chosen so attractive for you?
b) Try to take a realistic view of your strengths and weaknesses.
c) Which of your qualities are worth improving?
d) What occupations are popular nowadays in your country? Why?
e) What part-time jobs can students do nowadays?
f) Imagine that you are a successful businessman (businesswoman). Describe your life: your living conditions, some usual activities and so on.
g) Is it easy to choose a career?
h) How much are usually fast food workers required to work?
i) · Why should students work?
j) Why is work experience necessary for most college or university graduates in the Almaty?
k) How much does it cost to attend a university or college in the Almaty?
l) What do most employers expect from their applicants?

STUDENT B (Do not show these to student A)

a) Do your parents give you a piece of advice about your future profession?
b) Have you got any traditions in your family? (connected with jobs)
c) What is the best way of preparing for your future profession?
d) Do you agree with the quotation: "It doesn't matter what job you do. It's how you do it"?
e) How much time does it take to work a full-time work?
f) How much time does it take to work a part-time work?
g) What benefits might full-time workers obtain?
h) What benefits might part-time workers obtain?
i) What age should people reach to obtain a job?
j) What should young people have when they try to employ at the age of sixteen or seventeen?
k) How much money can a young person make per hour in Almaty and Astana?
l) What do most employers usually request?

TEXT (B) JOB HUNTER PUTS CV ON BILLBOARD

A French man who was unemployed tried a new way to get a job. He put his CV (résumé) on a giant billboard. The billboard was next to a very busy road. It was four meters long and three meters high. There was a photo of the man wearing a Santa Claus hat. There was a message on the billboard that said: "Trilingual operations manager seeks position in hotels, restaurants, tourism and leisure." About 70,000 people a day could see the CV from their car. Jobseeker Laurent Le Bret, 41, said: "All I want for Christmas is a job." His idea worked. A holiday resort contacted and interviewed him. He started his new position as an operations manager ten days after he put his résumé on the billboard.

Mr. Le Bret had help from the owner of the billboard. He was going to pay to put his CV on the billboard. However, the advertising company decided to give him the space for free. Mr. Le Bret saved 2,000 Euros (about $2,700) because he did not have to pay. The advertising company is called Pisoni Publicité. The company's CEO spoke to the France 24 news agency. He said: "We thought it was an interesting idea. When people come up with ideas like this we are always keen to see what we can do. We're very happy to prove that what we do work, and that Mr. Le Bret is back at work." Many people contacted Mr. Le Bret after he got his job. They want to try the same thing. There are 3.3 million unemployed people in France.

BEFORE READING & LISTENING

1. JOB HUNTING: Students walk around the class and talk to other students about job hunting. Change partners often and share your findings.

2. CHAT: In pairs/groups, decide which of these topics or words from the article are most interesting and which are most boring.

Unemployed / résumé / message / trilingual / tourism / leisure / holiday / resort / owner / help / advertising / space / interesting idea / prove / try / million

3. RESUME: How important are these things on a résumé? Complete this table with your partner(s). Change partners often and share what you wrote.

	How important and why?	What would you put on your CV?
Education		
Qualifications		
Work experience		

Hobbies		
Skills		
Photo		

4. UNEMPLOYED:

Students A **strongly** believe very few people will be unemployed in the future;

Students B **strongly** believe the opposite. Change partners again and talk about your conversations.

5. JOB: Rank these and share your rankings with your partner. Put the job you want most at the top. Change partners often and share your rankings.

teacher		bank clerk	
software engineer		doctor	
designer		flight attendant	
nurse		manager	

6. JOB HUNTING: Spend one minute writing down all of the different words you associate with the term "job hunting". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

7. TRUE/FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

a)	A Frenchman gave a company a billboard as his CV.	T / F
b)	The billboard was 3 metres high.	T / F
c)	The man could speak three different languages.	T / F
d)	It took the man just over two weeks to get a job.	T / F
e)	An ad company gave the man the billboard for just 2,000 euros.	T / F
f)	The Chief Executive Officer of the ad company spoke to France 24.	T / F
g)	Many people want to try the same idea as the man's idea.	T / F
h)	There are 330,000 unemployed people in France.	T / F

8. SYNONYM MATCH: Match the followings synonyms from the article.

1.	unemployed	a.	support
2.	CV	b.	job
3.	seeks	c.	show
4.	worked	d.	résumé
5.	position	e.	firm
6.	help	f.	attempt
7.	company	g.	jobless
8.	idea	h.	was successful
9.	prove	i.	concept
10.	try	j.	looks for

LISTENING. Listen and fill in the gaps.

A French man who was unemployed (1) _____ to get a job. He put his CV (résumé) (2)_____. The billboard was next to a very busy road. It was four meters long and three meters high. There was a photo of the man wearing a Santa Claus hat. (3)_____ on the billboard that said: "Trilingual operations manager (4)_____ hotels, restaurants, tourism and leisure." About 70,000 people a day could see the CV from their car. Jobseeker Laurent Le Bret, 41, said: "(5)_____ Christmas is a job." His idea worked. A holiday resort contacted and interviewed him. He started his new position as (6)_____ ten days after he put his résumé on the billboard.

Mr Le Bret had (7)_____ of the billboard. He was going to pay to put his CV on the billboard. However, the advertising company decided to give him (8)_____. Mr Le Bret saved 2,000 Euros (about $2,700) because he (9)_____. The advertising company is called Pisoni Publicité. The company's CEO spoke to the France 24 news agency. He said: "(10) _____ an interesting idea. When people come up with ideas like this we are always keen to see what we can do. We're very happy (11) _____ what we do works, and that Mr Le Bret is back at work." Many people contacted Mr Le Bret after he got his job. They want to (12)_____. There are 3.3 million unemployed people in France.

AFTER READING & LISTENING
1. ROLE PLAY

Role A – Software designer

You think a software designer is the best job. Tell the others three reasons why. Tell them things that are wrong with their jobs. Also, tell the others which is the worst of these (and why): a farmer, a flight attendant or a teacher.

Role B – Teacher

You think a teacher is the best job. Tell the others three reasons why. Tell them things that are wrong with their jobs. Also, tell the others which is the worst of these (and why): a farmer, a flight attendant or a software designer.

2. DISCUSSION

STUDENT A (Do not show these to student B)

a) What did you think when you read the headline?
b) What springs to mind when you hear the word 'job'?
c) What job would you really like?
d) What do you think of the man's idea?
e) What do you do to get a job?
f) What jobs have you had in the past?
g) How good (or bad) is your résumé?
h) How do you feel when you start a new job?
i) What jobs do you think you would be good at (and why)?
j) What can governments do to help unemployed people?

STUDENT B (Do not show these to student A)

a) Did you like reading this article? Why/not?
b) Would you pay an advertising company to advertise your CV?
c) What advice would you give to someone who is job hunting?
d) How important is a good CV?
e) Whose job would you really like to have?
f) What problems does a country have if there are many unemployed?
g) How many jobs would you like to have in your life?
h) What do you do in job interviews that helps you get the job?
i) What kinds of new jobs will people do in the future?
j) What questions would you like to ask your employment secretary?

3 FREE WRITING

Write about job hunting for 10 minutes. Comment on your partner's paper.

4. ACADEMIC WRITING

The secret to getting a good job is to study hard. Discuss.

HOMEWORK

1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Internet:* Search the Internet and find out more about job hunting. Share what you discover with your partner(s) in the next lesson.

3. *Job hunting:* Make a poster about job hunting. Show your work to your classmates in the next lesson. Did you all have similar things?

4. *Billboard:* Write a magazine article about the man's idea. Include imaginary interviews with him and the resort that gave him a job.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

5. *What happened next?* Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

6. *Letter:* Write a letter to a careers expert. Ask him/her three questions about job hunting. Give him/her three of your ideas on how to get a good job. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

REFERENCES

1.http://www.breakingnewsenglish.com/1401/140109-job-hunting.html

STRUCTURE AND ROLES OF THE ORGANIZATION OF EDUCATION

TEXT (A) ADMINISTRATION AND MANAGEMENT OF THE EDUCATION SYSTEM IN KAZAKHSTAN
TEXT (B) FINLAND HAS WORLD'S BEST EDUCATION SYSTEM

PRE-TEXT SECTION
VOCABULARY

1. Read and learn the following words and phrases

1. central executive body	атқарушы биліктің орталық ұйымы
2. strategic planning	стратегиялық жоспарлау
3. funding	қаржыландыру
4. supervision	бақылау, қадағалау
5. Ministry of Education and Science	Білім және Ғылым Министрлігі
6. education law	білім туралы заң
7. educational policy	білім беру саясаты
8. draft	жоба
9. curricula and syllabi	оқу жоспары мен бағдарламалары
10. agreement	келісімшарт, келісім
11 educational institution	білім беру мекемесі
12. legislation	заннама
13. affair	жұмыс, іс
14. sphere	сфера, сала
15. children rights protection	балалардың құқығын корғау
16. assessment	бағалау
17. province	провинция, облыс
18. rural settlement	ауылдық елді мекен
19. regional/municipal board	аймақтық/муниципалды кенес
20. preparation	дайындық
21. establish	орнату, құру
22. coordination	координация, үйлесімділік. келісімділік
23. stakeholder	мүдделі тараптар (заинтересованные стороны)
24. initiative	бастама, ынта
25. labour	енбек
26. significant	айтарлықтай, елеулі
27. self-government	өзін-өзі баскару
28. framework	жиектеме
29. admission	кіру, кабылдау
30. utilization	колдану, пайдалану
31. allocation	бөлу, үлестіру
32. creativity	креативтілік

2. Match the words and word-combinations from the columns

1) Ministry of education and science	a) заңнама
2) education law	b) Білім және ғылым министрлігі
3) educational policy	c) бағалау
4) curricula and syllabi	d) білім беру саясаты
5) agreement	e) келісімшарт, келісім
6) sphere	f) білім туралы заң
7) children rights protection	g) сфера, сала
8) coordination	h) координация, үйлесімділік, келісімділік
9) legislation	i) балалардың құқығын қорғау
10) assessment	j) оқу жоспары мен бағдарламалары

3. Translate the given sentences. Pay special attention to the highlighted words.

1. The **central executive body** responsible for the management of the education system is the **Ministry of Education and Science** (MES).

2. The Ministry defines and executes state policy in the field of education, culture and public health, tourism and sports. **Strategic planning** and **funding** of the education system, including the preparation of **draft** education budgets, are under the **supervision** of the Ministry.

3. In accordance with the **Education Law**, the functions of the MES include: defining and executing the State **educational policy**; drafting regulations concerning State funding for education; drafting and adopting State educational standards, **curricula and syllabi**; preparing State orders concerning the training of specialists; providing assistance in the organization of the educational process in the Kazakh language; and establishing international **agreements** on educational issues.

4. The Ministry also supervises educational institutions funded from the regional budgets and private **educational institutions** in accordance with current **legislation**.

5. The national system of **assessment** of the quality of education has been **established** to improve **supervision** and management of education, and to provide all **stakeholders** and society as a whole with information on the level of academic proficiency.

6. With the approval of the Committee for Education, universities may also define the programme for students' **admission**.

READING & SPEAKING

TEXT (A) ADMINISTRATION AND MANAGEMENT OF THE EDUCATION SYSTEM IN KAZAKHSTAN

The central executive body responsible for the management of the education system is the Ministry of Education and Science (MES). The Ministry defines and executes state policy in the field of education, culture and public health, tourism and sports. Strategic planning and funding of the education system, including the preparation of draft education budgets, are under the supervision of the Ministry.

In accordance with the Education Law, the functions of the MES include: defining and executing the State educational policy; drafting regulations concerning State funding for education; drafting and adopting State educational standards, curricula and syllabi; preparing State orders concerning the training of specialists; providing assistance in the organization of the educational process in the Kazakh language; and establishing international agreements on educational issues.

The Ministry also supervises educational institutions funded from the regional budgets and private educational institutions in accordance with current legislation. Regional educational authorities are under the Ministry's supervision.

