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**УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ПО УЧЕБНОЙ ДИСЦИПЛИНЕ  
ПРОФЕССИОНАЛЬНОЕ ОБЩЕНИЕ НА ИНОСТРАННОМ ЯЗЫКЕ**

для специальности переподготовки  
1-02 03 71 «Иностранный язык (английский)»

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## ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Учебная дисциплина «Профессиональное общение на иностранном языке» является дисциплиной специальности и входит в систему лингвистической подготовки слушателей переподготовки специальности 1-02 03 71 Иностранный язык (английский)» (квалификация: преподаватель иностранного языка (английский)).

Цель создания учебно-методического комплекса – повысить эффективность и качество освоения слушателями содержания дисциплины «Профессиональное общение на иностранном языке».

На базе учебной программы «Профессиональное общение на иностранном языке» был составлен учебно-методический комплекс, в который вошли следующие разделы: теоретический, практический, контроля знаний и вспомогательный.

Теоретический раздел включает конспект лекций, раскрывающий роль профессионального общения на иностранном языке, необходимость изучения особенностей педагогического общения, важность использования различных типов словарей.

Практический раздел содержит планы практических занятий, включающих в себя основные вопросы каждой темы, которые должны быть изучены на занятиях согласно тематическому плану, изложенному в учебной программе.

Раздел контроля знаний содержит материалы текущей и итоговой аттестации, которые представлены вопросами к собеседованию по темам учебной дисциплины.

Вспомогательный раздел включает элементы учебной программы по учебной дисциплине «Профессиональное общение на иностранном языке», информационно-методическую часть, в которой содержится перечень учебных изданий и информационно-аналитических материалов, рекомендуемых при изучении данной учебной дисциплины.

Тематическое содержание курса реализуется в следующих формах: лекции, практические занятия, самостоятельная работа слушателей.

УМК содержит не только информационно-методический, но и учебный материал, способствующий достижению целей при изучении данной учебной дисциплины.

Учебно-методический комплекс создает условия для освобождения аудиторного времени от рассмотрения многих организационных вопросов: перечисления рекомендуемых учебных изданий, ознакомления с тематическим планом курса, системой текущего и итогового контроля и т.д.

**ТЕОРЕТИЧЕСКИЙ РАЗДЕЛ**  
**Конспект лекций по учебной дисциплине**  
**«Профессиональное общение на иностранном языке»**

***Лекция 1. Definition and characteristics of pedagogical communication***

***Вопросы для обсуждения:***

1. The concept of "pedagogical communication". Forms and types of pedagogical communication. Professional communication functions. Culture of professional communication.
2. Styles of pedagogical communication.
3. Characteristics of the professional sphere of communication. Effectiveness of professional communication.

Pedagogical communication is a multifaceted, professional communication of teachers in the learning process with students, including the development and establishment of communications, interaction and mutual understanding between teachers and students.

The effectiveness of pedagogical communication directly depends on the degree of satisfaction experienced by each of the participants in the implementation of actual needs.

***Styles of pedagogical communication***

Factors affecting the development of the student's personality are the styles of pedagogical communication.

The style of pedagogical communication and leadership is determined by the methods and methods of influence of an educational nature, which are manifested in the set of expectations and requirements of the corresponding behavior of the pupils. Style is embodied in the forms of organizing activities, as well as communicating with children, having certain ways in realizing attitudes toward children. Traditionally, authoritarian, democratic and liberal styles of pedagogical communication are distinguished.

The democratic style of pedagogical communication

The most effective as well as optimal is the democratic style of interaction. He is noted for his characteristic wide contact with the pupils, the manifestation of respect and trust, in which the teacher tries to establish emotional interaction with the child, does not suppress the person with punishment and severity; communication with children is marked by positive ratings. A democratic teacher needs feedback from the pupils, namely, how they perceive the forms of joint activity, and whether they know how to admit their mistakes. The work of such a teacher is aimed at stimulating mental activity and motivation in achieving cognitive activity. In groups of educators, where communication is built on democratic trends, appropriate conditions are noted for the development of children's relationships, as well as the emotional positive climate of the group.

The democratic style of pedagogical communication creates a friendly understanding between the pupils and the teacher, evokes only positive emotions in children, develops self-confidence, and also allows you to understand the values in the collaboration of joint activities.

#### Authoritarian style of pedagogical communication

Authoritarian teachers, by contrast, are marked by pronounced attitudes, selectivity in relation to pupils. Such educators often apply prohibitions, as well as restrictions on children, overuse negative assessments.

The authoritarian style of pedagogical communication is rigor and punishment in the relationship between teacher and children. An authoritarian educator expects only obedience; he is distinguished by a huge number of educational influences, for all their uniformity.

The authoritarian style of pedagogical communication leads to conflict, as well as hostility in relations, thereby creating adverse conditions in the education of preschool children. The authoritarianism of the teacher is often the result of a lack of level of psychological culture, as well as the desire to accelerate the pace in the development of pupils, contrary to individual characteristics.

Teachers often use authoritarian methods from good intentions, because they are convinced that breaking children, as well as achieving maximum results, can achieve the desired goals as soon as possible. The expressed authoritarian style of the teacher puts him in a position of alienation from the pupils, as each child begins to experience a state of anxiety and insecurity, insecurity and tension. This is due to the underestimation of the development of initiative in children, independence, exaggeration of indiscipline, laziness and irresponsibility.

#### Liberal style of pedagogical communication

This style is characterized by irresponsibility, lack of initiative, inconsistency in the actions and decisions taken, lack of decisiveness in difficult situations.

The liberal teacher forgets about the previous requirements and after a certain time presents the opposite to them. Often, such a teacher takes things on their own and overestimates the capabilities of children. He does not check how fulfilled his requirements are, and the assessment of the pupils by the liberal educator directly depends on their mood: good mood - the prevalence of positive assessments, bad - negative assessments. Such behavior can lead to a drop in the authority of the teacher in the eyes of children.

The liberal educator tries to maintain good relations, does not spoil relations with anyone, is friendly and affectionate in his behavior. Always perceives the pupils as independent, proactive, communicative, truthful.

Styles of pedagogical communication, being the characteristics of an individual, are not innate qualities, but are brought up and formed in the process of pedagogical practice on the basis of awareness of the basic laws of the formation and development of the system of human relations. But certain personality characteristics have a particular style of communication formation.

People are proud, self-confident, aggressive and unbalanced inclined to an authoritarian style. Individuals with adequate self-esteem, balanced, friendly, sensitive and attentive to people are inclined towards a democratic style. In life in a "pure" form,

each of the styles is rare. In practice, often each individual teacher shows a “mixed style” of interaction with students.

The mixed style is marked by the predominance of two styles: democratic and authoritarian or democratic and liberal. Occasionally, features of a liberal and authoritarian style are combined.

Currently, great importance is given to psychological knowledge in establishing interpersonal contacts, as well as establishing relations between a teacher and students.

Psychological and pedagogical communication includes the interaction of a teacher with students, colleagues, parents, as well as with representatives of public authorities and education, carried out by professional activities. The specificity of psychological and pedagogical communication is the psychological competence of the teacher in the field of social and differential psychology when interacting with children.

### **The structure of pedagogical communication**

The following stages are distinguished in the structure of pedagogical communication:

1. The prognostic stage (the teacher’s modeling of future communication (the teacher outlines the contours of interaction: plans, and also predicts the structure, content, means of communication. The teacher’s target setting is crucial in this process. He should take care to attract students to the interaction and create a creative atmosphere, and also open the world of a child’s personality).

2. Communicative attack (its essence is the conquest of initiative, as well as the establishment of business and emotional contact); It is important for the teacher to master the technique of entering into interaction and methods of dynamic influence:

- infection (the purpose of which is an emotional, subconscious response in an interaction based on empathy with them, is non-verbal in nature);

- suggestion (conscious infection with motivation through speech exposure);

- persuasion (reasoned, informed and motivated influence on the individual’s belief system);

- imitation (implies the assimilation of the forms of behavior of another person, which is based on conscious and subconscious identification of oneself with her).

3. Communication management is aimed at conscious and focused organization of interaction. It is very important to create an atmosphere of goodwill in which the student will freely manifest his self, will receive positive emotions from communication. The teacher, in turn, should show interest in students, actively perceive information from them, give an opportunity to express their opinions, convey their optimism to students, as well as confidence in success and outline ways to achieve goals.

4. Communication analysis (comparison of goals, means with the results of interaction, as well as modeling of further communication).

The perceptual component of pedagogical communication is aimed at studying, perceiving, understanding and evaluating each other's communication partners. The

personality of the teacher, his professional and individual psychological qualities are an important condition that determine the nature of the dialogue. The important professional qualities of a teacher include the ability to give an adequate assessment of the individual characteristics of students, their interests, inclinations, moods. Only the pedagogical process built with this in mind can be effective.

The communicative component of pedagogical communication is determined by the nature of the relationship of the participants in the dialogue.

The early stages of pedagogical interaction with a child are marked by the lack of potential of an equal participant in the exchange of information, because the child does not have sufficient knowledge for this. The teacher is a carrier of human experience embedded in the educational program of knowledge. But this does not mean that the teacher's communication in the early stages is a one-way process. At present, it's not enough just to give students information. It is necessary to intensify students' own efforts to absorb knowledge.

Of particular importance are active teaching methods that encourage children to independently find the necessary information, as well as its further use in a variety of conditions. Having mastered a large amount of data and developing the ability to operate with it, students turn into equal participants in the educational dialogue, making a significant contribution to communication.

### **Functions of pedagogical communication**

Pedagogical communication is considered as the establishment of interpersonal close relationships based on the degree of commonality of interests, thoughts, feelings; establishing a friendly, welcoming atmosphere between the object and the subject, providing the most effective process of education and training, mental and intellectual development of a person, preserving the uniqueness and individuality of personal characteristics.

Pedagogical communication is multifaceted, where each face is marked by the context of interaction.

Functions of pedagogical communication are divided into designating, cognitive, emotive, facilitative, regulatory, functions of self-actualization.

Communication is responsible for the interest in the success of the student, as well as maintaining a benevolent contact and atmosphere, which contributes to self-actualization and further development of the student.

Pedagogical communication should ensure respect for the personality of the child. The understanding and perception of the student's personality by the teacher is the knowledge of the spiritual world, the physical conditions of the child, individual and age, mental, national and other differences, mental neoplasms and manifestations of sensitivity.

The teacher's understanding of the student's personality forms the atmosphere of an attitude of interest towards him, as well as goodwill, and helps to determine the prospects for the development of the personality and their regulation.

The function of understanding and perceiving the personality of the student by the teacher should be considered as the most important.

The information function is responsible for real psychological contact with students, develops the process of cognition, gives an exchange of spiritual and material

values, creates mutual understanding, forms a cognitive search for solutions, positive motivation in achieving success in learning and self-education, in becoming a person, eliminates psychological barriers, establishes interpersonal relationships a team.

The information function is responsible for organizing group, individual, collective communication. Individual communication contributes to the cognition of the personality, as well as the impact on its consciousness, behavior, as well as on its correction and change.

Contact function - establishing contact for mutual readiness to transmit and receive training information.

The incentive function is the stimulation of student activity aimed at the implementation of educational activities.

An emotive function is a student's prompting of necessary emotional experiences, as well as changing with his help his own states and experiences.

Pedagogical communication should be guided by human dignity and ethical values such as frankness, honesty, trust, selflessness, mercy, caring, gratitude, and loyalty to the word play a great role in productive communication.

## ***Лекция 2 Professional vocabulary and intercultural communication***

### ***Вопросы для обсуждения:***

1. Terminology as a field of lexicology.
2. Style-forming factors of the scientific style. Terminological vocabulary.
3. Scientific style: features, areas of use. Style-forming factors of scientific style.

