

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
Східноєвропейський національний університет імені Лесі Українки
Інститут іноземної філології
Кафедра іноземних мов гуманітарних спеціальностей

ENGLISH FOR FINAL EXAM

НАВЧАЛЬНО-МЕТОДИЧНІ МАТЕРІАЛИ
для підготовки до комплексного іспиту з дисциплін спеціалізації
для студентів Педагогічного інституту
денної та заочної форми навчання ОКР Бакалавр
Галузь знань «Освіта»
Спеціальність «Початкова освіта», «Дошкільна освіта»

Луцьк – 2016

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Рекомендовано до друку науково-методичною радою
Східноєвропейського національного університету імені Лесі Українки
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E58 English for final exam: Навчально-методичні матеріали для підготовки до комплексного іспиту з дисциплін спеціалізації для студентів Педагогічного інституту денної та заочної форми навчання ОКР Бакалавр / розробники Л. Є. Гусак, Н. П. Яцишин. – Луцьк : РВВ Східноєвроп. нац. ун-ту ім. Лесі Українки, 2016. – 95 с.

Навчально-методичні матеріали для підготовки до комплексного іспиту з дисциплін спеціалізації призначені для студентів Східноєвропейського національного університету імені Лесі Українки здобувачів ОКР “Бакалавр” галузі знань «Освіта» спеціальності «Початкова освіта» та «Дошкільна освіта» денної та заочної форми навчання. Видання містить кваліфікаційні вимоги до державного іспиту, добірку необхідного граматичного матеріалу, лексичний, стилістичний мінімум для вивчення та підготовки до комплексного іспиту. Підбрано тексти для читання та автентичні наукові статті для реферування, які допоможуть у підготовці до бесіди на професійно-орієнтовану тематику.

Навчально-методичні матеріали можуть використовуватися студентами I-IV курсів соціально-гуманітарного профілю, філологічних спеціальностей на заняттях з практики англійської мови, викладачами та вчителями шкіл.

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1. ВИМОГИ ДО СТУДЕНТІВ НА КОМПЛЕКСНОМУ ІСПИТІ З ДИСЦИПЛІН СПЕЦІАЛІЗАЦІЇ

Комплексний іспит з дисциплін спеціалізації передбачає перевірку та оцінку сформованості у студентів предметно-фахової компетенції: комунікативної, соціокультурної, професійної, а саме перевірку знань студентів фонетичного, лексичного, граматичного матеріалу, включеного до програми курсу англійської мови та методики її викладання.

Випускники повинні володіти комунікативними вміннями і навичками, вміти реалізувати здобуті знання в майбутній професійній діяльності.

На комплексному іспиті з дисциплін спеціалізації (з англійської мови та методики її викладання) студенти-випускники повинні продемонструвати:

- комунікативну компетенцію, тобто володіння способами формулювання думок відповідною мовою, способами реалізації мовної норми в різних видах мовленнєвої діяльності;

- соціокультурну компетенцію – знання основних особливостей розвитку країни, мова якої вивчається, та використання широкого спектру лексико-граматичних засобів мови для висловлення думок з тем, які вивчались, вміння вести бесіди, дискусії, опираючись на граматичний, лексичний та фонетичний матеріал;

- вміння читати, переказувати й аналізувати оригінальні англійські художні тексти з урахуванням їхніх стилістичних, лексичних, граматичних і фонетичних особливостей, здійснювати адекватний переклад уривку з англійської мови на українську;

- володіння професійно-методичними вміннями: конструктивно-планувальними, комунікативно-навчальними, організаційними, розвиваючо-виховними і дослідницькими, сформованими після вивчення теоретико-практичного курсу методики та під час педагогічної практики;

- вести бесіду за визначеною професійно-орієнтованою темою англійською мовою з метою перевірки володіння фактичним матеріалом та відповідними мовними засобами для його передачі;

- реферувати газетну (журнальну) статтю з української мови на англійську для перевірки знань загальної та спеціальної лексики, а також прийомів перекладу та реферування;

- конкретно та логічно давати відповідь на питання з методики викладання іноземної мови в початковій школі українською мовою з наведенням фактичного та ілюстративного матеріалу англійською мовою.