The MES consists of several Committees and Departments (Administration and Finance) as follows: Higher and Postgraduate Education Department, Secondary Education Department, Technical and Vocational Education Department, Development Strategy Department, Administrative Department, Legal Affairs Department, Financial Department, Public Procurements and Information Technical Provision Department, Control Committee in the sphere of Education and Science, Children Rights Protection Committee, and Science Committee. The National Testing Center is responsible for the national testing/examination of secondary school graduates. The National Academy of Education is the leading research organization in the field of pedagogy, methodology and assessment of the educational process. (MES, 2010).

In addition to the two cities of Almaty and Astana, there are 14 provinces (*oblast*) in Kazakhstan further divided into a number of districts (in 2007 there were 14 *oblasts*, 160 regions, 39 cities with oblast status, 45 cities with regional status, and 7,862 rural settlements; see MES, 2008). In each *oblast* and district there is the Department of Education formed by the regional/municipal authorities functioning as a regional/municipal board of management in the sphere of education. These departments execute the national strategy in the field of education at the regional level and determine the amount of funds allocated to education from the regional budgets.

Regional education boards are responsible for: the establishment, organization and management of educational institutions (kindergartens, secondary schools, technical-professional schools, colleges) at the local level, and the provision of material and technical resources; the appointment of the heads of educational institutions; financing of educational institutions from the regional budget; and enforcing compulsory secondary education.

The Ministry of Labour and Social Protection is in charge of the rehabilitation of children with disabilities under the Law on Social Protection of Invalids. It also finances and administers support programmes for low-income families under the Law on State Targeted Social Support of 2001. The Ministry of Health develops a policy of basic health services to be provided to children and their mothers, undertakes initiatives for early detection of risk groups in cooperation with oblast education departments, and manages the system of early childhood orphanages. No coordination mechanism for early childhood exists at the national level.

The national system of assessment of the quality of education has been established to improve supervision and management of education, and to provide all stakeholders and society as a whole with information on the level of academic proficiency. In this process a significant role is played by the National Centre for Assessment of Quality of Education (NCAQE), established in accordance with the State Programme Education 2000-2005.

Article 36 of the 1992 Law on Education guarantees the principle of self-government of educational institutions. The management body of educational establishments is the Council. The organization of the educational process in technical-professional schools and colleges is under the responsibility of the Universities, colleges and schools can define their own curricula within the framework of State educational standards. With the approval of the Committee for Education, universities may also define the programme for students' admission. The Central Managerial (Monitoring) Body for Higher Education is responsible for the assessment and certification of universities. Assessment activities are carried out in order to better evaluate the quality of education provided by universities, the application of national standards, the utilization of budget allocations, and to stimulate creativity among university faculties and students' bodies.

In 2007 the higher education quality assurance system was many layered. Players in the system included the MES; the ministry's Committee for Supervision and Attestation; the National Centre for Educational Quality Assessment; the National Accreditation Centre; the Centre for Certification, Quality Management and Consulting; and the National Centre of State Standards for Education and Tests. All these agencies were involved, directly or indirectly, in aspects such as licensing higher education

institutions to operate, checking their compliance with licensing requirements, attestation, accreditation and interim control. In 2007, all came under the jurisdiction of the MES, though the National Accreditation Centre hoped to become independent.

TEXT STUDY
1. Answer the questions, using the information from the text
• What Committees and Departments (Administration and Finance) does the MES consist?
• What responsibilities does Regional education boards have?
• What are the reasons of the national system of assessment of the quality of education has been established?

2. Give your idea on the following...
I agree; I can't agree; I think; In my opinion; I'd like to say a few words; I'd like to pay your attention to the fact; I would like to mention that; The point is that; As for the main characteristics; I can't say that it is an advantage of; I must admit the fact I am absolutely sure in it, etc.

TEXT (B) FINLAND HAS WORLD'S BEST EDUCATION SYSTEM
A new report into world education shows Finland has the best system. The global study is called "The Learning Curve" and is from the British magazine "The Economist". It aims to help governments provide a better education to students. The 52-page report looked at the education system in 50 countries. Researchers analyzed millions of statistics on exam grades, literacy rates, attendance, and university graduation rates. Asia did well in the report, with South Korea, Hong Kong, Japan and Singapore finishing second, third, fourth and fifth. The United States came 17th in the study, while Mexico, Brazil and Indonesia filled the bottom three positions in the top 50. The Learning Curve reported on five things that education leaders should remember. The first is that spending lots of money on Schools and teachers does not always mean students will learn. Second is that "good teachers are essential to high-quality education". The report said teachers should be "treated as the valuable professionals they are, not as technicians in a huge, educational machine". Numbers three and four are that a country's culture must have a strong focus on the importance of education, and parents have a key part to play. Finally, countries need to "educate for the future, not just the present." The report said: "Many of today's job titles...simply did not exist 20 years ago."

1. WRITING

Schools are no longer necessary. Teachers should teach using iPads and computers with students sitting at home. Discuss.

2. CHAT

Talk about these words from the article. *report   /world education/learning curve/ statistics /literacy rates /attendance /leaders /spending lots of money /good teachers /technicians /the future /job titles*

3. TRUE / FALSE

a)	The article says Finland's kindergarten education is the best worldwide.	T / F
b)	A 50-page report looked at the education system of 52 countries.	T / F
c)	Researchers looked at attendance figures during their research.	T / F
d)	Mexico and Brazil were in the top 50 countries.	T / F
e)	The report made five suggestions for decision- makers in education.	T / F
f)	The report says spending more money will mean a better education.	T / F
g)	The report states parents should keep away from schools and teachers.	T / F
e)	It suggests we don't know what kind of jobs there will be in the future.	T / F

4. SYNONYM MATCH

1.	1. report	a.	a. reading/writing
2.	2. system	b.	b. necessary
3.	3. provide	c.	c. method
4.	4. analysed	d.	d. important
5.	5. literacy	e.	e. examined
6.	6. essential	f.	f. study
7.	7. valuable	g	g. giant
8.	8. huge	h.	h. give
9.	9. key	i.	i. names
10	10. titles	j.	j. precious

5. PHRASE MATCH

1. A new report   a. education to students
2. help governments provide a better b. machine
3. millions of   c. three positions
4. literacy   d. are essential
5. filled the bottom   e. not just the present

6. good teachers	f. rates
7. valuable	g. exist 20 years ago
8. a huge, educational	h. into world education
9. educate for the future	i. statistics
10. job titles simply did not	j. professionals

6. DISCUSSION

STUDENT A (Do not show these to student B)

a) What were (are) you happy and unhappy with about your education?

b) What do you think of your teachers?

c) What three things can teachers do better?

d) Should teachers get paid the same as lawyers, doctors and bankers?

e) What is easy and difficult about a teacher's job?

f) How important is using technology in lessons?

g) What does "educate for the future, not just the present" mean?

h) What questions would you like to ask the author of the report?

STUDENT B (Do not show these to student A)

a) Why do you think Finland's education system is so good?

b) What do you think of the education system in your country?

c) What were (are) you happy and unhappy with about your education?

d) How can schools provide a better education to students?

e) How were (are) your exam grades and attendance?

f) How different do you think education is in Finland from Asian countries?

g) Are you proud of your school? Why?

h) How important is education?

7. ROLE PLAY

Student – You are unhappy with your education. Tell the others three reasons why. You want to learn things important for the future. You want more technology. Your teachers are great and you learn a lot from them. You are fed up with the bad students in your class who make a lot of noise.

Teacher – You are unhappy with your job. Tell the others three reasons why. Your salary is very low compared with doctors, lawyers, etc. Your school has no technology – this is very important in today's education. You think parents should keep noisy students at home and let other students learn.

Education leader – You know what's best for schools, teachers and students – Tell the others three reasons why. Schools were better 50 years ago. Students do not learn with technology – they just check their Facebook. Good teachers keep students quiet. Bad teachers don't. Teachers are very well paid.

Parent – You are worried about your child's education. The school has not changed its teaching style for 50 years. Your children need to learn with technology - Tell the others three reasons why. Your son is very noisy in class – it is the teacher's job to teach him to behave. Education needs better leaders.

8. SPEAKING – SCHOOL SUBJECTS

What's the best thing for today's students to study? Rank these and share your rankings with different partners. Put the best at the top.

• environmentalism	• community relations
• health and sports	• single-family farming
• english	• religious education software
• maths	• programming

HOMEWORK

1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Internet:* Search the Internet and find out more about the education system in Kazakhstan. Share what you discover with your partner(s) in the next lesson.

3. *Education organization:* Make a poster about your university. Show your work to your classmates in the next lesson. Did you all have similar things? Write down any new words and expressions you hear from your partner(s).

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2. http://www.breakingnewsenglish.com2.

HUMAN RESOURCE MANAGEMENT
POSITIONS AND RELATIONSHIP. CORPORATE CULTURE

TEXT (A) HUMAN RESOURCE MANAGEMENT
TEXT (B) CORPORATE CULTURE

PRE-TEXT SECTION
VOCABULARY

1. Read and learn the following words and phrases

1. human resource management	қызметкерлерді басқару
2. employee	жұмысшы
3. principle	қағида
4. talent	талант
5. ability	қабілет
6. environment	орта
7. compensation	өтемақы, сыйақы
8. benefit	артықшылық, пайда
9. business consultants	іскер кеңесшілер
10. reward system	сыйақы беру жүйесі
11. expertise	сараптама
12. staffing	штаттық кесте, кадрлық кесте
13. establish	орнату
14. solution	шешім
15. position	орын
16. description	анықтама
17. employment	жұмыспен қамту
18. recruitment	кадрларды жинақтау
19. quality	сапа
20. health insurance	денсаулықты сақтандыру
21. retirement programs	зейнетақы программалары
22. profit sharing	пайдаға қатысу
23. vacation	демалыс
24. career	мансап
25. area	сала, аудан
26. education process	білім беру үдерісі
27. executive education	басқарушы кадрларды оқыту
28. resolution	рұқсат алу
29. reconciliation	қолдану
30. train	үйрету, машықтандыру
31. department	департамент, бөлім, кафедра
32. corporate hierarchy	корпоративтік иерархия
33. condition	шарт, жағдай
34. leadership	көшбасшы, жетекші
35. perspective	келешек, перспектива

2. Match the words and word-combinations from the columns

1. expertise	a. орын
2. recruitment	b. білім беру үдерісі
3. education process	c. сараптама
4. human resource management	d. сөз байлансу
5. benefits	e. жұмысшы
6. executive education	f. артықшылықтары
7. employee	g. кадрларды жинақтау
8. ability	h. адами ресурстарды басқару
9. position	i. Басқарушы кадрларды оқыту
10. deal	j. қабілет

3. Translate the given sentences. Pay special attention to the highlighted words

1. **Human Resource Management** (HRM) is the term used to describe formal systems devised for the **management** of people within an organization.

2. The **responsibilities** of a human resource manager fall into three major areas: **staffing**, **employee compensation** and **benefits**, and defining/designing work.

3. **Business consultants** note that modern human resource management is guided by several overriding **principles**.

4. Human resource department responsibilities can be subdivided into three **areas**: individual, organizational, and **career**.

5. Different **employee** development groups for each **department** are necessary to **train** and develop employees in specialized areas, such as sales, engineering, marketing, or **executive education**.

6. A cascade of changing business **conditions**, changing organiza-tional structures, and changing **leadership** has been forcing **human resource departments** to alter their **perspectives** on their role and function almost overnight.

7. However, HR will retain a centralized functional **relationship** in areas where specialized **expertise** is truly required," such as **compensation** and **recruitment** responsibilities.

READING & SPEAKING

TEXT (A) HUMAN RESOURCE MANAGEMENT

Read the text and find the paragraphs, informing about ... :

a) Қызметкерлерді басқарудың негізгі міндеттері;

б) Қызметкерлерді басқару туралы жалпы түсінік;

в) Қызметкерлерді басқарудың басты қағидалары;

г) Қызметкерлерді басқарудың ұстанымы мен құрылымы.

Human Resource Management (HRM) is the term used to describe formal systems devised for the management of people within an organization. The responsibilities of a human resource manager fall into three major areas: staffing, employee compensation and benefits, and defining/designing work. Essentially, the purpose of HRM is to maximize the productivity of an organization by optimizing the effectiveness of its employees. This mandate is unlikely to change in any fundamental way, despite the ever-increasing pace of change in the business world. As Edward L. Gubman observed in the *Journal of Business Strategy*, "the basic mission of human resources will always be to acquire, develop, and retain talent; align the workforce with the business; and be an excellent contributor to the business. Those three challenges will never change."