Scientific language is characterized by specific lexical system [2, p.151]. Translating terms can be a challenge for translators once even certain bilingual dictionaries of a science fail to distinguish academic meaning of a term from its common meaning.

Terminology is the study of terms and their use. Terms are words and compound words that in specific contexts are given specific meanings--these may deviate from the meanings the same words have in other contexts and in everyday language. Terminology is a discipline that studies, among other things, the development of such terms and their interrelationships within a culture.

Terminology is a discipline that systematically studies the "labelling or designating of concepts" particular to one or more subject fields or domains of human activity. It does this through the research and analysis of terms in context for the purpose of documenting and promoting consistent usage. Terminology can be limited to one or more languages (for example, "multilingual terminology" and "bilingual terminology"), or may have an interdisciplinarity focus on the use of terms in different fields.

Technical term is a word that has a specific meaning within a specific field of expertise.



Scientific terms are not simple words; they are special and complex ones. Scientific terms are the most significant feature in science, they discriminate it from other registers (literary).

Scientific translation is mainly about translating terms in the fields of science and technology of all kinds, medicine, physics, chemistry, mathematics, computer sciences...etc from one language into another [1, p.197].

Technical terms are an essential part of all technical and scientific writing. Each field and specialty typically uses a vocabulary that relays a variety of specialized concepts by means of technical language. These special terms convey concentrated meanings that have been built up over significant periods of study of a field. The value of a specialized set of terms lies in the way each term condenses a mass of information into a single word. Technical terminology is often thought of as a shorthand, a way of gaining great depth and accuracy of meaning with economy of words. terminology terms scientific word

Technical terms can also lead to a great density of prose that is difficult to understand, even for the specialized reader. Observe these four principles when using specialized terminology:

- Match terminology to the ability of the audience. You may use a term with great accuracy and still not reach your audience. It is important that you be aware of your audience's level of understanding. If they are not experts in your field, you will need to substitute more general terms for your specialized terms. That means that you may not be able to write with great accuracy about your topic.

- Use terms with consistency. Be sure that you use the same term for a given item each time. If you shift from using mass to using weight in referring to the quantity of an object, if at first you call a tool a spanner and later call it a wrench, or if you shift from the Kelvin scale to Centigrade for measuring temperature, you may confuse the reader.

- Provide clear definitions or explanations of unfamiliar terms. If you are using a specialized term that is not widely used in your audience, even if the audience is an expert one, be sure you provide a clear definition of your term.

- Use a terminology list when you are introducing a variety of new terms into your discussion. The use of a list, which is generally placed before your introduction or in an appendix, can greatly aid a reader who wants to remind himself or herself of what you mean by the term [3].

While writing scientific articles terms should be defined or at least alternative language provided, so that a non-technical reader can both learn the terms and understand how they are used by scientists.

The two term translation principles “recombination of semantic components” and “functional equivalence” can be developed into six term translation procedures which are direct borrowing, “calque” or loan translation, literal translation, transposition, modulation, and adaptation.

Scientific words in English may conveniently be divided, from the standpoint of their origins, into three groups:

- those taken from the ordinary English vocabulary;
- those taken virtually unchanged from another language;

- those which have been invented.

The third group is by far the largest. The advance of science during the last few centuries has been so rapid and so extensive that no language has been capable of providing, ready-made, all the words which were required. Further, the classical languages do not contain words appropriate to modern discoveries, inventions and concepts. (There is no Latin word, for example, for photography!) Hence the scientist has had to invent new words for his own purposes.

In his task of inventing new terms, however, the scientist has usually turned to the classical languages for his raw material. He has taken 'bits and pieces' - roots, prefixes, suffixes - from these languages and joined them together to form the terms he needed. Thus, when he needed a general name for animals such as snails and slugs which apparently walk on their stomachs, he took the Greek roots gast(e)ro- (stomach) and -pod (foot) and formed the new word gastropod. When he wanted a word to describe a speed greater than that of sound he took the Latin prefix super- (above, beyond) and the Latin root son- (sound) and coined the adjective supersonic. Thousands of scientific words have been built up from classical word-elements in this way.

During this period many Latin words were taken into the scientific vocabulary and many new words were constructed (chiefly in the form of Latin words) from classical elements. The tradition of using the classical languages as a source of scientific words remains.

Prefixes which indicate degree, position or number are of particular value in word-building. Thus we may suffer from hyperpiesis (high blood pressure) or from hypopiesis (low blood pressure), the two terms being formed by the addition of contrasting prefixes to the same root.

Sometimes both Greek and Latin elements are combined in the same word. Television is a well-known example; the prefix tele-(from afar) is Greek and the root vis- (seeing) is Latin. (The 'all-Greek' word teleorama would have been more satisfying to the purists but it is unlikely to be adopted.)

Undoubtedly some hybrids have been formed because of thoughtlessness or ignorance, but many have been formed because certain prefixes and suffixes have become well known and have been found to be convenient. Thus the familiar Greek root -meter (measurer) has been added to all sorts of stems, e.g. to a Latin stem in audiometer and to an English stem in weatherometer. (Note the insertion of the o before -meter; in all-Greek terms an o ' normally arises as the ending of the stem.)

All kinds of people, however, may find themselves needing to interpret the meanings of scientific words. The scientist may meet new terms invented by other scientists; he may meet words which are unfamiliar to him because they are in specialised fields outside his own. The student frequently meets words which are strange to him but which he must learn and understand in order to progress in his studies. And, in these modern times, the layman meets scientific words in his newspapers, in advertisements, and through television.

As has already been pointed out, the meanings of a large number of scientific words are directly revealed by simple translation. Conchology is obviously the study of shells, a lignicolous fungus is clearly one which lives on wood, and what else can

hypodermic mean than under (or below) the skin? Antiseptic, microphyllous, anemometer, centripetal, pentadactyl, hyperglycaemia are among the thousands of scientific words whose meanings may be readily deduced by simple analysis. It is possible that by simple translation one might occasionally miss some subtle shade of meaning or of application but one would nevertheless gain a useful idea of what the words denote.

We live in a scientific age; an understanding of science is at least as necessary to the make-up of an educated man as knowledge of the arts. More and more people need to understand the words of science. This does not mean that traditional courses of Latin and Greek should therefore form a part of everyone's education but it indicates the desirability of teaching the more important roots which enter into the formation of English, and especially scientific, words [4].

1. Catford, J.C.(1999) A linguistic theory of translation. New York: Oxford University Press.
2. Newmark, P. (2001). A Textbook of Translation. London: Prentice Hall Europe
3. <http://web.mit.edu/course/21/21.guide/techterm.htm>
4. <http://www.uefap.com/reading/exercise/texts/sw.htm>

### **Лекция 3. Main types of dictionaries**

#### **Вопросы для обсуждения:**

1. Lexicography.
2. Dictionaries, glossaries, encyclopedias and reference books.
3. Explanatory dictionaries and thesauri. Russian Russian dictionaries and Russian-English dictionaries.
4. Encyclopedias and reference materials.
5. Multilingual dictionaries. Terminological dictionary. Specialized dictionaries and glossaries.

Lexicography, the science, of dictionary-compiling, is closely connected with lexicology, both dealing with the same problems — the form, meaning, usage and origin of vocabulary units — and making use of each other's achievements. On the one hand, the enormous raw material collected in dictionaries is widely used by linguists in their research. On the other hand, the principles of dictionary-making are always based on linguistic fundamentals, and each individual entry is made up in accordance with the current knowledge and findings of scholars in the various fields of language study. The compiler's approach to various lexicological problems (such as homonymy, phraseological units, etc.) always finds reflection in the selection and arrangement of the material.

Encyclopaedic and Linguistic Dictionaries. There are many different types of English dictionaries. First of all they may all be roughly divided into two groups — encyclopaedic and linguistic. Though, strictly speaking, it is with linguistic dictionaries that lexicology is closely connected and in our further consideration we shall be concerned with this type of reference books only, it may be useful for students of English to know that the most well-known encyclopaedias in English are The

Encyclopaedia Britannica (in 24 volumes) and The Encyclopedia Americana (in 30 volumes). Very popular in Great Britain and the USA are also Collier's Encyclopedia (in 24 vols) intended for students and school teachers, Chamber's Encyclopaedia (in 15 vols) which is a family type reference book, and Everyman's Encyclopaedia (in 12 vols) designed for all-round use. Besides the general encyclopaedic dictionaries there are reference books that are confined to definite fields of knowledge, such as The Oxford Companion to English Literature, Oxford Companion to Theatre, Cassell's Encyclopaedia of World Literature, etc.

Classification of Linguistic Dictionaries. Thus a linguistic dictionary is a book of words in a language, usually listed alphabetically, with definitions, pronunciations, etymologies and other linguistic information or with their equivalents in another language (or other languages). Linguistic dictionaries may be divided into different categories by different criteria. As to the information they provide all linguistic dictionaries fall into those presenting a wide range of data, especially with regard to the 'semantic aspect of the vocabulary items entered (they are called explanatory) and those dealing with lexical units only in relation to some of their characteristics, e.g. only in relation to their etymology or frequency or pronunciation. These are termed specialised dictionaries. For example, dictionaries of unrestricted word-lists may be quite different in the type of information they contain (explanatory, pronouncing, etymological, ideographic, etc.), terminological dictionaries can also be explanatory, parallel, ideographic, presenting the frequency value of the items entered, etc. On the other hand, translation dictionaries may be general in their word-list, or terminological, phraseological, etc. Frequency dictionaries may have general and terminological word-lists.

All types of dictionaries, save the translation ones, may be monolingual or bilingual, i.e. the information about the items entered may be given in the same language or in another one. The terms monolingual and bilingual\* pertain to the language in which the information about the words dealt with is couched. The terms explanatory and translation dictionaries characterise the kind of information itself. Thus among dictionaries of the same type, say phraseological or terminological, we may find both monolingual and bilingual word-books. For example, Kluge's Etymologisches Wörterbuch der deutschen Sprache is bilingual, but it is not its purpose to supply translation of the items entered. It is important to realise that no dictionary, even the most general one, can be a general-purpose word-book, each one pursues a certain aim, each is designed for a certain set of users. Thus to characterise a dictionary one must qualify it at least from the four angles mentioned above: 1) the nature of the word-list, 2) the information supplied, 3) the language of the explanations, 4) the prospective user. Below we shall give a brief survey of the most important types of English dictionaries, both published in English-speaking countries and at home. Explanatory Dictionaries. Out of the great abundance of linguistic dictionaries of the English language a large group is made up of the so-called explanatory dictionaries, big and small, compiled in English-speaking countries. For instance, the New English Dictionary on Historical Principles commonly abbreviated in NED and its abridgement The Shorter Oxford Dictionary on Historical Principles (SOD) cover the history of the English vocabulary from the days of King Alfred down

to the present time; they are diachronic, whereas another abridgement of the NED — the Concise Oxford Dictionary of Current English (COD) as well as H. C. Wyld's Universal Dictionary of the English Language are synchronic. Other series of authoritative synchronic explanatory dictionaries are Webster dictionaries, the Funk and Wagnalls (or Standard) dictionaries and the Century dictionaries. It should be noted that brief remarks of historical and etymological nature inserted in dictionaries like the COD do not make them diachronic. Moreover, dictionaries of a separate historical period, such as Anglo-Saxon Dictionary by J. Bosworth and T. N. Toller, Stratmann's Middle English Dictionary by H. Bradley, which are sometimes called historical, cannot be strictly speaking referred to diachronic wordbooks.

**Translation Dictionaries.** Translation dictionaries (sometimes also called parallel) are wordbooks containing vocabulary items in one language and their equivalents in another language. Many English-Russian and Russian-English dictionaries have been made in our country to meet the demands of language students and those who use English in their work. The most representative translation dictionaries for English are the New English-Russian Dictionary edited by Prof. I. R. Galperin, the English-Russian Dictionary by Prof. V. K. Müller and The Russian-English Dictionary under prof. A. I. Smirnitsky's general direction. It is common practice to call such wordbooks English-English dictionaries. But this label cannot be accepted as a term for it only points out that the English words treated are explained in the same language, which is typical not only of this type of dictionaries (cf. synonym-books).