2. СТРУКТУРА І ЗМІСТ КОМПЛЕКСНОГО ІСПИТУ З ДИСЦИПЛІН СПЕЦІАЛІЗАЦІЇ

Порядок проведення комплексного іспиту з дисциплін спеціалізації

Комплексний іспит з дисциплін спеціалізації – є підсумком знань, набутих студентами протягом чотирьох років навчання. Зміст та структура комплексного іспиту з дисциплін спеціалізації відповідають вимогам та змісту навчальної програми курсу „Англійська мова та методика її викладання в початковій школі” для спеціальності „Початкова освіта” 7.010102.

Мета державного іспиту – встановити рівень оволодіння студентами такими аспектами мовленнєвої діяльності як:

- фонетично правильне відтворення мовних звуків;
- знання лексики загальної та спеціальної тематики (педагогічної, країнознавчої);
- знання та практичне застосування норм сучасної граматики;
- теорія та практика усного і письмового перекладу з англійської на українську мову та навпаки;
- навички лексико-граматичного аналізу тексту;
- уміння користуватися мовою як засобом комунікації на професійному рівні;
- знання прийомів реферування статті іноземною мовою;
- знання методики викладання англійської мови у початковій школі.

Екзаменаційні матеріали та питання екзаменаційного білета відображають усі вище зазначені аспекти як теорії, так і практики англійської мови.

Комплексний іспит з дисциплін спеціалізації освітньо-кваліфікаційного рівня “бакалавр” включає чотири завдання: три з англійської мови і одне з методики викладання.

Структура екзаменаційного білета

Екзаменаційний білет складається з 4-х питань:

1. Читання, переклад, переказ та лексико-граматичний аналіз уривку автентичного художнього тексту англомовних авторів.
2. Реферування газетної (журнальної) статті з української мови на англійську мову (професійно-орієнтованої тематики).
3. Бесіда за темою (перелік тем додається).
4. Питання з методики викладання англійської мови у початковій школі.

Зміст першого завдання комплексного іспиту з дисциплін спеціалізації

Мета першого завдання полягає у виявленні умінь та навичок:

- виразно читати з урахуванням інтонаційних структур та перекладати рідною мовою оригінальні тексти;

- аналізувати текст з урахуванням його соціокультурних, стилістичних, лексичних, граматичних і фонетичних особливостей;

- висловлювати аргументоване судження про основні проблеми, події, дійові особи, про мову та стилістичні особливості тексту.

Відповідь на перше питання передбачає вільне володіння іноземною мовою, а також здатність та готовність студента реалізувати одержані знання в своїй практичній діяльності.

Обсяг пропонованого тексту – до 2500 друкованих знаків.

Орієнтовний список авторів англомовних художніх текстів:

J. Galsworthy, E. Waugh, J. Austen, W. Thackeray, R. Kipling, J. Priestley, S. Maugham, O. Henry, J. Joyce, Ch. Dickens, M. Spark, George Orwell, V. Woolf, O. Wilde, Th. Dreiser.

Зміст другого завдання комплексного іспиту з дисциплін спеціалізації

Мета другого завдання - продемонструвати вміння реферувати газетну (журнальну) статтю з української мови на англійську з метою перевірки знань загальної та спеціальної лексики, а також прийомів перекладу та реферування.

**Plan for rendering the newspaper article
Some expressions to be used while rendering**

The title of the article	<ol style="list-style-type: none"> 1. The article is headlined 2. The headline of the article I've read is
The author of the article, where and when the article was published	<ol style="list-style-type: none"> 1. The author of the article is 2. The article is written by 3. It was published in issue 4. It was printed in
The main idea of the article	<ol style="list-style-type: none"> 1. The author tackles the problem 2. The main idea of the article is 3. The article is about
The article is devoted to	<ol style="list-style-type: none"> 1. The article deals with 2. The article touches upon 3. The purpose of the article is to give the reader some information about (on)
The contents of the article	<ol style="list-style-type: none"> 1. The author starts by telling the reader about /that 2. The article opens by mentioning, the analyses of, the summary of, a review of, an account of, the accusation of, the exposure of, the praises of..... 3. The author writes, states, stresses, thinks, points out, says, pays attention to, depicts, dwells on, generalize about, criticizes, enumerates, reveals, exposes, accuses, praises, gives a summary of, gives his