Until fairly recently, an organization's human resources department was often consigned to lower rungs of the corporate hierarchy, despite the fact that its mandate is to replenish and nourish what is often cited—legitimately—as an organization's greatest resource, it's work force. But in recent years recognition of the importance of human resources management to a company's overall health has grown dramatically. This recognition of the importance of HRM extends to small businesses, for while they do not generally have the same volume of human resources requirements as do larger organizations, they too face personnel management issues that can have a decisive impact on business health...

Business consultants note that modern human resource management is guided by several overriding principles. Perhaps the paramount principle is a simple recognition that human resources are the most important assets of an organization; a business cannot be successful without effectively managing this resource. Another important principle, articulated by Michael Armstrong in his book *A Handbook of Human Resource Management*, is that business success "is most likely to be achieved if the personnel policies and procedures of the enterprise are closely linked with, and make a major contribution to, the achievement of corporate objectives and strategic plans." A third guiding principle, similar in scope, holds that it is the HR's responsibility to find, secure, guide, and develop employees whose talents and desires are compatible with the operating needs and future goals of the company. Other HRM factors that shape corporate culture—whether by encouraging integration and cooperation across the company, instituting quantitative performance measurements, or taking some other action—are also commonly cited as key components in business success. HRM, summarized Armstrong, "is a strategic approach to the acquisition, motivation, development and management of the organization's human resources. It is devoted to shaping an appropriate corporate culture, and

introducing programs which reflect and support the core values of the enterprise and ensure its success."

Human resource department responsibilities can be subdivided into three areas: individual, organizational, and career. Individual management entails helping employees identify their strengths and weaknesses; correct their shortcomings; and make their best contribution to the enterprise. These duties are carried out through a variety of activities such as performance reviews, training, and testing. Organizational development, meanwhile, focuses on fostering a successful system that maximizes human (and other) resources as part of larger business strategies. This important duty also includes the creation and maintenance of a change program, which allows the organization to respond to evolving outside and internal influences. Finally, there is the responsibility of managing career development. This entails matching individuals with the most suitable jobs and career paths within the organization.

Human resource management functions are ideally positioned near the theoretic center of the organization, with access to all areas of the business. Since the HRM department or manager is charged with managing the productivity and development of workers at all levels, human resource personnel should have access to—and the support of—key decision makers. In addition, the HRM department should be situated in such a way that it is able to communicate effectively with all areas of the company.

HRM structures vary widely from business to business, shaped by the type, size, and governing philosophies of the organization that they serve. But most organizations organize HRM functions around the clusters of people to be helped—they conduct recruiting, administrative, and other duties in a central location. Different employee development groups for each department are necessary to train and develop employees in specialized areas, such as sales, engineering, marketing, or executive education. In contrast, some HRM departments are completely independent and are organized purely by function. The same training department, for example, serves all divisions of the organization.

In recent years, however, observers have cited a decided trend toward fundamental reassessments of human resources structures and positions. "A cascade of changing business conditions, changing organizational structures, and changing leadership has been forcing human resource departments to alter their perspectives on their role and function almost overnight," wrote John Johnston in *Business Quarterly*. "Previously, companies structured themselves on a centralized and compartmentalized basis—head office, marketing, manufacturing, shipping, etc. They now seek to decentralize and to integrate their operations, developing cross-functional

teams"|. Today, senior management expects HR to move beyond its traditional, compartmentalized 'bunker' approach to a more integrated, decentralized support function." Given this change in expectations, Johnston noted that "an increasingly common trend in human resources is to decentralize the HR function and make it accountable to specific line management. This increases the likelihood that HR is viewed and included as an integral part of the business process, similar to its marketing, finance, and operations counterparts. However, HR will retain a centralized functional relationship in areas where specialized expertise is truly required," such as compensation and recruitment responsibilities.

Human resource management is concerned with the development of both individuals and the organization in which they operate. HRM, then, is engaged not only in securing and developing the talents of individual workers, but also in implementing programs that enhance communication and cooperation between those individual workers in order to nurture organizational development.

The primary responsibilities associated with human resource management include: job analysis and staffing, organization and utilization of work force, measurement and appraisal of work force performance, implementation of reward systems for employees, professional development of workers, and maintenance of work force.

TEXT STUDY
1. Answer the questions, using the information from the text:
• What are the main principles of HRM?
• Describe the structure of HR.
• Describe the work of HR department.

2.Complete the sentences, using the text. Translate into Kazakh.
1. The responsibilities of a human resource manager fall into three major areas: ... .

2. Business consultants note that modern HRM is guided by ... .

3. HR department responsibilities can be subdivided into three areas:...

4. Organizational development focuses on ... .

5. HRM structures range from business to business, shaped by ... .

6. The primary responsibilities associated with human resource management include: ... .

TEXT (B) CORPORATE CULTURE
Definition of 'Corporate culture'
Corporate culture refers to the beliefs and behaviors that determine how a company's employees and management interact and handle outside business transactions. Often, corporate culture is implied, not expressly defined, and develops organically over time from the cumulative traits of the people the company hires. A company's culture will be reflected in its dress code, business hours, office setup, <u>employee benefits, turnover,</u> hiring decisions, treatment of clients, client satisfaction and every other aspect of operations.

History of 'Corporate Culture'
While awareness of corporate or organizational culture in businesses and other organizations such as universities emerged in the 1960s, the term "corporate culture" was developed in the early 1980s and widely known by the 1990s. Corporate culture was used at this time by managers, sociologists and other academics to describe the character of a company, not only through generalized beliefs and behaviors, but also through company-wide value systems, management strategies, employee communication and relations, work environment, attitude, and even company origin myths via charismatic CEOs, as well as visual symbols such as logos and trademarks.

By 2015, corporate culture was not only created by the founders, management and employees of a company, but also influenced by national cultures and traditions, economic trends, international trade, company size and products produced. A well-cited historical example of distinctions between corporate cultures are the traditional business practices of the Japanese, and the American individualistic and entrepreneurial corporate culture of the 1960s.

There are a variety of terms that relate to companies affected by multiple cultures, especially in the wake of globalization and the increased international interaction of today's business environment. As such, cross culture refers to "the interaction of people from different backgrounds in the business world"; culture shock refers to the confusion or anxiety people experience when conducting business in a society other than their own; and reverse culture shock is often experienced by people who spend lengthy times abroad for business and have difficulty readjusting upon their return. To create positive cross-culture experiences and facilitate a more cohesive and productive corporate culture, companies often devote in-depth resources to combating the occurrence of the above, including specialized training that improves cross-culture business interactions.

LISTENING – Listen and fill in the gaps

🦖 Characteristics of Successful Corporate Cultures

Corporate cultures, whether shaped intentionally or grown organically, reach to the core of a company's (1)_____, as well as affect every aspect of business from each (2)_____ to customer to public image. The current awareness of corporate culture is more acute than ever. The Harvard Business Review identifies six important (3)_____ of successful corporate cultures in 2015. First and foremost is "vision": from a simple mission statement to a corporate manifesto, a (4)_____ is a powerful tool. For example, Google's modern and infamous slogan: "Don't Be Evil" is a compelling corporate vision. Secondly, "values," while a broad concept, embody the mentalities and (5)_____ necessary to achieve a company's vision.

Similarly, "practices" are the tangible (6)_____, guided by ethics, through which a company implements its values. For example, Netflix emphasizes the importance of (7)_____, high-achieving employees and, as such, Netflix pays its employees at the top of their market (8)_____ range, rather than an earn-your-way-to-the-top philosophy. "People" come next, with companies employing and (9)_____ in a way that reflects and enhances their overall culture. Lastly, "narrative" and "place" are perhaps the most modern characteristics of corporate culture. Having a powerful narrative or origin story, such as that of Steve Jobs and Apple, is important for growth and (10)_____. The "place" of business, such as the city of choice and also office design and architecture, is also one of the most cutting-edge advents in (11)_____ corporate culture.

AFTER READING / LISTENING

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms … for the words 'Company' and 'Corporative culture'.

Company	Corporative culture

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. DISCUSSION
STUDENT A (Do not show these to student B)

a) What 10 words would you use to describe the best corporate culture?

b) Does education organization need to have a stated set of cultural values? And what are they?

c) What should the organization focus on and pay attention to?

d) What kinds of employee achievements are recognized by the education organizations?

e) What special attribute does the founder/leader possess that has influenced the character of the organization? Explain.

STUDENT B (Do not show these to student A)

a) If you could describe corporate culture in three words, what would you say?

b) What are the six components of a great corporate culture?

c) What value is fundamental and distinctive to the organization? Give examples.

d) Describe the personality or character of your university.

e) What are the most common complaints employees make about their workplace in your opinion?

3. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

4. ACADEMIC WRITING
The Importance of a Organization's "Culture"

HOMEWORK
1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Human Resource Management:* Write an essay "How can Strategic Human Resource Management help in modern organisational growth?".

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

3. *Corporative culture:* Make a poster about "Corporative culture" and describe it in the next lesson.

REFERENCES

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CONCEPT ABOUT LEARNING AND TEACHING.
THE ORGANIZATION OF LEARNING AND TEACHING

TEXT (A) CHANGES IN THE TEACHING AND LEARNING
PROCESS IN A COMPLEX EDUCATION SYSTEM
TEXT (B) LEARNING ORGANIZATION

PRE-TEXT SECTION

VOCABULARY

1. Read and learn the following words and phrases

1.	complexity	күрделілік, қиындық
2.	challenge	сын-тегеурін
3.	approach	әдіс, көзқарас
4.	awareness	сезіну, ұғыну
5.	expectation	болжал, күтім
6.	improvement	жақсарту, жетілдіру
7.	cognizant	хабардар болу, сезіну
8.	complex systems	күрделі жүйе
9.	strategy	Стратегия
10.	viable	өмірге бейімді, еті тірі
11.	convergent	конвергентті, жинақталатын
12.	divergent	дивергентті, жинақталмайтын, шашыранды
13.	teacher-centered	мұғалімге шоғырланған
14.	recipient	Реципиент
15.	learning achievements	білімдегі жетістіктер
16.	suggestion	Ұсыныс
17.	emphasis	акцент, екпін
18.	considerable	едәуір, көмақты
19.	learning process	таным үрдісі
20.	prudent	зерделі, саналы
21.	teaching and learning	Педагогикалық
22.	evaluation	Бағалау
23.	educator	Педагог
24.	demand	сұраныс, талап
25.	acquisition	алу, табысқа жету

26.	productive	нәтижелі, өнімді
27.	mutually exclusive	бірін-бірі жоққа шығару
28.	interrelated	өзара байланысты
29.	development	даму, құру
30.	academic achievement	академиялық жетістіктер
31.	individual differences	жеке бас ерекшеліктері
32.	adaptation	бейімделу, икемделу
33.	technique	техника, әдіс-тәсіл
34.	aptitudes and inclinations	Бейімділік
35.	effectiveness	Тиімділік
36.	instruction	нұскама, нұскау
37.	high-tech resources	жоғары технологиялык ресурстар
38.	audio-visual technique	аудио-визуалды әдістер

2. Match the words and word-combinations from the columns

1. expectation	a) таным үрдісі
2. strategy	b) академиялық жетістіктер
3. learning process	c) әдіс, көзкарас
4. educator	d) зерделі, саналы
5. approach	e) болжал, күтім
6. productive	f) мұғалімге шоғырланған
7. academic achievement	g) бейімделу, икемделу
8. adaptation	h) стратегия
9. teacher-centered	i) нәтижелі, өнімді
10. prudent	j) педагог

3. Translate the given sentences. Pay special attention to the highlighted words.

1. The rapid changes and increased **complexity** of today's world present new **challenges** and put new demands on education system.

2. Clearly, no simple, single uniform **approach** can be applied with the **expectation** that significant **improvements** of the system will occur.

3. The **approaches** to teaching can be categorized according to major educational goals that affect teaching **strategies**

4. The **convergent approach** is highly structured and **teacher-centered**; the students are passive **recipients** of knowledge transmitted to them and learning **achievements** are measured by standardized tests.