**Specialised Dictionaries.** Phraseological dictionaries in England and America have accumulated vast collections of idiomatic or colloquial phrases, proverbs and other, usually image-bearing word-groups with profuse illustrations. But the compilers' approach is in most cases purely empiric. By phraseology many of them mean all forms of linguistic anomalies which transgress the laws of grammar or logic and which are approved by usage. Therefore alongside set-phrases they enter free phrases and even separate words.<sup>1</sup> The choice of items is arbitrary, based on intuition and not on any objective criteria. Different meanings of polysemantic units are not singled out, homonyms are not discriminated, no variant phrases are listed.

There are three dictionaries of neologisms for Modern English. Two of these (Berg P. A Dictionary of New Words in English, 1953; Reifer M. Dictionary of New Words, N. Y., 1955) came out in the middle of the 50s and are somewhat out-of-date. The third (A Dictionary of New English. A Barnhart Dictionary, L., 1973) is more up-to-date. The Barnhart Dictionary of New English covers words, phrases, meanings and abbreviations which came into the vocabulary of the English language during the period 1963 — 1972. The new items were collected from the reading of over half a million running words from US, British and Canadian sources — newspapers, magazines and books.

Dictionaries of slang contain elements from areas of substandard speech such as vulgarisms, jargonisms, taboo words, curse-words, colloquialisms, etc. The most well-known dictionaries of the type are Dictionary of Slang and Unconventional English by E. Partridge, Dictionary of the Underworld: British and American, The American Thesaurus of Slang by L. V. Berry & M. Den Bork, The Dictionary of American Slang

by H. Wentworth and S. B. Flexner. The most widely used usage guide is the classic *Dictionary of Modern English Usage* by N. W. Fowler. Based on it are *Usage and Abusage*, and *Guide to Good English* by E. Partridge, *A Dictionary of American English Usage* by M. Nicholson, and others. Perhaps the best usage dictionary is *A Dictionary of Contemporary American Usage* by B. Evans and C. Evans. (N. Y., 1957).

Dictionaries of word-frequency inform the user as to the frequency of occurrence of lexical units in speech, to be more exact in the “corpus of the reading matter or in the stretch of oral speech on which the word-counts are based. Most frequency dictionaries and tables of word frequencies published in English-speaking countries were constructed to make up lists of words considered suitable as the basis for teaching English as a foreign language, the so-called basic vocabulary. Such are, e.g., the E. Thronike dictionaries and M. West’s *General Service List*. Other frequency dictionaries were designed for spelling reforming, for psycholinguistic studies, for an all-round synchronic analysis of modern English, etc. In the 50s — 70s there appeared a number of frequency dictionaries of English made up by Soviet linguo-statisticians for the purposes of automatic analysis of scientific and technical texts and for teaching-purposes (in non-language institutions).

A Reverse dictionary is a list of words in which the entry words are arranged in alphabetical order starting with their final letters. The original aim of such dictionaries was to indicate words which form rhymes (in those days the composition of verse was popular as a very delicate pastime). It is for this reason that one of the most well-known reverse dictionaries of the English language, that compiled by John Walker, is called *Rhyming Dictionary of the English Language*. Nowadays the fields of application of the dictionaries based on the reverse order (back-to-front dictionaries) have become much wider. Those working in the fields of language and information processing will be supplied with important initial material for automatic translation and programmed instruction using computers.

Pronouncing dictionaries record contemporary pronunciation. As compared with the phonetic characteristics of words given by other dictionaries the information provided by pronouncing dictionaries is much more detailed: they indicate variant pronunciations (which are numerous in some cases), as well as the pronunciation of different grammatical forms. The world famous *English Pronouncing Dictionary* by Daniel Jones, is considered to provide the most expert guidance on British English pronunciation. The most popular dictionary for the American variant is *A Pronouncing Dictionary of American English* by J. S. Kenyon and T. A. Knott.

Etymological dictionaries trace present-day words to the oldest forms available, establish their primary meanings and give the parent form reconstructed by means of the comparative-historical method. In case of borrowings they point out the immediate source of borrowing, its origin, and parallel forms in cognate languages. The most authoritative of these is nowadays the newly-published *Oxford Dictionary of English Etymology* edited by C. T. Onions. Quite popular is the famous *Etymological English Dictionary* by W. W. Skeat compiled at the beginning of the century and published many times.

Ideographic dictionaries designed for English-speaking writers, orators or translators seeking to express their ideas adequately contain words grouped by the concepts expressed. The world famous ideographic dictionary of English is P. M. Roget's Thesaurus of English Words and Phrases. Besides the most important and widely used types of English dictionaries discussed above there are some others, of which no account can be taken in a brief treatment like this (such as synonym-books, spelling reference books, hard-words dictionaries, etc.).

## ПРАКТИЧЕСКИЙ РАЗДЕЛ

### План практических занятий по учебной дисциплине «Профессиональное общение на иностранном языке»

#### **Тема 1.1 Features of oral communication in professional communication**

##### **Вопросы для обсуждения:**

1. Monological and dialogical forms of professional communication in a foreign language. Official style of oral communication.
2. Lexical features: addresses. Grammatical features: more complex forms of inducements, requests, invitations; the presence of introductory phrases that soften the categorical statement or refusal.
3. Conversational communication formulas and other means of communication. Knowledge of technologies for developing understanding of spoken speech.

#### *An English Lesson*

I sat in on an English lesson at the Camal Abdel Nasser Secondary School. The Scottish instructor - one of three Britons employed in the Yemeni school system - was drilling the class in the difference between the 'present simple' and the 'present continuous'. There were twenty very thin, very eager boys aged between about fourteen and twenty-two. They were part of that tiny educated leaven in a country which has an illiteracy rate of ninety per cent, and they had tense, ambitious faces. They had been trained to compete continually against each other, so that the lesson turned into a kind of noisy greyhound race. The moment that the instructor was half-way through a question, his voice was drowned by shouts of 'Teacher! Teacher! Teacher!' and I lost sight of him behind the thicket of urgently raised hands. If a student began to stumble over an answer, the others fought to grab the question for themselves, bellowing for Teacher's attention. I once taught for a term at a comprehensive school in England: had the children in my class ever shown a small fraction of the enthusiasm displayed by these Yemeni students, I might have stayed in the job a great deal longer. They were ravenous for the good marks and certificates which would take them out of their villages and tenements, and they behaved as if every minute spent in the classroom could make or break them.

*Arabia Through the Looking Glass* by Jonathan Raban (*BrE*)

#### **I. Make sure you know the following words:**

to stumble over an answer

a leaven

an illiteracy rate    to grab sth for oneself

a fraction of sth

a tenement ravenous for sth

to compete with/ against sb

to drill sb in sth

a thicket for sth



**II. Find in the text the English equivalents for the following:**

демонстрировать

быть частью чего-то

честолюбивый

гораздо дольше

превратиться во что-то остаться в профессии

лес рук

**III. Put in the right preposition:**

1. The boy got frightened when he lost sight ... his parents.
2. We can't compete ... them on price.
3. The teacher's voice was drowned .... shouts.
4. His every lesson turns out ... a little performance.
5. I once taught ... a term ... a comprehensive school.
6. There are so many reasons ... not staying ... the job.

**IV. Translate the sentences into English:**

1. Как жаль, что мои ученики в Англии не проявляли такой энтузиазм как йеменские школьники.
2. Если бы ты хорошо закрепил эту тему с учениками, они бы не делали так много ошибок.
3. Уровень безграмотности в этой стране крайне высок.
4. В начальной школе дети часто соревнуются друг с другом за внимание учителя.
5. Им очень хотелось хороших отметок и, следовательно, хорошего аттестата, и это побуждало их учиться лучше и лучше.
6. Вечно он мямлит, когда отвечает!
7. Молодые учителя часто уходят из профессии из-за невысокой зарплаты ненормированного рабочего дня.
8. Не успел учитель закончить вопрос, как перед ним вырос лес рук.

**V. Answer the questions:**

1. What shows that the Yemeni pupils wanted to learn very much?
2. What shows that the Yemeni pupils were active in their studies?
3. What was the reason for their ravenous studies?
4. What unusual is there at that Yemeni school?
5. What did the visitor regret?

**VI. Imagine you are that Scottish instructor who teaches English to the Yemeni pupils.****Describe your impressions of teaching to such schoolboys.****CAN YOU STOP YOUR KIDS MIXING WITH THE WRONG TYPES?****I. Look up and learn the pronunciation of the following words:**

to hang out with sb	to feel left out	to be called names
bolshy	to go around with sb	to be reluctant to do sth
to sulk	to make sth clear	to ban / forbid sb from doing sth
sulky	a drop-out	cannabis
to go off the rails	to play truant	to get cheeky
to have a tough time	to dabble with drugs	
to go too far	to expel sb from sth for doing sth	
to join a new school	scruffy	

## II. Read the text and do the tasks that follow:

They've started hanging out with the wrong crowd – they're bolshy and sulky. What can you do when your teenager starts to go off the rails?



*Joan, a 45-year-old mum with three sons, had a tough time when her youngest, 13-year-old Philip, started at a new school, and for a year and a half he mixed with the 'wrong' crowd. Luckily, the problem didn't go too far...*

When Philip first joined his new school, many of the other boys had already formed themselves into small groups of friends, so Philip felt really left out.

It was great when three boys invited him into their group. And he was so glad to be accepted he didn't care what they were like. We were pleased, too, as we hated seeing him so unhappy.

But it wasn't long before we started having serious doubts about this new group of friends. They'd do things like turn up on our doorstep at all hours, expecting Philip to go out. We've made it clear that he wasn't allowed out late at night, and they soon stopped calling. But it was obvious Philip was still going around with these boys at school.

Sure enough, at the next parents' evening we were told Philip wasn't doing as well as he could. We were disappointed because at his previous school he'd been getting along fine.

We had a god talk but nothing really changed. He was becoming very bolshy, he never seemed to do any homework, he sulked and was getting cheeky, too.

In the end, we completely banned him from seeing the kids we didn't like, and we asked the teachers to separate him from them in class.

It was awful to have to sit back and watch my bright, hard-working, pleasant son become a drop-out. And I was worried as I'd heard rumours that these 'friends' of his played truant and dabbled with drugs.



Things seem to be getting worse and then suddenly there was a change. We got news that my sister's son, Jago, 16, had been expelled from school for dealing in cannabis. Philip hadn't seen Jago since we'd moved.

Luckily, when he did see him, he wasn't impressed. Jago was really scruffy and out of control. I told Philip he was heading the same way. And at last the message seemed to get through.

After that, he told me he wanted to meet new friends. But every time he tried to leave the group he was with he was called names, and the other boys in his class were reluctant to include him.

To help him, we got him into the local football club, where he met other boys from his school. I also wrote to the head teacher, explaining that he was trying, and asked the school to help. This time they split the group that was causing trouble.

Philip's starting his GCSEs and has good friends now. His report last term was excellent ...I'm just glad we fought so hard.

**1. Translate the sentences below into Russian, pay attention to the words in italics:**

- a). The other boys had already *formed themselves* into small groups of friends.
- b). They'd do things like *turn up on our doorstep at all hours*.
- c). *At the next parents' evening* we were told Philip wasn't doing as well as he could.
- d). At his previous school he'd been *getting along fine*.
- e). And at last the message seemed *to get through*.
- f). We *got him into the local football club*.
- g). His *report last term* was excellent.
- h). It was awful to have to *sit back* and watch my bright, hard-working, pleasant son become a *drop-out*.
- i). He wasn't allowed out late at night, and they soon stopped calling.
- j). But every time he tried to leave the group he was with he was called names.

**2. Find in the text the sentences with the following word combinations and translate them:**

пойти в новую школу  
серьёзные сомнения по поводу

в любое время  
 запретить что-то делать  
 прекратить обзывать  
 запретить кому-то что-то делать  
 прогуливать школу  
 баловаться наркотиками  
 отчислить из школы  
 неопрятный  
 отметки за последний семестр  
 делать что-то с неохотой

### 3. Put in the right prepositions and particles:

- a). His mother wrote ... the head master.
- b). All the questions were discussed ... the parents' evening.
- c). His father banned him ... getting ... the local rugby club.
- d). I don't allow my children ... late ... night.
- e). Aren't you afraid .. being expelled ... school ... playing truant?
- f). I do mind your friends' turning up ... our doorstep ... all hours!
- g). His parents were scared when he started to go ... the rails.

### 3. Translate into English:

- a). Я рада, что до тебя наконец-то дошло всё, что я тебе говорила.
- b). Связавшись с дурной компанией, он стал прогуливать школу, потреблять наркотики и его успеваемость сильно ухудшилась.
- c). Директор школы разогнала компанию, распределив ребят по разным классам.
- d). Без помощи школьного руководства было бы сложно прекратить его общение с дурной компанией.
- e). Одноклассники неохотно принимали его в свою компанию из-за того, что он выглядел неряшливо и угрюмо, был дерзок и постоянно ссорился.
- f). Хотя родители и запретили ему общаться с теми ребятами, он продолжал встречаться с ними в школе и не мог избежать их влияния.
- g). Ему трудно было оставить эту кампанию, т.к. его начинали обзывать и смеяться над ним.
- h). Так как в новой школе уже были свои компании, ему было сложно присоединиться к какой-нибудь из них, и он оставался в стороне.

### III. Answer the questions:

1. Why did Joan have a tough time?
2. What made the parents have serious doubts?
3. How did Philip change after mixing with the 'wrong' types?
4. What steps did the parents take to avoid the guys' bad influence on Philip?
5. What caused the change in Philip's behaviour?

6. What made Philip's mother write a letter to the headmaster?
7. Could Philip's family manage with the problem without school?

**IV. Speak on the following:**

1. Philip's new friends and problems.
2. Philip's behaviour before and then: who was to blame?
3. The role of the school in upbringing children.
4. Should you be a) Philip's parent b) the headmaster of the school, what would you do in that situation?

## **Тема 1.2 Features of written communication in professional communication**

### ***Вопросы для обсуждения:***

1. Official style of written communication.
2. Lexical aspect: thematic vocabulary; abundance of abstract verbs and nouns with suffixes -ate, -ize, -tion, -ment, -ship; use of short words with an amorphous semantic structure.
3. Grammatical aspect: the use of all the structural and semantic types of predicates available in the language; complex syntax; long attribute chains before nouns; the presence of introductory phrases. Strategies for perception, analysis, creation of written texts of different genres, recording (summary) of the main facts and thoughts (from audio, video, reading texts), theses of an oral presentation/lecture, a written report.
4. The structure of the letter. Envelope design. Sample letters (request for the provision of work; requests for learning opportunities; performance; recommendations).
5. Algorithm for writing abstracts. Selection of reference words in the article. Terminology for teaching a foreign language. Coherence of the text. Definition of the theme, idea, and problem of the text.
6. Rules of resume writing. Writing biographies. The allocation of basic biographical information. Most common phrases/cliches.

## **Тема 3. Professional vocabulary and intercultural communication**

### ***Вопросы для обсуждения:***

1. Vocabulary of professional communication. Speech communication formulas that Express various communicative intentions. Style of professional communication, business documentation.
2. Terms in the text. Dependence of the term translation on the communicative and pragmatic parameters of the text. Differences in the degree of specialization of terms in foreign and Russian languages.
3. Lexical and grammatical meaning of the word. Lexical meaning of a word: stability and mobility of meaning, words motivated and unmotivated, correlation of a word with a concept, internal form of a word.
4. Fixing the most common vocabulary related to the common language and reflecting the specialization. Expanding your vocabulary. Stable phrases that are most often found in professional speech. Subject-thematic groups "Education", "Upbringing", "Pedagogy", "Methods of teaching a foreign language".

### **I. Vocabulary “Teaching”**

to take sth in one's stride

the vast majority of sth

a substitute for sth/sb

to put up (a strong) resistance to sb/sth

to get disillusioned by/with sb, sth

to be skilful with the subject

to keep up to date with the subject matter  
 sympathetic to/towards sb  
 to put scorn on sb  
 a slight mistake  
 to encourage sb in sth; to do sth  
 to give in to sb  
 (dis)encouragement from sb to sb to do sth  
 to be first and foremost  
 to come second  
 sensitive to sb, sth/about sth  
 desirable in sb  
 physically plain people  
 to have great personal charm  
 to exclude a genuine capacity for sth  
 to tune in to sth  
 to persist in sb's mistakes  
 to put a great strain on sb  
 to make great demands on sb (nervous energy)  
 to be a plaster saint  
 to be aware of sth  
 to put on an act  
 to enliven a lesson  
 to award praise  
 to remain mentally alert  
 to stagnate intellectually  
 to deteriorate  
 to adapt oneself to any situation  
 to improvise  
 infinite patience  
 to acquire sth  
 to get into a rut=to fall into repetitive pattern of teaching  
 to learn sth afresh  
 to keep sb sane  
 there's a negative side to sth  
 automatic, mechanical, formulaic  
 uninspiring  
 to do sth routinely=to get into a complete routine  
 to introduce vocabulary  
 to get sth across to sb= to convey sth to sb  
 tacit knowledge  
 to do sth expertly  
 to draw out some skills of sb's peers, colleagues  
 to reduce tension in the classroom  
 a tremendous element of fun  
 to mark exam papers

to spend ...hours a day marking  
 written exams and other forms of assessment  
 to display some qualities, skills  
 to stay in the job  
 frailty  
 immaturity  
 intimacy  
 vulnerability  
 sensitivity to ...  
 sympathy for ...  
 fairness  
 alertness  
 patience  
 artistry  
 flexibility in sb's approach to sb/s  
 an utterly disastrous experience  
 empathy for/with  
 a very unnerving experience  
 encouragement  
 to call out ribald remarks  
 openmindedness  
 to settle down (un)happily in a school  
 flexibility  
 education is a three-way partnership  
 clarity of thought  
 to have parents in with doing sth  
 humility  
 care in preparation and efficiency in execution  
 to treat sb with respect  
 even-temperedness  
 to do the absolute minimum  
 truancy  
 complete dedication to sb's cause  
 capacity for work, efficiency  
 to keep up appearances  
 an impartial assessment = impartiality  
 to admit sb's mistakes to sb  
 an (un)biased attitude to/towards sb/sth  
 to isolate sb from sb  
 self-confidence  
 to skip classes  
 self-improvement  
 to take attendance  
 to assign sth (a task) to sb/ sb sth  
 sociability (sociable, gregarious)



to set high standards of academic achievement  
 responsiveness  
 sb's classroom arrangements and activities  
 a person of ready sympathy  
 to be easily distracted  
 to have a lot of stamina, staying-power  
 to demand beyond sb's abilities  
 professional competence  
 to integrate theory and practice  
 self-control, self-restraint, firmness  
 to squash sb's motivation to study  
 the communicative approach  
 communicative language teaching

## II. Translate into English:

1. Поддерживать дисциплину в классе - необходимое условие успешного учебного процесса.
2. Если учитель невнимателен к чувствам и мыслям учеников, он не сможет заслужить их уважение.
3. Прежде всего важна личность учителя, а уже потом знание предмета.
4. Несомненно, учитель должен владеть своим предметом.
5. Если учителю удаётся заинтересовать учеников, успех гарантирован.
6. Поощрение учеников со стороны учителя – важное условие успеха.
7. Сочувствие и способность сопереживать – главные качества учителя как личности.
8. Ни в коем случае учитель не должен относиться к учащимся свысока.
9. Как жаль, что ты не учился у этого учителя!
10. Если ты негибок и не в состоянии приспособиться к любой ситуации, то школа – это не твоё.
11. Важно, чтобы учитель мог оживить урок, уловить настроение детей, суметь разыграть сценку, побудить детей к приобретению знаний.
12. Некоторые школьники пропускают уроки; поэтому, чтобы знать, кто отсутствует, учителя делают переключку.
13. Мой учитель математики был строг и оценивал всех беспристрастно, но как никакой другой учитель он умел разрядить обстановку, похвалить и поддержать.
14. Очень важно не идти по проторенной колее, а приобретать новые знания и быть в курсе современных методических тенденций.
15. Учитель, бывает, проводит целый день, проверяя письменные работы, выставляя отметки и планируя уроки на следующий день.
16. Желательно, чтобы у учителя не было любимчиков и все дети получали равное внимание.
17. Жаль, что многие молодые учителя разочаровываются в профессии – в любом деле есть отрицательные стороны.

18. Может быть, профессия учителя и не такая престижная, как профессия переводчика, но она всегда востребована и даёт постоянный заработок.

19. Если ты видишь, что ученик легко отвлекается и не успевает за другими, почему бы не дать ему индивидуальное задание?

20. Профессиональная грамотность и положительные личные качества позволили ему завоевать уважение учеников и коллег.

21. Учитель должен не только быть профессионально компетентным, но и уметь передать знания детям.

22. Нельзя требовать от учеников выше их возможностей: задания должны соответствовать уровню их знаний.

23. Конечно, было бы лучше, если бы учитель был общительным, открытым, артистичным, но не все педагоги обладают этими качествами; тем не менее, они успешно работают и добиваются хороших результатов.

24. Иногда учителю приходится выслушивать дерзкие замечания учеников, и в такой ситуации ему следует проявлять безграничное терпение и не принимать это близко к сердцу.

25. Способность к сочувствию и пониманию являются важными качествами учителя как воспитателя.

26. Самый первый урок часто бывает довольно нервующим событием, а иногда и настоящей катастрофой.

27. Молодые учителя могут перенимать опыт у старших коллег.

28. Нельзя останавливаться в профессиональном развитии не только учителям, но и представителям любой другой профессии.

29. Даже если ты раним и легко расстраиваешься, старайся сохранять спокойствие.

30. Как жаль, что он ушёл из школы! Если бы он не оставил работу, он бы сейчас преподавал в твоём классе или был бы директором школы.

### III. Expand the following sentences:

1. A teacher can't be a plaster saint because.....
2. Being a teacher means ....
3. A good teacher shouldn't ....
4. All pupils like and treat with respect those teachers who ...
5. A teacher's profession makes great demands on nervous energy because ...
6. A good teacher is like a good actor because ...
7. A teacher should be mentally alert because ...
8. Education is a three-way partnership which ...
9. Qualities desirable in a teacher can't be restricted by ...
10. Teaching has always been a tough job due to ...
11. Pupils will never listen to you if you ...
12. A teacher should have neither favourites nor outcasts as ...
13. Teaching used to be a more respected profession before because ...
14. I regret having chosen this profession as ...
15. I think I was right to have chosen this profession because ...

**IV. Arrange the points given below in order of your priority. Explain your choice.**

**10 COMMANDMENTS OF A GOOD TEACHER**

1. Come prepared. Know what you are going to say.
2. Listen carefully when others are speaking.
3. Take your turn in speaking.
4. Look at the group as you listen or speak.
5. Speak so that you can be heard.
6. Limit your own speaking time.
7. Stick to the subject.
8. Be courteous at all the times. Disagree politely.
9. Control your emotions.
10. Accept the decision of the majority.