5. Among the current **suggestions** for implementing educational reforms to deal with the **considerable** problems of the education system, there has been a strong **emphasis** on setting **convergent goals**, an aspect of which is the use of across-the-board standardized testing.

6. Testing has been commonly viewed as a **prudent** way to determine the success or failure of the teaching and **learning process**.

7. As **educators** seek ways to meet the **demands** put upon the education system in today's world of rapid changes and ever increasing **complexity**, it may be helpful to recognize that there is a need for both **convergent** and **divergent approaches** to **teaching and learning**.

8. It is likely that the two **approaches** may increasingly become not **mutually exclusive** but **interrelated** and interdependent.

9. An important **development** is the growing **awareness** that **academic achievement** could improve by adapting teaching to students individual differences.

READING & SPEAKING

TEXT (A) CHANGES IN THE TEACHING AND LEARNING PROCESS IN A COMPLEX EDUCATION SYSTEM

The rapid changes and increased complexity of today's world present new challenges and put new demands on education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur.

Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment.

As we consider these problems, we become increasingly cognizant of the various possibilities of using concepts and methods of the study of complex systems for providing direction and strategies to facilitate the introduction of viable and successful changes. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system, and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action.

Educational Goals

The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. On the other hand the goal of education is viewed as facilitating students' autonomous learning and self expression. The former approach

which converges toward the teaching of specified subject matter, may be termed 'convergent' teaching and the latter approach which stresses open ended self-directed learning may be termed 'divergent' teaching. The convergent approach is highly structured and teacher-centered; the students are passive recipients of knowledge transmitted to them and learning achievements are measured by standardized tests. The divergent approach is flexible, student-centered, where the students are active participants in the learning process and learning achievements are assessed by a variety of evaluation tools such as self-evaluation in parallel to teacher evaluation; documentation portfolios; and special projects.

In the highly complex education system there may be various combinations of the different approaches to teaching and probably no 'pure' convergent or divergent teaching. Still, the tendency in the education system of today is toward the convergent approach. In fact, among the current suggestions for implementing educational reforms to deal with the considerable problems of the education system, there has been a strong emphasis on setting convergent goals, an aspect of which is the use of across-the-board standardized testing. Testing has been commonly viewed as a prudent way to determine the success or failure of the teaching and learning process. There has been a relatively limited use of other means of evaluation which are more complicated and more demanding in terms of application and interpretation.

As educators seek ways to meet the demands put upon the education system in today's world of rapid changes and ever increasing complexity, it may be helpful to recognize that there is a need for both convergent and divergent approaches to teaching and learning. Educators who stress the importance of the acquisition of specific knowledge as a useful way to prepare the students for productive future functioning, must come to realize that even for the purpose of this goal alone, a divergent approach is needed today. With the great proliferation of knowledge and rapid changes in most fields as well as the appearance of many new fields, it is critical to develop students' capacity for self-directed learning and self growth. On the other hand, those who emphasize the importance of autonomous growth and creative self-expression, must realize that the students need academic skills (such as reading, writing, calculating, etc.) as prerequisites for productive self expression.

Since the creative process involves new ways of using existing knowledge, it is important to provide opportunities for students to acquire such knowledge (which can be acquired by convergent teaching). Hence, convergent and divergent teaching strategies are both needed and the challenging question is how to find the balance between them within the

complexity of the process of teaching and learning. It is likely that the two approaches may increasingly become not mutually exclusive but interrelated and interdependent.

An important development is the growing awareness that academic achievement could improve by adapting teaching to students individual differences. This awareness is finding its most distinct expression in the education system's attempts to deal with the issues of students with special needs. However, other aspects of adaptation to students' individual differences get far less attention.

In general, adaptation to individual differences under convergent teaching tends to be limited. The students are all expected to strive toward one goal of learning specified required knowledge; some may attain it and others may fall by the wayside or be given some remediation with limited results. Nevertheless, there are various possibilities of effective adaptation to individual differences under convergent teaching. In addition to adaptation in the rate of learning, where each student can be allowed to work at his/her own pace, there are many possibilities of adaptation through the use of diverse methods of teaching. Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. Such a 'multi-convergent' approach can be more effective in giving the students opportunities to use their aptitudes and inclinations for learning and attaining higher achievements. As the students experience success and consequently a sense of competence, their motivation is enhanced to pursue further learning. Such an approach has a better potential for success than the common reality of students with learning difficulties, who often struggle through remediation with a sense of inadequacy and discouraging experiences of failure.

Adaptation to individual differences under divergent teaching may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning. Yet, there are students who may not function well under divergent conditions because of their strong need for guidance, direction, and structure. Divergent teaching can cater to such needs by individual guidance, along with ongoing assessment and subsequent modifications. This is a 'guided-divergent' approach which is more structured and less flexible than the open divergent teaching but less narrow and limiting than convergent teaching.

Teaching strategies and students characteristics

Among the most difficult problems faced by the education system are those associated with teaching effectiveness. The current preparation of teachers for specific age levels, specific subject matter, specific academic

skills, etc., does not take into consideration sufficiently the complexity of factors such as students' various characteristics. There is a strong need to train teachers to adapt instruction to the diverse student abilities, learning styles, personality traits and needs by using more differentiated teaching strategies.

In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than the traditional classroom teachers. For example, valuable teaching can be done by peers of different ages and abilities. Also, parents, grandparents, and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multimedia technology, computer programs, telecommunication, the Internet, audio-visual techniques, and others can provide beneficial options. Student learning can be greatly enriched further by traveling - near and far; interaction with people of different cultures; different geographical areas; different occupations, different ways of life; different outlooks. Undoubtedly, many possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more beneficial by providing a variety of experiences and alternative strategies for adaptation to students' characteristics.

In sum, the attempts to match teaching strategies with students characteristics may become critical steps toward dealing with some of the particularly difficult problems of the teaching and learning process. Admittedly, many difficulties are faced not only by teachers but also by administrators and policy makers in the endeavor to adapt instructional strategies to students characteristics, but the methods and concepts of the field of complex systems can provide ways of implementing such changes in the attempts to introduce reforms to the education system.

TEXT STUDY
1. Answer the questions, using the information from the text:
• What is a key insight from complex systems?
• Describe the diverse factors which affecting to the education system.
• What kind of teaching strategies given in this text?
• What do you know about interaction with people of different cultures?

2. Complete the sentences, using the text. Translate into Kazakh.

1. The rapid changes and increased complexity of today's world present new challenges and ... .

2. In confronting this challenge it is necessary to consider the complexity of the education system itself and ... .

3. A key insight from complex systems is that simple solutions are not likely to be ... .

4. On one hand the goal of education is viewed as ... .

5. As educators seek ways to meet the demands put upon the education system in ... .

6. Since the creative process involves new ways of using existing knowledge, it is important to ... .

TEXT (B) LEARNING ORGANIZATION

A learning organization is one where all members of an organization are continually involved in the learning process and that learning and working are seamlessly intertwined.

Individual versus organizational learning

Learning by individuals within an organization happens through activities such as: training, increasing skills, work experience, and formal education. But individual learning, even continuous learning throughout a person's career, is not the same as organizational learning. Simply summing individual learning is inadequate to model organizational learning. The following definition outlines the essential difference between the two: A learning organization actively creates, captures, transfers, and mobilizes knowledge to enable it to adapt to a changing environment. Thus, the key aspect of organizational learning is the interaction that takes place among individuals.

A learning organization does not rely on passive or ad hoc process in the hope that organizational learning will take place through serendipity or as a by-product of normal work. A learning organization actively promotes, facilitates, and rewards collective learning.

Capturing individual learning is the first step to making it useful to an organization. There are many methods for capturing knowledge and experience, such as publications, activity reports, lessons learned, interviews, and presentations. Capturing includes organizing knowledge in ways that people can find it; multiple structures facilitate searches regardless of the user's perspective (e.g., who, what, when, where, why, and how). Capturing also includes storage in repositories, databases, or libraries to insure that the knowledge will be available when and as needed.

Transferring knowledge requires that it be accessible to everyone when and where they need it. In a digital world, this involves browser-activated search engines to find what one is looking for. A way to retrieve content is also needed, which requires a communication and network infrastructure. Tacit knowledge may be shared through communities of practice or consulting experts. It is also important that knowledge is presented in a way that users can understand it. It must suit the needs of the user to be accepted and internalized.

Mobilizing knowledge involves integrating and using relevant knowledge from many, often diverse, sources to solve a problem or address an issue. Integration requires interoperability standards among various repositories. Using knowledge may be through simple reuse of existing solutions that have worked previously. It may also come through adapting old solutions to new problems. Conversely, a learning organization learns from mistakes or recognizes when old solutions no longer apply. Use may also be through synthesis; that is creating a broader meaning or a deeper level of understanding. Clearly, the more rapidly knowledge can be mobilized and used, the more competitive an organization.

An organization must learn so that it can adapt to a changing environment. Historically, the life-cycle of organizations typically spanned stable environments between major socioeconomic changes. Blacksmiths who didn't become mechanics simply fell by the wayside. More recently, many fortune 500 companies of two decades ago no longer exist. Given the ever-accelerating rate of global-scale change, the more critical learning and adaptation become to organization relevance, success, and ultimate survival.

Organizational learning is a social process, involving interactions among many individuals leading to well-informed decision making. Thus, a culture that learns and adapts as part of everyday working practices is essential. Reuse must equal or exceed reinvent as a desirable behavior. Adapting an idea must be rewarded along with its initial creation. Sharing to empower the organization must supersede controlling to empower an individual.

Clearly, shifting from individual to organizational learning involves a non-linear transformation. Once someone learns something, it is available for their immediate use. In contrast, organizations need to create, capture, transfer, and mobilize knowledge before it can be used. Although technology supports the latter, these are primarily social processes within a cultural environment, and cultural change, however necessary, is a particularly challenging undertaking.

1. LEARNINING ORGANIZATION: Students walk around the class and talk to other students about learning organization. Change partners often and share your findings.

2. CHAT: In pairs/groups, decide which of these topics or words from the article are most interesting and which are most boring.
Learning / organization / process / working / training / skills / experience / education / career / definition / method / knowledge / publications / interviews / adaptation / survival

3. RESUME: How important are these things in the learning organization? Complete this table with your partner(s). Change partners often and share what you wrote.

	How important and why?	How would you use in the future as a teacher?
organization		
training		
experience		
definition		

4. TEACHING AND LEARNING ACTIVITIES: Spend one minute writing down all of the different words you associate with the term "Learning organization". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING / LISTENING
1. TRUE/FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

a)	A learning organization is one that seeks to create its own future	T / F
b)	Employees no longer have to be passive players out of the equation	T / F
c)	Learning organizations foster an environment where in people cannot "create the results they truly desire	T / F
d)	Systems thinking needs the other four disciplines to enable a learning organization to be realized	T / F
e)	Personal Mastery involves being more realistic	T / F
f)	Visions can be dictated because they always begin with the personal visions of individual employees	T / F

2. SYNONYM MATCH: Match the followings synonyms from the article.

1.	employee	a.	business
2	environment	b.	effect
3.	workplace	c.	atmosphere
4.	ability	d.	alteration
5.	change	e.	worker
6.	reflection	f.	power
7.	influence	g.	talent

3. PHRASE MATCH: (Sometimes more than one choice is possible)

1.	learning	a.	practices
2	the ability	b.	vision
3.	express	c.	organizations
4.	human	d.	reflection
5.	create	e.	teamwork
6.	organizational	f.	ideas
7.	leader's	g.	of liberty
8.	self	h.	problems
9.	basis of	i.	to communicate
10.	principles	j.	potential

LISTENING. Listen and fill in the gaps.

Learning organizations are not simply the most
(1)_____ or current management trend, they can provide work
(2)_____ that are open to creative thought, and embrace the
concept that solutions to ongoing work-related (3)_____ are
available inside each and every one of us. All we must do is tap into the
(4)_____ base, which gives us the "(5)_____ to
think critically and creatively, the ability to communicate ideas
and(6)_____, and the ability to cooperate with other human
beings in the (7)_____ of inquiry and action.