**V. Situations on the topic “Teaching as a career”**

1. An experienced teacher gives some pieces of advice to a young colleague who has just started his/her career.
2. A teacher shares his ideas on education with parents at the meeting.
3. A head mistress of the school explains the situation in her school to young teachers and says what she expects them to do.
4. In a telephone conversation with your friend you tell about your impression of a school and the teacher of your 7 year-old daughter.
5. You tell your friend about a job interview you had yesterday with the head of the school you were *accepted*.
6. You persuade your younger sister to give up teaching career as you often see her exhausted after a school day.
7. You work with senior pupils and find your job interesting and challenging.
8. You work at school with junior pupils and find your job unbearable.
9. You speak to your sister about one of your colleagues who does very little for her pupils.
10. After a lesson of your colleague you are upset about the discipline and give him some advice.
11. You talk to the parents of the pupil who often disrupts your lessons and shows no interest in the subject.
12. You are going to be interviewed about the problems of education at present. What are you going to speak about?
13. You have been working at school for 20 years and enjoy your work. You try to persuade your daughter to follow in your footsteps.

**VI. Situations:**

Teaching as a Career

1. Describe the qualities typical of a present-day teacher (on the base of the text).

2. Circle out the advantages and disadvantages of teaching as a career and speculate on those you accept or reject.
3. Draw a sketch of a modern English teacher in Belarus.

### Classroom Atmosphere

1. What kind of atmosphere should teachers endeavour to create in schools?
2. How can the atmosphere of the school influence the child's intellectual and physical development?
3. Why is it so important to provide a warm, caring, stimulating and secure environment in schools.
4. Do you think that the atmosphere in which a child is taught and brought up is of the greatest importance or of no importance at all? Prove your statements with your experience.

### A Teacher Who had a lot of Influence on You

1. Describe the teacher shown in the story/text/your school teacher.
2. Give a description of your ideal teacher. Make a list of all the things a teacher shouldn't be or do.
3. Jot down ideas for a letter to a friend explaining why you want or do not want to be a teacher.

### Career Prospects for Language Students

1. Find out about the career intentions of your fellow student filling in his job suitability questionnaire.
2. Think of a successful person you admire and tell the other people about his life.
3. What are the main factors in the success of the people you know? What are the main rungs in their 'ladder of success'? Discuss other factors you would put on the ladder.
4. Draw one of these ladders for yourself.

### ***Тема 4. Translation as a type of textual activity and a form of cross-language and cross-cultural communication***

#### ***Вопросы для обсуждения:***

1. Translation as a type of text activity for creating a communicative and informative equivalent text in another language, as a form of cross-language and cross-cultural communication.
2. Study of best practices in teaching foreign languages at home and abroad.
3. The translation of authentic texts of professional orientation.

### CAREER PROSPECTS FOR LANGUAGE STUDENTS

Vocabulary:

to boss sb around

a nine-to-five job  
 to come from a social background  
 to keep sb's aspiration(s) for sth  
 a pipe dream  
 to keep sth up to date

(Some English students are discussing what job they would like to get when they graduate from university)

NICOLLE: 'I'd like to boss people around!'

I've got one more year at university and soon I will have to start thinking about what to do with my life when I've finished that. It's very difficult to decide exactly what I want to do. I want to use my languages, because I speak French and German, but I don't exactly know how. I don't want to become an interpreter or translator as I feel that it would be quite boring. However, I do want to use my languages and travel as much as possible. I'm the type of person who could not stay at home, so, therefore, I have to have a job. At the same time I don't think that I could stand having a normal 9 to 5 job, as I would be totally bored by it after about half a year. So, therefore, I need to have a job that'll keep me interested and it will vary, that is, be totally different the whole time.

I think that the best type of job I'd most prefer would be something in business in which I could use my languages, travel around a lot and have quite a lot of responsibility. I don't think I would enjoy having a menial job when I'm just taking orders from everyone else. I would prefer to have a job with responsibility of my own where I can make decisions for myself and even boss people around.

But I don't exactly know what I'm going to do. Maybe I'll do something in advertising or in management or in banking. These are my plans, although I don't exactly know how they're going to come out.

REBECCA: 'I can't see myself sitting behind a desk!'

I really don't know what I'm going to do when I finish college. I can't really see myself with a nine-to-five job sitting behind a desk. I'd like to use my languages but I don't know how yet. I mean, I doubt really if I'll get a job involving Russian which I'd really like. I like the language but I really can't see myself in a job which would involve Russian.

My other language is German. What I'd like to do is ... when I leave college, I'd like to go to Germany and get any sort of job. I could quite easily live in Germany and do any sort of job, really. I've just been to Germany for 5 months and it was absolutely brilliant. I love the country and I could just live there.

I don't know eventually what type of work I'd like to do. I'm quite keen on sport and outdoor activities and things like that. So I'd like a job which would be in some way physical and involve living out, working outdoors. I've worked for 3 years in the summer in an outdoor activity centre in North Wales which involves canoeing and rock climbing. I really loved that. Maybe that type of work in Germany would be really good because it would mean using languages and also using my experience and doing something physical at the same time.

I'm also really keen on skiing. I've heard that in Austria or Southern Germany they're keen on people who are native English speakers and who also speak German for ski-instructors there. That's only seasonal work but that would be really enjoyable, maybe for 3 months of the year. After that when I grow older and am unable to do such physical things, I'll do something else, I don't know yet. I want to use German because I feel that it would be a real waste of time not to do that.

I'm just going to see what the first year after leaving college brings. Maybe, I'll have more of an idea then. Maybe, working in Germany I'll find something I'll really like or meet somebody. I just don't know. I'll have to see.

ALICE: "It's quite a competitive business!"

As regards my future, we've still got one more year at university. That's the first thing I've got to consider. After that I want to spend a year on a cruiser, maybe, doing personnel work or something like that anyway, so that I can practice my French and my German which I've really forgotten. I'll keep my Russian and Swedish up-to-date. After that I thought I would do a secretarial course where I could learn shorthand and typing in foreign languages and also in English as I don't know how to do it, either.

I'll take journalism. I'm not very sure about whether that will be my final job, as it's quite a competitive business. It's quite hard. There are a lot of people who are very good. And there aren't lots of other jobs to do with foreign languages: maybe, translating work or work for the foreign office, diplomatic service, something like that I'm not really very sure. At the moment I'm quite happy, as I'm enjoying life, not doing very much at all.

MARK: 'I'll try and keep my aspirations!'

The situation is about what I'd like to do for a living when I finish university. It's a very tricky question, actually, because I don't really know any students who seem to have a clear idea what they want to do when they finish studying. But I know, obviously, that I'd like to earn a certain amount of money; I don't want to be a tramp or anything like that. I mean, that I'd like to live in a certain amount of comfort and not have to worry too much about the bills and things like that.

As to an actual specific job, I don't know really what to say. In the past I considered journalism and the Foreign Office, the Diplomatic Corps. But I think that those were just like little pipe dreams, really. I think as you get a bit older, you realise all the complications and difficulties involved. When you are 13 and are planning your career, you think you can do these things without too much trouble. But soon you realise, that the country you're born into, does impose certain subtle restrictions on what you can do and can't do. It depends a lot on your class as well. I think if you want to get into the Diplomatic Corps, for instance, you need to come from a certain social background. You have to have gone to Oxford or Cambridge for a start, which I didn't. Perhaps, that does cut it out for me really or, at least, that makes it much more difficult for me personally to get into that branch.

I don't think that I'd ever consider doing a job which I find boring. I just wouldn't be able to stand it for very long. So I think that I would try and keep my aspirations.

And if possible, I'll get a job which approximates to something that I'd really like to do as well as providing a good living.

As for my plans apart from work, I don't know what to say. Everyone seems to want to travel a lot. I'm no exception, really. I'd like to travel, to see places and just see what the world is like.

I. Find in the text the answer to the question: Which of the students:

- a) is/are willing to travel and see the world;
- b) is not able to do routine work;
- c) wants to be a chief;
- d) doesn't want to be a teacher;
- e) is content with their present position;
- f) isn't against leaving their motherland;
- g) speaks more than one foreign language;
- h) is sensible and realistic;
- i) has itchy feet?

II. Tick up jobs you find most suitable for the students. Give your reasons:

Name	Job	Intepreter	Teacher	Waiter(ess)	Proofreader	Guide	Journalist
	Diplomat	Secretary	Translator				
Nicolle							
Rebecca							
Alice							
Mark							

III. Agree or disagree with the following:

1. Every person has some aspirations for something.
2. To get a good post one is to come from a certain social background.
3. The world of business is rather competitive.
4. The country we're born into, does impose certain subtle restrictions on what we can do and can't do.
5. The job we do is to approximate to something that we'd really like to do as well as to provide a good living.
6. Pipe dreams never come true.
7. To have a good command of a foreign language one should keep it up to date.

IV. What are your job aspirations? What is your dream job?

### ***Tema 5 Oral exchange of information in the course of everyday and business contacts, business meetings and meetings***

Improving the ability to participate in dialogues of a label nature, dialogues-questions, dialogues-incentives to action, dialogues - exchanges of information, as well as in mixed-type dialogues that include elements of different types of dialogues based on a new topic, in thematic situations of official and informal everyday communication.

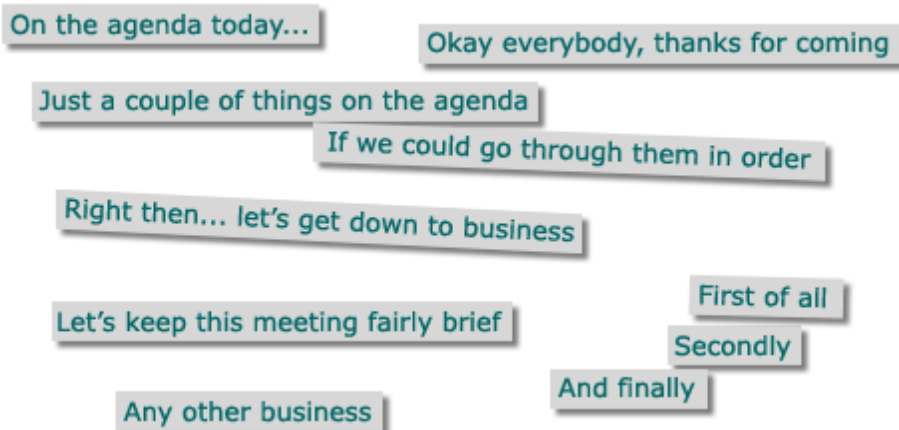
## Meetings: agenda setting

### Introduction

This module focuses on the language of meetings, which are central to business communication. Most meetings have an agenda - a list of matters to be discussed in the meeting. When you decide what to talk about in the meeting, you 'set the agenda'. The person in charge of the setting the agenda and running the meeting is the 'chairperson'.

Think

Imagine that you are the chairperson in a meeting. It is the start of the meeting and you are telling your colleagues about the items on the agenda. What phrases might you use?



Useful Phrases

On the agenda

Today

everybody, thanks for coming

Just a couple of things on the agenda

If we could go through them in order

Right then... let's get down to business

First of all

Secondly

And finally

Let's keep this meeting fairly brief

Any other business

Listen



Now you're going to listen to two audio clips about setting agendas for meetings. Both clips are from the start of meetings and feature a chairperson listing the points on the agenda. As you listen, see if you can hear some of the phrases above.

### Transcript Clip 1

Sarah: Right then, Alex, let's get down to business. On the agenda today for our public relations meeting are the research project, the launch of the website, the timeline for press releases, and the executary of the year award. Are you quite happy with those points?

Alex: Yeah, that's fine. If you could go through them in order, that'd be great.

Clip 2 Alex: OK everybody, thanks for coming. Let's keep this meeting fairly brief, really just a couple of things on the agenda. First of all, as you can see, the news on the book re-launch; and secondly, the office move; and finally, we will have a little bit of time for any other business.