A learning organization is one that seeks to (8)_____
its own future; that assumes learning is an ongoing and
(9)_____ process for its members; and one that
(10)_____, adapts, and transforms itself in response to the
needs and aspirations of people, both inside and outside itself.

What learning organizations do is set us (11)_____
Employees no longer have to be (12)_____ players in the
equation; they learn to express (13)_____ and challenge
themselves to contribute to an improved work environment by participating
in a (14)_____ shift from the (15)_____

authoritarian workplace philosophy to one where the hierarchy is broken down and human (16)_____ is heralded. Learning organizations foster an environment wherein people can "create the results they truly desire," and where they can learn to (17)_____together for the betterment of the whole.

FREE WRITING
Write about **learning organization** for 10 minutes. Comment on your partner's paper.

HOMEWORK
1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Internet:* Search the Internet and find out more about learning organizations. Share what you discover with your partner(s) in the next lesson.

3. *Teaching activities:* Make a poster learning organizations. Show your work to your group mates in the next lesson. Did you all have similar things?

4. *What happened next?* Write a newspaper article about learning organizations. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

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FUNCTIONS, APPOINTMENT AND USE OF PEDAGOGICAL ACTIVITY

TEXT (A) TEACHING FUNCTIONS
TEXT (B) TEACHING AND LEARNING ACTIVITIES

PRE-TEXT SECTION

VOCABULARY

1. **Read and learn the following following words and phrases**

1. academic	оқу
2. achievement	жетістік
3. automaticity	автоматизм
4. check	тексеру
5. considerably	мәнді
6. correct	дұрыс
7. engage	айналысу
8. evaluating	бағалау
9. experimental	тәжірибелік
10. explanation	түсініктеме
11. feedback	кері байланыс
12. frequency	жиілік
13. hesitant	шешім қабылдамайтын
14. homework	үй тапсырмасы
15. increase	өсім
16. initial	бастапқы
17. knowledge	білім
18. necessary	қажет
19. numerous	көп санды
20. overview	кіріспе
21. training	оқыту
22. possible	мүмкін
23. skill	дағды
24. prompt	жылдам
25. successful	сәтті
26. reasonable	мағыналы
27. receive	алу
28. redundant	артық
29. regular	уақытылы
30. relatively	қатысты
31. respond	жауап беру
32. response	жауап
33. result	нәтиже

2. Match the words and word-combinations from the columns

1) achievement	a) бірге
2) check	b) кері байланыс
3) feedback	c) алдынғы
4) together	d) жетістік
5) knowledge	e) катысты
6) successful	f) сәтті
7) correct	g) дұрыс
8) relatively	h) білім
9) previous	i) тексеру
10) training	j) окыту

3. Translate the given sentences. Pay special attention to the highlighted words

1. In the **successful** studies the teachers implemented the **training**, and, as a result, their students had higher **achievement** and/or higher academic engaged time than did students in the classrooms of the untrained teachers.

2. In the lower grades, particularly in reading and math, the amount of time spent presenting new material is **relatively** small, and much more time is spent in student practice.

3. There have been **numerous** successful **experimental** studies in which teachers have been trained to **increase** the academic achievement of their students.

4. All students have a chance to **respond** and **receive feedback**.

5. Teacher **checks** for understanding by **evaluating** student **responses**.

6. In later grades, the time spent in **presentation** becomes longer, and the teacher-directed practice becomes shorter.

READING & SPEAKING
TEXT (A) TEACHING FUNCTIONS
These years our knowledge of successful teaching has increased considerably. There have been numerous successful experimental studies in which teachers have been trained to increase the academic achievement of their students. In these studies, which have taken place in regular classrooms, one group of teachers received training in specific instructional procedures, and one group continued their regular teaching. In the successful studies the teachers implemented the training, and, as a result, their students had higher achievement and/or higher academic engaged time than did students in the classrooms of the untrained teachers.

Putting together ideas from all the studies cited we developed the list of six teaching functions:

1. Daily review, checking previous day's work, and reteaching (if necessary):
   – Checking homework;
   – Reteaching areas where there were student errors.
2. Presenting new content/skills:
   – Provide overview;
   – Proceed in small steps (if necessary), but at a rapid pace;
   – If necessary, give detailed or redundant instructions and explanations.
   – New skills are phased in while old skills are being mastered
3. Initial student practice:
   – High frequency of questions and overt student practice (from teacher and materials) Prompts are provided during initial learning (when appropriate);
   – All students have a chance to respond and receive feedback;
   – Teacher checks for understanding by evaluating student responses;
   – Continue practice until students are firm;
   – Success rate of 80% or higher during initial learning;
   – Feedback and correctives (and recycling of instruction, if necessary);
   – Feedback to students, particularly when they are correct but hesitant;
   – Student errors provide feedback to the teacher that corrections and/or reteaching is necessary;
   – Corrections by simplifying question, giving clues, explaining or reviewing steps, or reteaching last steps;
   – When necessary, reteach using smaller steps.
5. Independent practice so that students are firm and automatic
   – Seat work;
   – Unitization and automaticity (practice to over-learning);
   – Need for procedure to ensure student engagement during seatwork (i.e. teacher or aide monitoring).
6. Weekly and monthly reviews:
   – reteaching, if necessary.

There is no hard, fast dogma here. It is quite possible to make a reasonable list of four or six or eight functions; however, these functions are meant to serve as a guide for discussing the general nature of effective teaching.

There is some difference in the time teachers spend on these functions in lower and upper grades. In the lower grades, particularly in reading and math, the amount of time spent presenting new material is relatively small, and much more time is spent in student practice (through teacher questions and student answers). In later grades, the time spent in presentation becomes longer, and the teacher-directed practice becomes shorter.

TEXT STUDY
Answer the questions, using the information from the text:
- What are the teaching functions mean?
- How many teaching functions do you know?
- Can you explain initial student practice?
- What are you know about feedback?
- What are the pros' of feedback?
- What are the differences between weekly and monthly reviews? Give your opinion.

TEXT (B) TEACHING AND LEARNING ACTIVITIES
1. Enhancing Learning. Learning is enhanced if students are asked to do the following:
1) Use their own words to restate material they learned generate their own examples
2) recognize it in different contexts and formats
3) make connections between what they just learned and other facts or ideas previously learned
4) apply it in different ways
5) anticipate some of its consequences
6) state it in its opposite or converse
2. Encouraging students to read current professional or relevant popular literature.
If you want your students to read current professional (better for upper level courses) or relevant popular literature (such as Scientific American for lower level classes), you want to say that students can get few points each week for bringing in extra credit or points to count toward the class participation component of their grade

The pharmacy faculty who have implemented this idea find that few students take advantage of this way of bettering their grade so you will not be increasing too many grades.

3. Planning Lectures.

1) First consider what you are trying to accomplish. Lectures are best for the following:

- to pique student curiosity, motivate to learn if instructor's style is very expressive

- to model an approach to solving problems or thinking style

- to give background knowledge/summary that might not be available or as integrated

- to help students learn very sophisticated material for which
  resources are not available at their level

- to present an organization, structure to help learn material

- to add personal viewpoint, insights into material

- to present up-to date material that is not available elsewhere

2) If your purpose is > 1 of the above, then consider giving a lecture. If not, consider other student-active teaching formats. If you are planning to cover material in the textbook or other course materials, lecturing may not improve the students' understanding. Once students learn that you are duplicating what is in the textbook they will choose to do either come to class or read the book few will choose to do both.

3) If you decide to lecture - follow these steps:

1. prepare class objectives

2. whenever possible limit class of 50 minutes to 1 major topic

3. plan an overview of the lecture - time content schedule

4. try to avoid the 2 most common mistakes of lectures - covering too much material and delivering the material too fast

5. divide the major topics into 10-15 minute chunks

6. plan student-active activities between the lecture chunks

7. plan the internal organization of the lecture:

 − Introduction;

 − the body;

 − the conclusion;

 − develop appropriate visuals.

8. think about illustrating abstract concept and relations and examples.

4. Increasing your student's understanding.

A goal of higher education is to increase our student's deep learning. Deep learning is learning for understanding and not just memory. Deep approaches to learning are involve integrative processes where students actively synthesize and connect material to existing knowledge:

Four key ways to increase deep learning are:

1) Assignments should motivate students to learn

2) Teaching and learning activities should build on a carefully structured, integrated knowledge base

3) Use active student learning and involvement as much as possible

4) Maximize the learning interactions among students

5. Planning for the functions of content coverage in your courses.

Currently many faculty see the function of content is to build strong knowledge foundations. While we all agree this is important, the more comprehensive functions of content should be to develop learning skills and learner self-awareness as well as to build knowledge. As you are planning your specific teaching and learning transactions for next semester (this is not just what you will cover, but how you will get the students to learn the content) think of approaches that do not separate learning strategies from content. The implication of this is that teachers cover less, but student learn more

6. Transmitting information electronically.

Experience has taught us that all of us do not read detailed information from our computers, but we down-load it and print it.

Students have limited numbers of copies they can print from the computer. It is far cheaper and more efficient to photocopy multiple copies of your handouts, syllabi, outlines of your lectures, etc. therefore if you think the students will be printing what you put it on-line, photocopy it for the students, or give a paper copy to the library for reserve.

Further, when students print dark slides, they are using up much printer ink, wasting much toner. Before you put your slides of lectures on ERes or the Web or other electronic means, convert them to white backgrounds.

7. Helping students to understand a topic.

If the first time you explain a topic, the students look confused or ask questions for clarification, don't just repeat what you said the second time. Try to explain the concept differently, using different words. Try using metaphors, common usage examples of this concept, or analogies to explain it differently.

8. Good questions for reflection.

We often want our students to be more reflective about the course or the content. However, asking good reflection questions can be difficult. Here are a few suggestions:

– Why would I have you read/write about this?

– Why do you think we just did that exercise?

– What about what we just covered is applicable to other subjects, to your life, to your career?

– What is the bottom line message in what we did/read?

TEXT STUDY

1. TEACHING AND LEARNING ACTIVITIES: Students walk around the class and talk to other students about teaching and learning activities. Change partners often and share your findings.

2. CHAT: In pairs/groups, decide which of these topics or words from the article are most interesting and which are most boring.

learning / generate / recognize / anticipate / converse / connection / accomplish / expressive / knowledge / improve / concept / repeat / metaphor / explain / example

3. RESUME: How important are these things in a teaching and learning? Complete this table with your partner(s). Change partners often and share what you wrote.

	How important and why?	How would you use on your life?
Learning		
learning skills		
Concept		
Course materials		
Conclusion		

4. TEACHING AND LEARNING ACTIVITIES: Rank these and share your rankings with your partner. Put the activity you want most at the top. Change partners often and share your rankings.

Enhancing Learning		Encouraging students	
Planning Lectures		Planning for the functions of content	
Transmitting information electronically		Increasingr student's understanding	
Helping students		Questions for reflection	

5. TEACHING AND LEARNING ACTIVITIES: Spend one minute writing down all of the different words you associate with the term "Teaching and learning activities". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

BEFORE READING / LISTENING

1. TRUE/FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

a) Learners don't need authentic opportunities to learn and to achieve their intended outcomes — T / F
b) When the students reflect on knowledge, they come to understand it more fully. — T / F
c) In all essential learning areas, students respond differently to different approaches, different materials, different purposes, and different learning contexts. — T / F
d) Feel that they belong as members of their class or group — T / F
e) Develop their own attitudes and values through activities that add meaning to their lives — T / F
f) All learning should be acknowledged, and skilled teachers will take advantage of unintended new learning — T / F

2. SYNONYM MATCH: Match the followings synonyms from the article.

1.	Period	a.	Scope
2	Context	b.	possibility
3.	Approach	c.	Figure
4.	Opportunity	d.	Time
5.	Diagram	e.	talk show
6.	Discuss	f.	treatment
7.	Interview	g.	Debate

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

1.	tried a new	a.	Leisure
2	The billboard was next to	b.	going to pay
3.	There was a message	c.	a very busy road
4.	tourism and	d.	For free
5.	A holiday resort contacted	e.	to see what we can do
6.	He was	f.	way to get a job
7.	give him the space	g.	Up with ideas
8.	people come	h.	and interviewed him
9.	we are always keen	i.	The same thing
10.	They want to try	j.	On the billboard

LISTENING. Listen and fill in the gaps.

Learners need authentic (1) _____ to learn and to achieve their intended (2) _____. Units of work should provide several learning (3)_____ and a range of activities so that students have time to take in what they have (4) _____ learned. When the students reflect on new (5) _____, they come to understand it more fully. When a (6) _____ skill is practiced, it becomes (7) _____ easier.

When choosing or designing learning (8)_____ to help your students to achieve a particular intended (9) _____, keep the outcome clearly in mind and include activities that specifically address the (10) _____ of the outcome.

In all essential learning (11)_____, students respond differently to different approaches, different materials, different (12) _____, and different learning contexts. Students are best able to (13) _____ effectively in this curriculum when they:

– feel that they belong as members of their class or (14) _____

– are challenged to learn and (15) _____, and have opportunities to challenge others (including the adults in the community) to promote well-being;

– are clear about what is acceptable (16) _____;

– develop their own (17)_____ and values through activities that add meaning to their lives;

– Take (18) _____ for their own well-being.

Teachers monitor their students' (19) _____ towards the intended outcomes and take note when planned learning experiences (20)_____ in unintended outcomes. All learning should be acknowledged, and skilled teachers will take advantage of unintended new learning. If necessary, teachers will return the students' (21)_____ to the original intended outcome later in the program.

FREE WRITING

Write about teaching and learning activities for 10 minutes. Comment on your partner's paper.

HOMEWORK

1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Internet:* Search the Internet and find out more about teaching and learning activities. Share what you discover with your partner(s) in the next lesson.

3. *Teaching activities:* Make a poster about teaching and learning activities. Show your work to your group mates in the next lesson. Did you all have similar things?

4. *What happened next?* Write a newspaper article about new teaching and learning activities. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

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PROBLEMS OF TRAINING QUALITY. EDUCATIONAL MONITORING

TEXT (A) WAYS TO MONITOR A STUDENT'S PROGRESS

PRE-TEXT SECTION

VOCABULARY

1. Read and learn the following words and phrases

1.	monitor	бақылау, қарау
2.	progress	прогресс, даму
3.	purposes	мақсат, негізгі тақырып, талпыныс
4.	accurately	нақты, тиянақты
5.	concepts	ұғым, түсінік, концепция
6.	measure	өлшем, бағалау, анықтау, салыстыру
7.	grades	классификациялау, сұрыптау, баға кою

74

8. teaching methods	оқыту әдістері
9. identifying	тану
10. frequent	жиі, жиі кездесетін, карапайым
11. evaluations	баға, аныктау (сапаны,
12. provide	бір нәрсеге катысты шешім кабылдау,
13. critical	айқын, талғампаз, сыни
14. feedback	кері байланыс
15. self-perception	өзіндік кабылдау
16. harming	зиянды
17. impact	әсер ету
18. curiosity	қызығушылық таныту
19. encouraged	шақыру
20. taking place	іске асады
21. approaches	тәсіл
22. desire	тілек, арман, өтініш
23. suspect	жобалау, ойлау, жорамалдау
24. foster	тәрбиелеу, септігін тигізу, жағдай
25. schoolchildren	окушылар
26. science	ғылым
27. testing	тестілеу
28. pressure	кысым
29. experimenting	экспериментировать
30. hands-on	кол көтеру
31. new approaches	жаңа тәсілдер
32. asking questions	сұрак кою
33. solving problems	мәселені шешу
34. physical worlds	физикалык элемдер

2. Match the words and word-combinations from the columns

1. teaching methods	a) өзіндік кабылдау
2. frequent	b) жиі, жиі кездесетін. карапайым
3. self-perception	c) накты, тиянакты
4. accurately	d) прогресс, даму
5. progress	e) ұғым. түсінік, концепция
6. concepts	f) окыту әдістері

3. Translate the given sentences. Pay special attention to the highlighted words

1. Teachers can use **monitoring tools** to evaluate how well an individual student learns new concepts presented in class and how well she retains skills and concepts previously learned.

2. The teacher uses the tests on a regular basis **to measure student progress**.

3. If the **grades** rise during the course of the year, the teacher knows the teaching methods are effective and the students are learning. If the grades plateau or drop, the teacher knows the teaching methods are not effective and he needs to present materials and **concepts** in different ways so that students learn and retain the material.

4. Frequent **evaluation** though classroom response, written work, testing and student-teacher interaction can pinpoint areas where a student needs additional help or a different type of instruction to achieve successful learning.

5. Individual interaction between teacher and student provides the teacher with opportunities to evaluate **progress** and retention.

6. The teacher can supply the student with clear targets for **progress** and enable the student to map a path to success.

7. Positive feedback **provides** the student with valuable motivation and encouragement that can change the student's self-perception from a negative outlook to a positive one.

READING & SPEAKING
TEXT (A) WAYS TO MONITOR A STUDENT'S PROGRESS

Teachers monitor student progress for several purposes, according to the National Center on Student Progress Monitoring. Teachers can use monitoring tools to evaluate how well an individual student learns new concepts presented in class and how well she retains skills and concepts previously learned. Teachers can also evaluate how well the current teaching program performs in reaching students and what changes can be made in the way things are taught to improve learning.

Curriculum-Based Monitoring

Curriculum-based monitoring uses standardized tests that include material presented over the course of the entire year as a way to effectively and accurately monitor student progress and teaching methods. All of the concepts for the year appear on each test, although the questions appear in different forms so students don't learn the test.

The teacher uses the tests on a regular basis to measure student progress. If the grades rise during the course of the year, the teacher knows

the teaching methods are effective and the students are learning. If the grades plateau or drop, the teacher knows the teaching methods are not effective and he needs to present materials and concepts in different ways so that students learn and retain the material.

More than 200 peer-reviewed curriculum-based monitoring studies conclusively prove this method is reliable for assessing student progress and identifying students who need additional help, according to the National Center on Student Progress Monitoring. The studies also demonstrate that teachers receive the necessary information to adjust teaching methods and improve student learning.

Frequent Evaluations

Frequent evaluations that chart student progress can positively impact how students view themselves as learners, according to Paul Black and Dylan William, authors of "Inside the Black Box." This is especially true with at-risk students. Frequent evaluation though classroom response, written work, testing and student-teacher interaction can pinpoint areas where a student needs additional help or a different type of instruction to achieve successful learning. Successful learning improves the student's self-esteem and motivation to continue to participate in the educational experience.

Observation and Interaction

Individual interaction between teacher and student provides the teacher with opportunities to evaluate progress and retention. This interaction can also provide the student with an opportunity to evaluate her own progress and communicate any concerns or needs to the teacher, a component that Black and William report is critical to accurate progress evaluation.

A teacher and student joint review of the student's written work can facilitate an accurate evaluation of progress, or lack thereof, and provide the teacher with valuable suggestions for adapting instruction to meet the student's needs. The teacher can supply the student with clear targets for progress and enable the student to map a path to success. Positive feedback provides the student with valuable motivation and encouragement that can change the student's self-perception from a negative outlook to a positive one.

TEXT STUDY

1. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring: *monitor/observation/ interaction* / curriculum */student progress / feedback/ / motivations*

2.   Spend one minute writing down all of the different words you associate with the word *'monitor'*. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

3. SPEAKING – TEACHERS
Fill the table with your partner. Put the problems of training quality. Change partners often and share your ideas.

TEXT (B)   SCHOOL TESTS HARM SCIENCE EDUCATION

BEFORE READING & LISTENING
1. SYNONYM MATCH: Match the following synonyms from the article.

1.	harming	a.	effect
2.	impact	b.	reason
3.	curiosity	c.	motivated
4.	encouraged	d.	encourage
5.	taking place	e.	methods
6.	approaches	f.	damaging
7.	desire	g.	guess
8.	suspect	e.	happening
9.	purpose	h.	enthusiasm
10.	foster	i.	interest

Making schoolchildren take tests is harming students' interest in science, as well as having a negative impact on kids' natural curiosity. This is the conclusion of a British university report into science teaching and testing in primary schools. Researchers from Durham University warned that too many schools were teaching science just so students could pass tests. There is a lot of pressure for students to get to better schools. The experts said there was very little real science teaching going on that encouraged students to find out things for themselves. Learning by doing, experimenting and seeing should be at the heart of all physics, chemistry and biology lessons. The Durham University team found the opposite; that there was little hands-on, practical work taking place in Britain's schools.

Lead researcher Professor Peter Tymms said it was important to develop new approaches to primary school science. He compared today's teaching with that of the past sixty years and found that testing was harming children's natural desire to ask questions about science: "We suspect that the current national approach to science in primary schools is not impacting on children's scientific thought and curiosity as much as is possible," he said. Professor Tymms made it clear what schools and science teachers need to focus on, saying: "The purpose of science in primary schools should be to foster a sense of curiosity and positive attitudes in the young child. It should also guide the child in solving problems to do with the physical, natural and human worlds."

2. TESTS: Walk around the class and talk to other students about tests. Change partners often. After you finish, sit with your partner(s) and share your findings.

3. CHAT: In pairs / groups, decide which of these topics or words from the article are most interesting and which are most boring: *schoolchildren / science / curiosity / testing / pressure / experimenting / hands-on / new approaches / desire / asking questions / solving problems / physical worlds*
Have a chat about the topics you liked. Change topics and partners frequently.

4. CURIOSITY KILLED THE CAT: Students A strongly believe children should always ask questions; Students B strongly believe children ask too many questions already. Change partners again and talk about your roles and conversations.

5. SCIENCE: Spend one minute writing down all of the different words you associate with the word 'science'. Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. PHRASE MATCH: Match the following phrases from the article (sometimes more than one. combination is possible):

1.	Students' interest	a.	going on
2	kids' natural	b.	doing
3.	there was very little real science teaching	c.	develop new approaches
4.	Learning by	d.	in science
5.	hands-on,	e.	of curiosity
6.	it was important to	f.	practical work
7.	Children's natural desire	g.	curiosity
8.	impacting on children's scientific	h.	human worlds
9.	foster a sense	i.	to ask questions
10.	Natural and	j.	thought

LISTENING – Listen and fill in the gaps

Making schoolchildren take tests is `(1)_____ students' interest in science, as well as having a negative impact on kids' natural curiosity. 2. This is the conclusion of a British university (2)_____ into science teaching and testing in primary schools. 3. Researchers from Durham University (3)_____ that too many schools were teaching science just so students could (4)_____ tests. 4. There is a lot of pressure for students to get to better schools. The experts said there was very little real science teaching (5)_____ on that encouraged students to find out things for themselves. 5. Learning by (6)_____, experimenting and seeing should be at the (7)_____ of all physics, chemistry and biology lessons. 6. The Durham University team found the opposite; that there was little (8)_____-on. practical work taking place in Britain's schools. 7.

doing
warned
hands
harming
going
report
heart
pass

Lead researcher Professor Peter Tymms said it was important to (9)_____ new approaches to primary school science. 8. He compared today's teaching with that of the (10)_____ sixty years and found that testing was harming children's natural desire to (11)_____ questions about science: "We suspect that the current national approach to science in primary schools is not impacting on children's scientific (12)_____ and curiosity as much as is possible," he said. 9. Professor Tymms made it (13)_____ what schools and science teachers need to (14)_____ on, saying: 10. "The purpose of science in primary schools should be to foster a (15)_____ of curiosity and positive attitudes in the young child. It should also (16)_____ the child in solving problems to do with the physical, natural and human worlds."

sense
thought
focus
past
guide
clear
develop
ask

AFTER READING & LISTENING

1. WORD SEARCH: Look in your dictionaries / computer to find collocates, other meanings, information, synonyms ... for the words 'science' and 'test'.

Science	Test

• Share your findings with your partners.
• Make questions using the words you found.
• Ask your partner / group your questions.

2. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

3. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

• harming	• develop
• natural	• sixty
• just	• suspect
• experts	• clear
• heart	• foster
• hands	• guide

4. DISCUSSION
STUDENT A (Do not show these to student B)
a) What did you think when you read the headline?
b) What springs to mind when you hear the word 'test'?
c) Are you good at taking tests?
d) Do you have a special technique for taking tests?
e) What do you do on the day of an important test?
f) Were you interested in science as a child?
g) What should children do in science lessons?
e) Did you find things out for yourself at school?
i) Was there a lot of hands-on work in your science classes?
j) Do you think tests help children learn?

STUDENT B (Do not show these to student A)
a) Did you like reading this article?
b) Do you take anything special into a test?
c) Do you think education today is a much better than it was 60 years ago?

d) Did you ask a lot of questions in class when you were at school?

e) What is more important for children – curiosity or learning?

f) What's the most important thing schools need to focus on?

g) What do you think is the purpose of science in primary schools?

e) Is science the most important thing children should learn?

j) What questions would you like to ask Professor Peter Tymms?

HOMEWORK

1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Professional qualities:* Make a poster about the test and its pros and cons. Did you all have similar things?

3. *Profession – teacher:* Write an essay about pros and cons of national test in Kazakhstan. Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

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DISCIPLINE OF TRAINING QUALITY. INNOVATIONS IN SCIENCE AND EDUCATION. INFORMATION SYSTEMS IN EDUCATION

TEXT (A) ACHIEVING DEVELOPMENT GOALS. INNOVATION IN EDUCATION AND DEVELOPMENT TEXT (B) BRING ON THE LEARNING REVOLUTION!

PRE-TEXT SECTION

VOCABULARY

1. Read and learn the following words and phrases

1.	role	роль
2.	approach	жақындау, тәсіл
3.	iillustrate	иллюстрациялау
4.	accessible	қол жетімді
5.	research	зерттеу, зерттеу жұмысы
6.	podcasts	подкаст (интернеттен жуктеуге болатын радио немесе телебағдарламаның сандық жазбасы)
7.	incremental	біртіндеп үлкейту
8.	vodcasts	водкаст (интернеттен жуктеуге болатын радио немесе телебағдарламаның сандық жазбасы)
9.	link	байланыс, байланыстыру, сілтеме
10.	improve	жетілдіру, жаскарту
11.	support	қолдау, көмек, материалдық қамтама
12.	efficiency	нәтижелілік, продуктивтілік, өнімділік, тиімділік
13.	radical	негізі, түбірі, негізгі принцип
14.	expand	кенею, үлкею
15.	online discussion	онлайн сөйлесу
16.	affordable	мүмкін

2. Match the words and word-combinations from the columns

1) illustrate	a) онлайн сөйлесу
2) research	b) иллюстрациялау
3) improve	c) зерттеу, Зерттеу Жұмысы
4) online discussion	d) жетілдіру, жаскарту
5) accessible	e) қол жетімді
6) efficiency	f) кенею, үлкею
7) expand	g) нәтижелілік, продуктивтілік, өнімділік, тиімділік

3. Translate the given sentences. Pay special attention to the highlighted words.

1. **Innovation** is defined as "the process of making changes to something established by introducing something new."

2. Today, technology is a significant driver behind change, and sometimes plays an important role in innovations in educational design and **delivery**.

3. The challenge is to ensure that innovation plays a constructive role **in improving** educational opportunities for billions of people who remain under-served in a rapidly developing world.

4. Technologies that are now available in most Common wealth countries increase the potential to support learners and educators, and can help remove the **barriers** of time and **distance**.

5. Learners can use Internet technology **to communicate** with other students or **instructors** across a city or around the world.

6. Barriers to technological innovations for supporting education include **inadequate** telecommunications **bandwidth**, lack of trained support staff, and the cost and the availability of simple telephones, cell phones, computers, and electricity.

7. With the emergence of smart phones, **eBook readers, 'Podcasts' and 'Vodcasts,'** Internet and low-cost computers, as well as solar electricity, cell phone access, and other technologies, comes the opportunity to provide education to assist individuals and communities in places under-served by traditional educational institutes.

8. Technology and other innovations enable educational design and delivery to be adapted to the needs and environment of students enrolled in **Open and Distance learning (ODL)** and traditional educational programs.

READING & SPEAKING
TEXT (A) ACHIEVING DEVELOPMENT GOALS.
INNOVATION IN EDUCATION AND DEVELOPMENT
What is the role of innovation in education and development?

Innovation is defined as "the process of making changes to something established by introducing something new." It applies to "...radical or incremental changes to products, processes or services." Over the years there have been many changes in the way education is designed and delivered in parts of the world.

Today, technology is a significant driver behind change, and sometimes plays an important role in innovations in educational design and delivery. There are immense possibilities for greater and wider-spread change with the use of present-day technological advancements, as well as

with the implementation of innovative educational programs. The challenge is to ensure that innovation plays a constructive role in improving educational opportunities for billions of people who remain under-served in a rapidly developing world.

The following is one scenario that serves to illustrate the potential impact of technology in education. This scenario may or may not represent an ideal application of innovation and technology; however it is indicative of the link between technological innovation and innovations in educational delivery:

Innovation for 'Learner-Centered' Education

How can innovation and technology offset the barriers of access and mobility that has been a deterrent to education in many parts of the developing world?

With the emergence of smart phones, eBook readers, 'Podcasts' and 'Vodcasts,' Internet and low-cost computers, as well as solar electricity, cell phone access, and other technologies, comes the opportunity to provide education to assist individuals and communities in places under-served by traditional educational institutes. Technology and other innovations enable educational design and delivery to be adapted to the needs and environment of students enrolled in Open and Distance learning (ODL) and traditional educational programs. Thus, technology can also help programs shift to a 'learner-centered' approach to education.

Needs Driven Approach to Innovation

The focus must be on achieving education and development objectives, not on popularising technical gadgets. However, learners have demonstrated the ability to gain technical proficiency in a variety of software, hardware, and other information and communications technologies (ICTs). How can education systems assimilate this into program design and delivery in order to improve efficiency, control costs, and expand delivery of education to larger numbers of people? How will the convergence of communications technologies affect the potential for providing improved learner support?

In an environment in which the postal system is slow or unreliable, traditional ODL can face challenges in program delivery. Today Internet and email has enabled changes in the design and delivery of ODL in many parts of the world. What technologies are accessible for learners in developing countries? In many places, cell phones are in very widespread use, and text messaging is popular for work and personal communications, yet few institutions have adopted this tool. How can instructors and institutes more closely match their educational design and delivery with the technologies to which learners have regular access?

Keeping Abreast of Technological Change

"Although technology should not drive our teaching, technology does drive change".

Today, educators have the challenge of monitoring changes in technologies, determining if they apply to learners living in 'the real world,' and seeking ways to use technologies to complement and support instructional methodologies and practices.

Who will educate the educators? How can educators keep abreast of technological advancements that support innovations and improvements in instructional design and delivery? What can institutions, governments, and international organisations do to help educators to master new technologies and tools for creating and facilitating educational opportunities?

Challenges, Opportunities, and Barriers

Given the challenges of insufficient numbers of teachers being trained, teachers leaving the profession, and too few classrooms in developing countries, can technology enable more people to access education? Will the next generation of low-cost computers make it feasible for more students in developing countries to have access to this technology? It is not the technology, but the potential it provides for access, efficiency, and enhanced learning opportunities. Computers better enable learners to access education through ODL. Learners can use Internet technology to communicate with other students or instructors across a city or around the world. Teachers and students can access information through virtual libraries and the World Wide Web, and use software to master technical as well as academic skills.

The opportunities are immense, but there are also technological limitations in many parts of developing countries. Barriers to technological innovations for supporting education include inadequate telecommunications bandwidth, lack of trained support staff, and the cost and the availability of simple telephones, cell phones, computers, and electricity.

Innovation for Education for Development

The challenge of closing the ever-widening gap between the haves and have-nots may rest with the willingness of the education community to view education from a new perspective —and to innovate. This may include making use of affordable and accessible technologies to expand access to education. It may also require other innovative process or service strategies that do not rely on technology. It may require a shift in focus, to target educational and training programs to align more closely with what people identify as their most urgent needs.

Providing education in new and unconventional ways is only one of a number of solutions, but it is through innovation that we can meet the challenges of improved efficiencies, lower costs, increasing accessibility, and greater success in achieving development goals through education.

TEXT STUDY

1. CHAT

Talk about these words from the text: *innovation* /approach /abreast /Internet technology /role of innovation /virtual libraries /ICTs / ODL

2. DISCUSSION

1. What processes are needed to provide electricity and broadband access for all educational institutions (e.g. schools, colleges, universities);

2. What processes are needed to provide broadband access to all lifelong learners (adults who can pay reasonable rates for access);

3. What alternatives do institutions have if they are unlikely to be connected to a reliable electricity service in the foreseeable future;

4. What alternatives are there for introducing computers or increasing their numbers in schools and institutions of higher learning; and

5. If computers are to be installed in institutions, what processes are under way to ensure full training and support for teachers and learners to effectively integrate these into the teaching, learning and school management processes?

6. What are the innovations in education that can help meet the three-billion people challenge?

3. SPEAKING – TEACHERS

Fill the table with your partner. Write other innovation in education which you know. Change partners often and share your rankings

TEXT (B) BRING ON THE LEARNING REVOLUTION!

BEFORE READING & LISTENING

1. SYNONYM MATCH: Match the following synonyms from the article.

1.	children	a.	self-assured
2.	elementary	b.	kids
3.	self-confident	c.	specialty
4.	Truly	d.	primary
5.	Subject areas	e.	really

LISTENING – Listen and fill in the gaps

⬛ Our (1)_____ _____ is predicated on the idea of academic ability. And there's a reason. Around the world, there were no public systems of education, really, before the 19th century. They all came into being to meet the needs of industrialism. So the hierarchy is rooted on two ideas.

Number one, that the most useful (2)_____ for work are at the top. So you were probably steered benignly away from things at school when you were a kid, things you liked, on the grounds that you would never get a job doing that. Is that right? Don't do music, you're not going to be a musician; don't do art, you won't be an artist. Benign advice - now, profoundly mistaken. The whole world is engulfed in a revolution.

And the second is academic ability, which has really come to dominate our view of (3)_____, because the universities designed the system in their image. If you think of it, the whole system of public education around the world is a protracted process of university entrance. And the consequence is that many highly-talented, brilliant, (4)_____ think they're not, because the thing they were good at at school wasn't valued, or was actually stigmatized. And I think we can't afford to go on that way. In the next 30 years, according to UNESCO, more people worldwide will be (5)_____ through education than since the beginning of history. More people, and it's the combination of all the things we've talked about – (6)_____ and its transformation effect on work, and demography and the huge explosion in population. Suddenly, degrees aren't worth anything. Isn't that true? When I was a student, if you had (7)_____, you had a job. If you didn't have a job, it's because you didn't want one. And I didn't want one, frankly.

But now kids with degrees are often heading home to carry on playing video games, because you need an MA where the previous job required a BA, and now you need a PhD for the other. It's a process of (8)_____. And it indicates the whole structure of education is shifting beneath our feet.

We need to radically rethink our view of intelligence. We know three things about intelligence. One, it's diverse. We think about the world in all the ways that we (9)_____ it. We think visually, we think in sound, we think kinesthetically. We think in (10)_____, we think in movement. Secondly, intelligence is (11)_____. If you look at the interactions of a (12)_____, as we heard yesterday from a number of presentations, intelligence is wonderfully interactive. (13)_____ isn't divided into compartments. In fact, creativity - which I define as the process of having original ideas that have value - more often than not comes about through the interaction of different disciplinary ways of seeing things.

AFTER READING / LISTENING

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'innovation' and 'ICT'.

Innovation	Information communication technology

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. DISCUSSION

STUDENT A (Do not show these to student B)
a) What is computer based information system?
b) How do computer based information systems improve student learning?
c) Name 4 ways computer based information implicates the educational environment?

STUDENT B (Do not show these to student A)
a) Why do teachers use computer information systems in the classroom?
b) How is saving data in one centralized place beneficial?
c) How can computer information systems be a disadvantage to teachers?

3. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

HOMEWORK

1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Professional qualities:* Make a poster about the innovation in education and its pros and cons. Did you all have similar things?