### Check understanding

## CLASS ATMOSPHERE

### I. Vocabulary:

joined-up writing– writing in which the letters in a word are joined to each other

to unnerve – to make sb feel nervous or frightened or lose confidence

apparently– evidently

ribald – rude in a low and disrespectful way

pious – having or showing a deep respect for God and religion

valid – having a strong base; based on what is legal, logical or true

to flee, fled, fled – to leave very quickly, esp. because of possible danger

to put a great strain on sth/sb – to make great demands on sth

a three-way partnership: the child, the parent and the teacher

II. You are going to listen to a British teacher talking about some of her professional relationships. Look at the list of people below and then listen. Put a tick next to those she mentions.

pupils/children    headmaster

colleagues    friends

school assistants    administrators

parents      education authorities  
 classes      school inspectors

III. Listen again and note down the main point the teacher makes about each person or group of people.

IV. Look at the list below of adjectives used by the teacher. Who is she describing with each one?

- a) fatherly    d) safe
- b) tough      e) ashamed
- c) strict      f) inadequate

Do any of these words describe you or some of the people you work with?

Discuss your answers with a partner.

#### V. Grammar: Relative clauses

1 Read the sentences about the teacher in the listening passage. Complete them with *that*, *who* or *whom*. You may be able to use more than one of these pronouns in a gap. In some sentences you may not need any of them; in this case, write – Then compare and discuss your answers with a partner.

- a) The inspector was called by the headmaster couldn't control the class.
- b) The headmaster worked at her first school didn't like her.
- c) The class the inspector tried to teach laughed at him.
- d) The children with      she worked at first were very tough.
- e) Parents, often wish to know what is happening, are welcome to help her in class.
- f) Parents help with reading are not allowed to teach.
- g) She gets angry about teachers just do the absolute minimum.
- h) Some parents      the teacher expected to volunteer didn't do so.

2. Match the explanations below with the sentences in Activity 1.

(i) You can omit *who* or *that* in this sentence because it is not the subject of a verb.

(ii) You cannot use *that* in this sentence because *that* cannot be used in non-defining clauses.

(iii) You can use *who* or *that* in defining clauses, so both are possible answers in this sentence.

(iv) You can use *who* or *whom* in this sentence. They can both be used after a preposition.

3. Say whether the statements are true or false:

1. Her first job was an utterly disastrous experience.
2. The headmaster liked her very much.
3. On the Thursday she rang the education office and said she couldn't stay there.
4. When the inspector arrived, it was an amusing experience.
5. The children behaved very well.
6. She was sent to another school.
7. She says that education is a three-way partnership.
8. She is sure that parents shouldn't be involved.
9. She doesn't like to ask the parents for help.
10. The atmosphere in her classroom is not important to her.
11. She is regarded as a very mild teacher.
12. She encourages the class to discuss their lessons.
13. Her greatest stress is having much work to do.
14. She has good relations with colleagues.
15. Some teachers do the absolute minimum and have no real interest in children at all.

VI. Answer the questions:

1. What was the ground for the conflict between the teacher and the headmaster?
2. What made the inspector flee?
3. What kind of person was he?
4. What was the teacher's approach to tough children?
5. Why should parents be involved in the process of upbringing and education?
6. What worries her?

VII. Talking points

1. Look at the diagram and talk about one or both of the points below with a partner or partners.

Which of the relationships do you value most? Why?

What contribution can your relationship with each of these individuals or groups make to your teaching?

2. Give your own opinion on the following:

1. Is the narrator a paragon of a teacher?

2. Is her strategy faultless?

Tapescript:

My first job was an utterly disastrous experience. I only stayed a week, because the headmaster hated me and I hated him. He came into my room about every ten minutes or so and kept saying, "Why aren't they writing in ink? Why aren't they doing joined-up writing? Why aren't they doing harder sums?" And there was I with 40 tough little kids trying to get on top of them. I'm not saying that there weren't faults on my side, but it was a very unnerving experience. On the Thursday I rang the education office and said that I couldn't stay there. The head had apparently rung the office, too.

So, on Friday, the inspector arrived. It was a very amusing experience. He came into the room and had a few fatherly words with me and said, "I'll show you how to control the class." He clapped his hands and started to talk, but the children just called out ribald remarks. They really were tough little kids. So he quickly realized that he wasn't going to be able to do anything with them, certainly not show off to a younger teacher. As he fled, he turned in the doorway and said, "I'll ring you from the office." And sure enough I got a phone call later telling me to report to the office on Monday. I was sent to another school where I settled down happily.

I feel that education is absolutely a three-way partnership, if you can have such a thing, between the child, the parent and the teacher. There's no valid argument for denying parents the chance to be involved. We send reading books home regularly. I have parents in to hear children read, though not to teach them. And on odd occasions I might have parents in to help with cookery. Considering their expressed concern about their children's education, not nearly as many parents volunteer as you might think.

The atmosphere in my classroom is all-important to me. I work very hard to create a good relationship between the children myself, which doesn't mean that I give in to them. I'm regarded as very strict, but I feel children need that firmness to feel safe. Sometimes I shout at them. I always feel ashamed afterwards. I encourage the class to discuss discipline. If there's been an epidemic of aggression in the playground, for example, instead of talking to the offender in the corner, I discuss it in front of the class. I think it's good for the offender to hear what other children think about his behaviour.

My greatest stress is having too little time to achieve what I want. I also find it stressful if colleagues are inadequate because that puts a great strain on

everybody else. Some teachers do the absolute minimum and have no real interest in the children at all. I don't want to sound terribly pious about myself, but I really do hope every week that I shall reach the children and see some of them grow a bit. Sometimes, however, I just think: 'Oh, God! Monday! It's raining.'

### ***Tema 6. Understanding of dialogical and monologic speech in professional communication***

1. Improving the ability to participate in dialogues of a label nature, dialogues-questions, dialogues-incentives to action, dialogues - exchanges of information, as well as in mixed-type dialogues that include elements of different types of dialogues based on a new topic, in thematic situations of professional communication.
2. Development of listening skills of monologue speech.
3. Development of basic skills of public (monologue) speech. Improving the skills of monologue speech.
4. The main features of monologue speech: relative continuity, expansion, arbitrariness (planning) and consistency in comparison with statements in a dialogic form.

#### **Difference Between Monologic and Dialogic Communication**

Although the term communication implies an interaction between two or more people and transmission of information, communication does not always take place in a fair manner. Monologic and dialogic communications describe two types of communication patterns. The key difference between monologic and dialogic communication lies in the interaction between the speaker and listener; in monologic communication, one person speaks while the other listens whereas, in dialogic communication, the roles of speaker and listener are interchanged within the participants.

#### **What is Monologic Communication?**

In simple words, a monologic communication can be described as an occasion where one person speaks, and the other listens. However, there is no real interaction between participants since the communication is only one-directional. The monologic communicator is only interested in his or her own goals and has no real interest or concern for the listener's attitudes and feelings. The communicator may also show a reluctance to talk about or listen to the other person's ideas. He or she would frequently give negative personal judgments and negative criticism about the listener. The monologic communicator may also request the listener to say positive things about himself (about the communicator).

The monologic communicator attempts to command, coerce, manipulate, conquer, dazzle, deceive, or exploit. He does not take others seriously since he views others as 'things' to be exploited. The focus in monologic communication is not on the audience's or listener's real needs, but on the communicators' message and purpose. The communicator needs responses or feedback from the listeners only to further his purpose, not to help the audience to understand or to clarify

unclear points. In addition, monologic communicators have a superior and often condescending attitude towards the audience.

All in all, monologic communication involves control and manipulation, and there is no real interaction between the two people involved in the communication.

### Difference Between Monologic and Dialogic Communication

#### What is Dialogic Communication?

Dialogic communication is an interaction where each person involved plays the role of both speaker and listener. In other words, this is a communication where everyone has a chance to express themselves. Mutual understanding and empathy are hallmarks of dialogic communication. There is a deep concern and respect for the other person and the relationship between them in this type of communication.

In this type of interaction, the listeners and speakers have the right to make their own choices without coercion, pressure, fear or threat of punishment. Dialogic communicators avoid negative criticism and negative personal judgment and use positive criticism in their stead. The communicators always show a willingness to listen to each other and indicate involvement by giving cues such as nonverbal actions, paraphrasing, expressions of agreements, etc. Dialogic communicator also does not manipulate the conversation to achieve his or her goals.

#### Key Difference - Monologic vs Dialogic Communication

#### What is the difference between Monologic and Dialogic Communication?

##### Type of Interaction:

Monologic Communication: One person speaks, and the other listens.

Dialogic Communication: All the participants get a chance to speak and listen.

##### Respect and Concern:

Monologic Communication: There is no concern or respect for the other participants.

Dialogic Communication: There is concern and respect for the other participants.

##### Criticism:

Monologic Communication: Monologic communicator gives negative criticism, negative personal judgments to others, but wants other to give him positive comments.

Dialogic Communication: Dialogic communicator gives positive criticism instead of negative criticism, negative personal judgments.

##### Control and Manipulation:

Monologic Communication: Monologic communicator uses manipulation and control.

Dialogic Communication: Dialogic communicators do not use manipulation and control.

## ***Tema 7. Skills and personality of a foreign language teacher***

1. Psychological, pedagogical and linguistic research of a foreign language teacher's personality.

Personal and professional qualities of a foreign language teacher. Job analysis of the foreign language teacher.

2. Pedagogical skills and pedagogical culture of a foreign language teacher. Ethics and professional etiquette in the work of a foreign language teacher.

3. Development and improvement of language and methodological competence of a foreign language teacher. Participation in professional associations and organizations.

1. Read the passage below about a primary-school teacher. Then answer the question: What was the secret of this teacher's magic?

2

Everything changed in the second year. There must have been just as many children in the classroom, but somehow the room seemed bigger than the one we had left. Perhaps it was because everything was in order in that classroom, everything was in its proper place. There were corners for this and corners for that, our desks had our names stuck on them, so we knew our place. So did Miss Craddock. You could never go into that room when she wasn't there. In the mornings she looked just the same as we had left her in the evenings. She was never absent or late for school. Sometimes I wondered if she, .might have slept there.

Miss Craddock was very tall, one of the tallest women I have ever seen. She wore flat shoes; I don't know what her clothes looked like because I never saw her with any on. That is. I never saw her in a frock, or a pullover and skirt. Two large smocks covered her up; they buttoned down the front. One of them was patterned with blue and white daisies, the other one was of pink-and-^white check. I liked the daisies one best; I think she must have done too because she wore it more than the pink-and-white one. She never buttoned them, even the two buttons at the top. but she might have buttoned these up had her neck not been so long. She said herself that she looked like a giraffe, yes she did. when she was showing us pictures of animals. Miss Craddock didn't mind us laughing when she told us this, she laughed herself.

Giraffes are beautiful animals and that is why I fell in love with Miss Craddock. I think that is why, although her eyes were big and blue, her complexion fresh, she always smelled as though she had just got out of the bath, she smelt of clean washing, no scent to her just this clean smell,

How would you know what a teacher smelled like? Well, at some time during the day Miss Craddock would cuddle us. Hold us quite close to her and say something very special.-We all got the same treatment. As I had never had it at home I suppose I appreciated it more than some of the others. The room was never noisy like the other one had been, this was funny because I can't ever remember Miss Craddock shouting. There were eight groups for reading lessons and she would float from group to group. I can't remember how she taught us to read, in fact I can't remember not being able to read. I had not been in her class long before she extracted me from the groups altogether; she would give me a book that she had brought from home or borrowed from her friend Miss Moore and tell me to read it on my own. Later, she would ask me what the book was about.

'Well now, Tommy, and what do I start you on next, we can't have you standing still, can we?' I didn't know who the other person was when she said 'we' because she hadn't married. I had mentioned to my dad that I'd like to marry her.

'Ah, and you could do a lot worse.' was his reply. I never asked her, I couldn't, although I would have liked her arms around me much more than my daily ration.

Even playtimes were different in Miss Craddock's class. Other teachers disappeared down the corridor into a small room, but Miss Craddock always sat behind her desk. She would send one of us for her morning hot milky drink. This was an honour and we all sat up and looked at her appealingly, hoping that she would choose us to do her a favour. Most of the class went out to play like the rest of the school, but if you wanted to stay inside you could, and if any child had a cold or Miss Craddock thought that they were not well, she would have them in the room with her. I rarely went out to play. I read, sometimes I just talked to her when there weren't too many children in. She was interested in everything and I never had met anyone who could listen as well as she could. Not that I thought she was perfect. No, she told lies, I think they were lies although she never went red when she told them, so for her perhaps they weren't lies at all.

3. Which of the adjectives in the chart below best describe Miss Craddock?

Gentle  
 Cheerful  
 Affectionate  
 Sentimental  
 Dedicated  
 Reliable  
 Clean  
 Ordered  
 Lively

3. Give answers to the questions:

- a). In what way is the classroom organized?
- b). What does the author mean saying "You could never go into that room when she was not there"?
- c). Why is Tommy especially impressed by her appearance and the way she was dressed?
- d). What makes him fall in love with his teacher?
- e). How can you explain the pupils' affection for their teacher?
- f). What kind of teacher's technique does she possess?
- g). Do you think that Miss Craddock corresponds to the image of an ideal teacher? Why?

4. What was the secret of this teacher's magic?

5. Give a character sketch of Miss Craddock as a teacher.

6. How would you describe Tommy's character?



7. Compare Miss Craddock with your primary school teacher.

### THE QUALITIES OF A TEACHER

by H.C. Dent

Here I want to try to give you an answer to the question: What personal qualities are desirable in a teacher? Probably no two people would draw up exactly similar lists, but I think the following would be generally accepted.

First, the teacher's personality should be pleasantly lovely and attractive. This does not rule out people who are physically plain or even ugly, because they may have great personal charm.

But it does rule out such types as the overexcitable, melancholy, frigid, sarcastic, cynical, frustrated and over-bearing. I would say too that it excludes all of dull or purely negative personality. I still stick to what I said in my earlier book: that school children probably suffer more from bores than from brutes.

Secondly, it is not merely desirable but essential for a teacher to have a genuine capacity for sympathy - in the literal meaning of that word; a capacity to tune in to the minds and feelings of other people, especially, since most teachers are school teachers, to the minds and feelings of children. Closely related with this capacity to be tolerant - not, indeed, of what is wrong, but of the frailty and immaturity of human nature which induces people, and again especially children to make mistakes.

Thirdly, I hold it essential for a teacher to be both intellectually and morally honest. This doesn't mean being a plaster saint. It means that he will be aware of his intellectual strengths and limitations and will have thought about and decided upon the moral principles by which his life shall be guided.

There is no contradiction in my words, going on to say that a teacher should be a bit of an actor that is part of the technique of teaching, which demands that every now and then a teacher should be able to put on an act - to enliven a lesson, correct a fault, or award praise. Children, especially young children, live in a world that is rather larger than life.

A teacher must remain mentally alert. He will not get into the profession if of low intelligence, but it all too easy even for people of above-average intelligence, to stagnate intellectually - and that means to deteriorate intellectually. A teacher must be quick to adapt himself to any situation, however improbable (they happen!) and able to improvise, if necessary at less than a moment's notice (Here I should stress that I use He and His throughout the book simply as a matter of convention and convenience). On the other hand, a teacher must be capable of infinite patience. This, I may say, is largely a matter of self-discipline and self-training; we are none of us born like that. He must be pretty resilient; teaching makes great demands on nervous energy. And he should be able to take in his stride the innumerable petty irritations any adult dealing with children has to endure.

Finally, I think a teacher should have the kind of mind, which always wants to go on learning. Teaching is a job, at which one will never be perfect; there is always something more to learn about it. There are three principal objects to study: the subject, or subjects which the teacher is teaching; the methods by which they can

best be taught to the particular pupils in the classes he is teaching; and - by far the most important - the children, young people, or adults to whom they are to be taught. The two cardinal principles of British education today are that education is education of the whole person, and that it is best acquired through full and active co-operation between two persons - the teacher and the learner.

### I. Vocabulary:

qualities desirable in a teacher

to rule out

overbearing

a plaster saint

to stick to sth

overexcitable

frailty

to tune in to sth

every now and then

infinite patience

to induce sb to do sth

alert

immaturity

t

to put on an act

improbable

at a moment's notice

to enliven

cardinal

petty irritations

to adapt oneself to sth

resilient

to get into a profession

to improvise

frigid

to make great demands on sth

melancholy

to take in one's stride

to award praise

to deteriorate

to stagnate

to acquire

### II. In the list of vocabulary, find the words which mean the following:

1. make sth more interesting
2. to change your behaviour according to a situation
3. able to think quickly
4. domineering, controlling others
5. to continue doing sth

6. from time to time
7. unlikely, unexpected
8. to stop developing or making progress
9. to become worse
10. a person without faults and weaknesses
11. to cause sth, to result in sth
12. flexible
13. to act out
14. to become aware of sb's feelings and thoughts
15. to take sth easy
16. to do/make sth on the spot/off the cuff
17. important, crucial
18. nervous

### III. Replace the underlined words by their synonyms:

1. In order to encourage pupils to learn better the teacher tried to make her lessons more interesting.
2. A good teacher should be flexible in his/her approach to pupils/
3. If you don't want to stop developing as a specialist, you'd better take a course.
4. A teacher isn't an ideal: he/she may have their own fears and insecurities.
5. From time to time I took a course in order to be aware of modern methods.
6. Not every teacher is able to act out a dialogue or sth like that.
7. Sometimes a teacher happens to act on the spot, thus he/she should be able to think quickly.
8. School life demands a lot, and teachers should be able to deal with any situation.
9. Teachers' professional qualities are numerous and various.
10. But it's my firm belief that indifference isn't from this list.
11. On the contrary, teachers should be able to feel their pupils' mood.
12. A teacher should be able not to take serious slight problems.

### IV. Comment on the following:

1. Do you agree with the author that a teacher should be mentally alert?
2. What kinds of people shouldn't get into teaching?
3. 'Teaching makes great demands on nervous energy' Why?
4. As a child you were sure to consider your teacher(s) a plaster saint. Why?
5. What are the cardinal principles you are going to be guided by while working as a teacher?

**РАЗДЕЛ КОНТРОЛЯ ЗНАНИЙ**  
**Lexical-Grammar Test**  
**Teaching**  
**V-I**

**I. Put in the right prepositions:**

1. The encouragement ... the teacher .... his/her pupils is a necessary condition for successful studies.
2. Teachers are often substitutes .... a parent.
3. You should be skillful .... your subject to be competent.
4. The teacher should assign a task ..... pupils' according ... their abilities.
5. If you are an inexperienced teacher, you'd better draw out some skills ... your colleagues.

**II. Replace the underlined words by their synonyms:**

- 1 I want to go to the cinema tonight.
2. I haven't decided yet what career to take up.
3. I'm determined to get higher education.
4. He is impatient to start work.
5. I like teaching foreign languages.

**III. Fill in the gaps with the appropriate words:**

1. If the teacher doesn't know how to .... discipline in the class, he/she won't be able to.....the material to pupils.
2. Staying ...alert means remaining .... in the subject and being technologically advanced.
3. The teacher never ... a student, never attacks ... .
4. A teacher's qualities can be both .... and .... The ... can't be changed, the ...are improvable.
5. A teacher is not a .... saint but he/she should know their limitations and moral ...

**IV. Give the words to the definitions:**

1. The attitude not supporting one person or group more than another
2. The feeling of being sorry for somebody, showing that you understand and care about sb's problems.
3. A quick and positive reaction showing sb's interest and enthusiasm
4. The ability to understand another person's feelings, experience
5. The ability to stay calm and accept a delay or something annoying without complaining

**Y. Translate into English:**

1. Если ты не сможешь относиться спокойно к школьным проблемам, ты вряд ли удержишься в школе.
2. Преподавая в школе, студенты должны стараться соединять теорию с практикой.
3. Учитель проводит по несколько часов в день, проверяя домашние задания и другие виды контроля.
4. Если ты очень увлекаешься иностранными языками, тебе лучше поступать в МГЛУ.

**Lexical-Grammar Test**  
**Teaching**  
**V-II**

**I. Put in the right prepositions:**

- |                         |                          |
|-------------------------|--------------------------|
| 1. to get disillusioned | 4. to put a great strain |
| 2. to be sympathetic    | 5. to be aware           |
| 3. to put scorn         |                          |

**II. Replace the underlined words by their synonyms:**

1. I'm undecided as to what to do after college.
2. He's keen on learning foreign languages.
3. They intend to work their way up from the bottom.
4. I don't like working from 9 to 5 every day.
5. I don't like sitting around the office all day long. I prefer moving around.

**III. Fill in the gaps with the appropriate words:**

1. Many college graduates get ... with their future profession.
2. Unfortunately her practice in school was an utterly .... experience.
3. It's necessary to create a good ...between a teacher, a pupil and a parent.
4. Teaching demands complete dedication to one's ...
5. A teacher shouldn't demand beyond his/her pupils' ...

**IV. Give the words to the definitions:**

1. Being easily harmed, hurt and wounded
2. The ability to understand other peoples' feelings
3. The quality of not thinking that that you are better than other people
4. The practice of staying away from school without permission
5. Fondness of being with others

**V. Translate into English:**

1. Учитель физики был слишком строг и требователен, что отбивало охоту учиться.
2. Способность к импровизации, бесконечное терпение, сочувствие и понимание – качества, необходимые учителю.
3. Если ты проявляешь необъективное отношение к своим ученикам, дети не будут относиться к тебе с уважением.
4. Образование – это трехстороннее сотрудничество, включающее в себя учителя, ученика и его родителей.

**ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ К СОБЕСЕДОВАНИЮ**

1. Understanding of dialogical and monologic speech in professional communication
2. Our strong and weak features of character
3. Teaching as a career
4. Advantages and disadvantages of teacher's profession
5. Career prospects for language students
6. Qualities of a teacher
7. Your idea of a perfect teacher
8. Definition and characteristics of pedagogical communication
9. Terminology as a field of lexicology.
10. Scientific style: features, areas of use. Style-forming factors of scientific style.
11. Main types of dictionaries
12. Multilingual dictionaries. Terminological dictionary. Specialized dictionaries and glossaries
13. Monological and dialogical forms of professional communication in a foreign language.
14. Grammatical features: more complex forms of inducements, requests, invitations; the presence of introductory phrases that soften the categorical statement or refusal.
15. Conversational communication formulas and other means of communication.
16. Learning a foreign language.
17. Lexical features: addresses.
18. Features of written communication in professional communication
19. The structure of the letter.
20. Terminology for teaching a foreign language
21. Rules of resume writing.
22. Translation as a type of textual activity and a form of cross-language and cross-cultural communication
23. The peculiarities of communication between teachers and students.
24. Tips of writing an essay.
25. Oral exchange of information in the course of everyday and business contacts, business meetings and meetings

## **ВСПОМОГАТЕЛЬНЫЙ РАЗДЕЛ**

### **Рекомендуемые средства диагностики**

Итоговый контроль осуществляется в форме собеседования, который может быть выставлен на основе оценки работы слушателей по данной дисциплине, за выполненные самостоятельные задания, работу на разных видах аудиторных занятий, а также за подготовленный ответ на иностранном языке по вопросам.