3. *Profession – teacher:* Write an essay about Information Systems for Student Learning. Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

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THE LESSON ORGANIZATION. THE STUDY-METHODICAL DOCUMENTATION

TEXT (A) STRATEGIES FOR EFFECTIVE LESSON PLANNING
TEXT (B)   WHY IS LESSON PLANNING IMPORTANT?

PRE-TEXT SECTION
VOCABULARY

1.   Read and learn the following words and phrases

1. objective	мақсат
2. strategies	стратегия
3. explanation	түсініктеме
4. relevant	маңызды
5. anticipate	күту, алдын ала болжау
6. conclusion	ой қорытындысы
7. introduction	кіріспе
8. specific	ерекше

9. preview	алдын ала қарау
10. demonstrate	көрсету, демонстрация жасау
11. realistic	шындыққа негізделген
12. timeline	уақыттық тізбек
13. handout	аңдатпа, бағдарлама, аңдатпа
14. observation	қысқаша пікір, пікір айту
15. exhaustive	жан-жақты, жеткілікті
16. consultation	консультация
17. to learn	оқыту
18. grasp	тез қабылдау қабілеті
19. apply	пайдалану, айналысу, бағыт беру
20. encourage	мақұлдау, демеу, қолдау
21. outline	конспект, жоспар, қысқаша мазмұны, принциптер
22. check	тексеру
23. determine	анықтау, шешу, шешім шығару
24. prompt	атқарушы
25. reflection	рефлексия (өзінің іс әрекетін ұғынуға бағытталған таным түрі)
26. aid	көмектесу, болысу, себептесу

2. Match the words and word-combinations from the columns

1. explanation	a) жан-жақты, жеткілікті
2. conclusion	b) кіріспе
3. demonstrate	c) мақсаты
4. handout	d) рефлексия
5. consultation	e) консультация
6. check	f) тексеру
7. reflection	g) аңдатпа, бағдарлама, аңдатпа
8. objectives	h) көрсету, демонстрация жасау
9. introduction	i) ой қорытындысы
10. exhaustive	j) түсініктеме

3. **Translate the given sentences. Pay special attention to the highlighted words.**

1. **A lesson plan** is the instructor's road map of what students need to learn and how it will be done effectively during the class time.

2. Specifying concrete **objectives** for student learning will help you determine the kinds of teaching and learning activities you will use in class,

while those activities will define how you will check whether the learning objectives have been accomplished.

3. The first step is to determine what you want students to learn and be able to do at the end of **class**.

4. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

5. Think about **specific questions** you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways.

6. Prepare several different ways **of explaining the material** (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles.

7. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by **summarizing** the main points, but also by **previewing** the next lesson.

8. **A realistic timeline** will reflect your flexibility and readiness to adapt to the **specific classroom environment**.

READING & SPEAKING
TEXT (A) STRATEGIES FOR EFFECTIVE LESSON PLANNING

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

− Objectives for student learning
− Teaching/learning activities
− Strategies to check student understanding

Specifying concrete objectives for student learning will help you determine the kinds of teaching and learning activities you will use in class, while those activities will define how you will check whether the learning objectives have been accomplished (see Fig. 1).
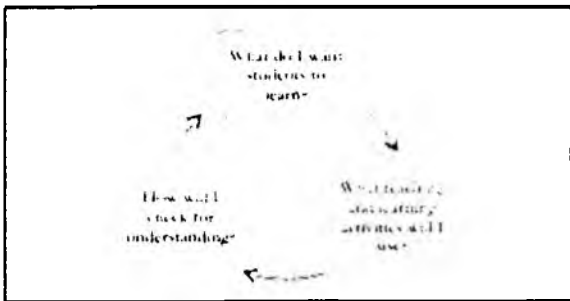
Steps for Preparing a Lesson Plan

Below are six steps to guide you when you create your first lesson plans. Each step is accompanied by a set of questions meant to prompt reflection and aid you in designing your teaching and learning activities.

1) Outline learning objectives

The first step is to determine what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:

– What is the topic of the lesson?

– What do I want students to learn?

– What do I want them to understand and be able to do at the end of class?

– What do I want them to take away from this particular lesson?

Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and accomplishing the more important learning objectives in case you are pressed for time. Consider the following questions:

– What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?

– Why are they important?

– If I ran out of time, which ones could not be omitted?

– And conversely, which ones could I skip if pressed for time?

2) Develop the introduction

Now that you have your learning objectives in order of their importance, design the specific activities you will use to get students to understand and apply what they have learned. Because you will have a diverse body of students with different academic and personal experiences, they may already be familiar with the topic. That is why you might start with a question or activity to gauge students' knowledge of the subject or possibly, their preconceived notions about it. For example, you can take a

simple poll: "How many of you have heard of X? Raise your hand if you have." You can also gather background information from your students prior to class by sending students an electronic survey or asking them to write comments on index cards. This additional information can help shape your introduction, learning activities, etc. When you have an idea of the students' familiarity with the topic, you will also have a sense of what to focus on.

Develop a creative introduction to the topic to stimulate interest and encourage thinking. You can use a variety of approaches to engage students (e.g., personal anecdote, historical event, thought-provoking dilemma, real-world example, short video clip, practical application, probing question, etc.). Consider the following questions when planning your introduction:

– How will I check whether students know anything about the topic or have any preconceived notions about it?

– What are some commonly held ideas (or possibly misconceptions) about this topic that students might be familiar with or might espouse?

– What will I do to introduce the topic?

3) Plan the specific learning activities (the main body of the lesson)

Prepare several different ways of explaining the material (real-life examples, analogies, visuals, etc.) to catch the attention of more students and appeal to different learning styles. As you plan your examples and activities, estimate how much time you will spend on each. Build in time for extended explanation or discussion, but also be prepared to move on quickly to different applications or problems, and to identify strategies that check for understanding. These questions would help you design the learning activities you will use:

– What will I do to explain the topic?

– What will I do to illustrate the topic in a different way?

– How can I engage students in the topic?

– What are some relevant real-life examples, analogies, or situations that can help students understand the topic?

– What will students need to do to help them understand the topic better?

4) Plan to check for understanding

Now that you have explained the topic and illustrated it with different examples, you need to check for student understanding – how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, write them down, and then paraphrase them so that you are prepared to ask the questions in different ways. Try to predict the answers your questions will generate. Decide on

whether you want students to respond orally or in writing. You can also ask yourself these questions:

– What questions will I ask students to check for understanding?

– What will I have students do to demonstrate that they are following?

– Going back to my list of learning objectives, what activity can I have students do to check whether each of those has been accomplished?

An important strategy that will also help you with time management is to anticipate students' questions. When planning your lesson, decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about and decide on the balance between covering content (accomplishing your learning objectives) and ensuring that students understand.

5) Develop a conclusion and a preview

Go over the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself ("Today we talked about…"), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to gauge their understanding of the topic and then explain anything unclear the following class. Conclude the lesson not only by summarizing the main points, but also by previewing the next lesson. How does the topic relate to the one that's coming? This preview will spur students' interest and help them connect the different ideas within a larger context.

6) Create a realistic timeline

GSIs know how easy it is to run out of time and not cover all of the many points they had planned to cover. A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts, ideas, or skills you want students to learn. Instructors also agree that they often need to adjust their lesson plan during class depending on what the students need. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Having additional examples or alternative activities will also allow you to be flexible. A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

Estimate how much time each of the activities will take, then plan some extra time for each

When you prepare your lesson plan, next to each activity indicate how much time you expect it will take Plan a few minutes at the end of class to answer any remaining questions and to sum up key points Plan an extra activity or discussion question in case you have time left Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

Presenting the Lesson Plan

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. You can share your lesson plan by writing a brief agenda on the board or telling students explicitly what they will be learning and doing in class. You can outline on the board or on a handout the learning objectives for the class. Providing a meaningful organization of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind in-class activities. Having a clearly visible agenda (e.g., on the board) will also help you and students stay on track.

Reflecting on Your Lesson Plan

A lesson plan may not work as well as you had expected due to a number of extraneous circumstances. You should not get discouraged – it happens to even the most experienced teachers! Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. For additional feedback on planning and managing class time, you can use the following resources: student feedback, peer observation, viewing a videotape of your teaching, and consultation with a staff member at CRLT

Conclusion

To be effective, the lesson plan does not have to be an exhaustive document that describes each and every possible classroom scenario. Nor does it have to anticipate each and every student's response or question. Instead, it should provide you with a general outline of your teaching goals, learning objectives, and means to accomplish them. It is a reminder of what you want to do and how you want to do it. A productive lesson is not one in which everything goes exactly as planned, but one in which both students and instructor learn from each other.

TEXT STUDY

1. CHAT

Talk about these words from the text: *lesson plan/ outline / objectives / conclusion / realistic / timeline / activities / introduction.*

2. SPEAKING – TEACHERS

Fill the table with your partner. Put the most important point in a lesson plan.

TEXT (B)   WHY IS LESSON PLANNING IMPORTANT?

BEFORE READING & LISTENING

1. SYNONYM MATCH: Match the following synonyms from the article.

1.	objective	a.	outline
2.	topic	b.	comprehension
3.	understanding	c.	theme
4.	plan	d.	Goal

LISTENING – Listen and fill in the gaps

 The discipline of lesson planning will instill the necessary thought processes for teachers to produce (1)_____. In particular a teacher with strong lesson planning skills will be able to understand and answer the following questions:

- how is a specific unit of learning divided into lessons?

- what are the objectives of each lesson?

- what teaching and learning activities are most effective for achieving the objectives?

- what materials are needed (2)_ _____ and achieve the objectives?

- when should an activity be carried out and for how long?

So, why a lesson plan theme? Organizing your ideas, knowing the steps (3)_____, having a clear objective what do you want your students to learn in the lesson or elements that will make your class successful.

When you do not plan your lessons on the other hand you may have the following problems:

- students can get more (4)_____;
- you don't achieve your objectives, there could be (5) _____;
- your lessons may not be connected and there might be frustration for both the teacher and the students.

When you plan your lesson on the other hand, objectives are generally achieved. The material you used for the lesson can be (6)_____ and it can help you reflect on your teaching methods. To make a good lesson plan you need to consider the following:

- Level of the students;
- Their background, their age and nationality;
- You also need to consider aims. For example, present the use and the present simple with the function of talking about routines or to review this simple past tense. We can also present vocabulary connected to food. Here some other ways have stating lesson aims. For example, identify the meaning of the underlined words, differentiate between 'at' and 'in', practice reading (7)_____, role play a situation at the groceries store. Other points you need to consider when planning your lesson are your assumptions. This refers to your students' previous knowledge and wants the students need to know or be familiar with in order to understand the topic or aim of your lesson. For example, if your lesson name is Role play situation "At the groceries store" your students may be (8)_____ related to groceries or they should at least know most of the words may need to use in the role play. It's also important, but they've had some exposure to language used when asking for an item in a shop.

Anticipated problems and solutions.

This refers to what do you think could be the (9)_____.
For example, in the case is the role play they may be shy and may not like to perform in front of an audience or they may not use the target language as fluently as you had expected. At this point, you can make (10)_____ that may arise. Then think how you would solve them.

Duration of the lesson.

How long is the lesson and how long will each step or activity last.

Method or approach.

Method or approach you want to use. If you're familiar with (11)_____ such as the communicative approach, task-based learning on your lingual based approach etc. choose the most appropriate for that particular lesson in.

Types of activities

What type of activities or tasks will be included in a lesson and what aids will you need to use to achieve your aims. (12)_____ the any material or tools you will need to use to achieve your aims. For example, rule cards, pictures, realia, magazines, handouts and even the board. It is definitely time consuming taking all the above into consideration when planning the lesson for the next day. For a lesson, that may take 45 minutes, a (13)_____ can spend all evening, thinking of contents, materials and activities. It's advisable them to take the time to make (14)_____ when you are beginner teacher. Once your grasp the principles you'll start making lesson plans (15)_____.

AFTER READING / LISTENING

1. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

2. DISCUSSION

Discussion in a group about why is a lesson planning important.

HOMEWORK

1. *Vocabulary extension:* Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. *Professional qualities:* Make a poster about the quality lesson plan. Did you all have similar things?

3. *Profession – teacher:* Write a lesson plan. Read what you wrote to your classmates in the next lesson.

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