### **Методические рекомендации по организации самостоятельной работы слушателей**

Самостоятельная работа слушателей по данному курсу может быть организована в следующих формах:

- согласование индивидуальных планов (виды и темы заданий, сроки представления результатов)
- самостоятельной работы слушателя в пределах часов, отведенных на самостоятельную работу;
- консультации (индивидуальные и групповые).

Преподаватель определяет содержание самостоятельной работы, график её выполнения, создает сетевую информационную и коммуникационную среду для организации самостоятельной работы. Для этого разрабатывается необходимое учебно-методическое обеспечение в виде электронного УМК, что способствует организации педагогического сопровождения слушателей в процессе их самостоятельной работы.

В ходе самостоятельной работы слушателям предлагается:

- работа со словарем, с текстом, с аудио- и видеоматериалами;
- выполнение творческих заданий, например написание эссе на заданную тему;
- подготовка дискуссий по проблемным вопросам изучаемых тем;
- подготовка и защита компьютерной презентации на иностранном языке
- создание словаря этикетных формул общения педагога с обучающимися.

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### УЧЕБНАЯ ПРОГРАММА ПО ДИСЦИПЛИНЕ

«Профессиональное общение на иностранном языке»  
специальности переподготовки  
1-02 03 71 Иностранный язык (английский)  
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## ВВЕДЕНИЕ

Учебная программа по дисциплине «Профессиональное общение на иностранном языке» разработана для специальности переподготовки 1-02 03 71 Иностранный язык (английский) в соответствии с требованиями типового учебного плана вышеуказанной специальности переподготовки.

Дисциплина «Профессиональное общение на иностранном языке» направлена на изучение особенностей культуры профессионального общения и социальной коммуникации на иностранном языке, развитие профессионально-методического мышления будущих преподавателей иностранного языка, формирование способности к адаптации в изменяющихся кросс-культурных условиях.

**Цель дисциплины:** развитие социально-личностных и профессиональных компетенций для обеспечения успешного профессионального общения на английском языке, решения социально-коммуникативных задач в будущей профессиональной сфере.

**Задачи дисциплины:**

- овладение языковыми средствами профессионального общения на английском языке;
- ознакомление с современными технологиями обучения иноязычной коммуникации;
- развитие коммуникативных умений оперирования профессиональной лексикой на иностранном языке в коммуникативных целях;
- совершенствование профессиональных знаний.

**Рекомендуемые формы, методы и средства обучения:**

формы обучения: лекции, практические занятия;  
методы обучения: словесные, наглядные, практические, частично-поисковые, метод решения проблемных задач, интерактивные методы;  
средства обучения: первоисточники, учебно-методические пособия, хрестоматийные материалы на бумажных и электронных носителях, видеоматериалы, аудиовизуальные средства.

**Слушатели должны знать:**

- значение и особенности использования профессиональной лексики в сфере педагогического общения;
- социокультурные нормы профессионального общения, а также правила речевого этикета, отражающие особенности культуры страны изучаемого языка;
- языковые средства и правила речевого и неречевого поведения в соответствии со сферой общения и социальным статусом партнера.

**Слушатели должны уметь:**

- вести общение социокультурного и профессионального характера в объеме, предусмотренном настоящей программой;
- участвовать в обсуждении проблем на основании прочитанных/ прослушанных иноязычных текстов, соблюдая правила речевого и профессионального этикета;
- обсуждать свои должностные обязанности, проблемы будущей профессиональной деятельности и пути их решения;
- относительно полно и точно понимать высказывания собеседника в распространенных стандартных ситуациях профессионального общения, понимать содержание и извлекать необходимую информацию из текстов профессиональной направленности;
- читать аутентичные тексты профессиональной направленности, используя основные виды чтения (ознакомительное, изучающее, поисковое/ просмотровое) в зависимости от поставленной коммуникативной задачи;
- уметь осуществлять социальное взаимодействие и межличностное общение.

Самостоятельная работа в рамках дисциплины «Профессиональное общение на иностранном языке» направлена на углубление и закрепление теоретических знаний, развитие практических умений и заключается в:

- работе с лекционным материалом;
- анализе академической литературы по заданной проблеме;
- изучении дополнительного теоретического материала к практическим занятиям;
- выполнении практических заданий к семинарским занятиям;
- изучении тем, вынесенных на самостоятельную проработку.

В рамках самостоятельной работы реализуется творческий проблемно-ориентированный подход, который направлен на развитие интеллектуальных умений, комплекса профессиональных компетенций, повышение творческого потенциала и включает следующие виды работ: анализ научных публикаций по заранее определенной тематике и создание конспектов, схем, таблиц; поиск, анализ и презентация информации на семинарских занятиях по темам, вынесенным на самостоятельную проработку.

В рамках программы слушатели активно вовлекаются в образовательный процесс путем использования на занятиях ряда современных форм и технологий: работа в малых группах, мозговая атака, кейс-технология, технология развития критического мышления и др.

**Форма текущей аттестации – собеседование.**

## **СОДЕРЖАНИЕ ПРОГРАММЫ**

### **Тема 1. Определение и характеристика педагогического общения (пз-2часа)**

Понятие «педагогическое общение». Формы и виды педагогического общения. Функции профессионального общения. Культура профессионального общения.

Личностно-ориентированное общение в педагогической деятельности. Общение и межкультурная коммуникация. Педагогическое взаимодействие на иностранном языке: задачи, проблемы и перспективы на современном этапе.

Характеристика профессиональной сферы общения. Эффективность профессионального общения.

### **Тема 2. Особенности устной коммуникации в профессиональном общении (лк-2часа, пз-4часа)**

Монологические и диалогические формы профессионального общения на иностранном языке. Официальный стиль устного общения. Лексические признаки: обращения. Грамматические особенности: более сложные формы побуждений, просьб, приглашений; наличие вводных фраз, смягчающих категоричность утверждения или отказа. Разговорные формулы коммуникации и другие средства общения. Владение технологиями развития понимания звучащей речи.

### **Тема 3. Особенности письменной коммуникации в профессиональном общении (пз-4часа)**

Официальный стиль письменного общения. Лексический аспект: тематическая лексика; изобилие абстрактных глаголов и существительных с суффиксами -ate, -ize, -tion, -ment, -ship; использование коротких слов с аморфной семантической структурой. Грамматический аспект: употребление всех имеющихся в языке структурно-семантических типов сказуемых; сложный синтаксис; длинные атрибутивные цепочки перед существительными; наличие вводных фраз. Стратегии восприятия, анализа, создания письменных текстов разных жанров, ведение записи (конспекта) основных фактов и мыслей (из аудио-, видеозаписей, текстов для чтения), тезисов устного выступления/лекции, письменного доклада.

Структура письма. Оформление конверта. Образцы писем (просьбы о предоставлении работы; запросы о возможности учебы; характеристики; рекомендации).

Алгоритм написания тезисов. Выделение опорных слов в статье. Терминология по методике преподавания иностранного языка. Связность текста. Определение темы, идеи, проблематики текста.

Правила составления резюме. Написание биографий. Выделение основных биографических сведений. Наиболее употребительные фразы/клише.

#### **Тема 4. Профессиональная лексика и межкультурная коммуникация (лк-2часа, пз-4часа)**

Терминология как область лексикологии. Стилеобразующие факторы научного стиля. Терминологическая лексика. Научный стиль: особенности, сферы употребления. Стилеобразующие факторы научного стиля.

Лексика профессионального общения. Формулы речевого общения, выражающие различные коммуникативные намерения. Стилистика профессионального общения, деловой документации.

Термины в тексте. Зависимость перевода термина от коммуникативно-прагматических параметров текста. Расхождения в степени специализации терминов в иностранном и русском языках.

Лексическое и грамматическое значение слова. Лексическое значение слова: устойчивость и подвижность значения, слова мотивированные и немотивированные, соотношенность слова с понятием, внутренняя форма слова.

Закрепление наиболее употребительной лексики, относящейся к общему языку и отражающей специализацию. Расширение словарного запаса. Устойчивые словосочетания, наиболее часто встречающиеся в профессиональной речи.

Предметно-тематические группы «Образование», «Воспитание», «Педагогика», «Методика преподавания иностранного языка».

#### **Тема 5. Перевод как вид текстовой деятельности и форма межъязыковой и межкультурной коммуникации (пз-4часа)**

Перевод как вид текстовой деятельности по созданию коммуникативно и информативно равноценного текста на другом языке, как форма межъязыковой и межкультурной коммуникации.

Изучение передового опыта преподавания иностранных языков в стране и за рубежом. Перевод аутентичных текстов профессиональной направленности.

#### **Тема 6. Основные типы словарей (пз-2часа)**

Лексикография. Словари, глоссарии, энциклопедии и справочники. Толковые словари и тезаурусы. Англо-русские, русско-английские словари.

Энциклопедии и справочные материалы.

Многоязычные словари. Терминологические словари. Специализированные словари и глоссарии.

Электронные словари, глоссарии, энциклопедии и справочники (Merriam Webster, Cambridge University Press, Encyclopedia Britannica, Larousse, Hachette, Meyers, Brockhaus, Langenscheidt, Русский язык, Garzanti, Oxford English Dictionary, Termium, Encyclopedic Larousse).

Толковые словари и тезаурусы: Merriam Webster's Collegiate Dictionary, Oxford English Dictionary, American Heritage Dictionary, WordWeb, Wordsmyth, Roget's Thesaurus, Webster's Unabridged Dictionary.

Англо-русские, русско-английские словари: Multilex 2.0 (МедиаЛингва), Lingvo 6.5 (Abbyy), Polyglossum.

Энциклопедии и справочные материалы: Encyclopedia Britannica, Microsoft Encarta, Columbia Encyclopedia, About.com, World Factbook 2000, Biography.com, Acronym Finder.

Компьютеры и телекоммуникации: Microsoft Glossaries, Webopedia, Computer Desktop Encyclopedia, Whatis.com, New Hacker's Dictionary (Jargon File), FOLDOC (Free On-Line Dictionary of Computing).

Многоязычные словари: Кембриджские двуязычные словари, LOGOS, Travlang.com.

Терминологические словари: EURADICAUTOM (EC), Termium.

Специализированные словари и глоссарии: Your Dictionary.com, One Look Dictionaries, Mabercom, Translator's Site du Jour.

### **Тема 7. Устный обмен информацией в процессе повседневных и деловых контактов, деловых встреч и совещаний (пз-6часов)**

Совершенствование умений участвовать в диалогах этикетного характера, диалогах–расспросах, диалогах–побуждениях к действию, диалогах–обменах информацией, а также в диалогах смешанного типа, включающих элементы разных типов диалогов на основе новой тематики, в тематических ситуациях официального и неофициального повседневного общения.

### **Тема 8. Понимание диалогической и монологической речи в профессиональной коммуникации (лк-4часа, пз-4часа)**

Совершенствование умений участвовать в диалогах этикетного характера, диалогах–расспросах, диалогах–побуждениях к действию, диалогах–обменах информацией, а также в диалогах смешанного типа, включающих элементы разных типов диалогов на основе новой тематики, в тематических ситуациях профессионального общения.

Развитие навыков восприятия на слух монологической речи. Развитие основных навыков публичной (монологической) речи. Совершенствование умений монологической речи. Основные черты монологической речи: относительная непрерывность, развернутость, произвольность (планируемость) и последовательность по сравнению с высказываниями в диалогической форме.

### **Тема 9. Мастерство и личность преподавателя иностранного языка (с.р.-6часов)**

Психолого-педагогические и лингвистические исследования личности преподавателя иностранного языка.

Личностные и профессиональные качества преподавателя иностранного языка. Профессиограмма преподавателя иностранного языка. Педагогическое мастерство и педагогическая культура преподавателя иностранного языка. Этика и профессиональный этикет в работе преподавателя иностранного языка.

Развитие и совершенствование языковой и методической компетенций преподавателя иностранного языка. Участие в профессиональных объединениях и организациях.