	<p>account of</p> <p>4. The article describes</p> <p>5. According to the article</p> <p>6. The article goes on to say that</p> <p>7. In conclusion</p> <p>8. The author comes to the conclusion that</p>
Your opinion of the article	<p>To sum it all up we should say....</p> <p>I found the article interesting (of no value, dull, too hard to understand, easy to read, important, actual, exciting, wonderful)</p> <p>I advise it to read to my fellow-students because it enriches our knowledge in the field of, it enlarges our scope</p>

Зміст третього завдання комплексного іспиту з дисциплін спеціалізації

Мета третього завдання полягає у виявленні умінь та навичок:

- вести бесіду англійською мовою на одну із запропонованих професійно-орієнтованих тем;
- коментувати у формі діалогу чи монологу проблемні ситуації на запропоновану тематику у межах навчальної програми з використанням лексики різних функціональних стилів та правильно побудованих синтаксичних структур;
- вільно та переконливо, логічно викладати з урахуванням адресата, думки за заданою темою, проблемою чи ситуацією, реалізуючи різні способи викладення думок (опис, розповідь, роздум);
- відповідати і реагувати на висловлювання, думку, коментарі й питання адресата (екзаменатора) під час дискусії на будь-яку тему;
- продемонструвати знання соціокультурних особливостей країн англomовного простору та порівнювати їх з українськими.

Перелік тем для бесіди (професійно-орієнтована тематика)

1. English in the life of an educated person.
2. The value of education. Is good education a kind of insurance?
3. What makes a good language teacher.
4. System of education in Ukraine.
5. Schooling in Ukraine. The purpose of school.
6. Problems in upbringing children. Bringing up children in family and in school.
7. Institutions of higher education in Ukraine. Our University.
8. Schooling in Great Britain.
9. System of higher education in Great Britain.
10. My first experience in teaching.
11. System of education in the U.S.A.
12. How I see the system of education and university life in 25, 50, 100 years.
13. Prominent Ukrainian / foreign educationalist.

14. Marks – a school weapon.
15. Which is more important- a good upbringing or a good education?
16. Punishing children: for or against.
17. The role and place of a teacher in our society. My attitude to a teacher's job.
18. The role of fairy tales in developing the moral qualities of a child.
19. Healthy lifestyle.
20. The generation gap: myth or reality.
21. How to cope with the feeling of fear and panic before an exam?
22. The role English plays in the world as a means of communication.
23. Teaching gifted children and difficult children.
24. Education reform: to be or not to be?
25. Prepare a list of tips for parents and educators.

Зміст четвертого завдання комплексного іспиту з дисциплін спеціалізації

Методика викладання іноземних мов. Метою є визначення рівня сформованості методичної компетенції учителя іноземної мови.

Студент повинен продемонструвати теоретичну та практичну підготовку з методики викладання іноземних мов, новітніх технологій та знання сучасних методичних положень з питань навчання іноземної мови в початковій школі й планування фрагменту уроку з метою формування мовної та мовленнєвої компетенції.

Об'єкти оцінювання: гностичні, конструктивно-планувальні, проектувальні та комунікативно-навчальні вміння.

Перелік питань з методики викладання англійської мови

1. Професійна компетенція вчителя іноземних мов.
2. Методика викладання іноземної мови як наука та її зв'язок з іншими науками.
3. Перекладні і прямі методи.
4. Усний метод Пальмера і метод навчання читання М. Уеста.
5. Аудіопізнавальний і аудіовізуальний методи.
6. Сучасні методи навчання іноземних мов молодших школярів.
7. Класифікація методів навчання іноземній мові.
8. Перекладні методи: граматико-перекладний і лексико-перекладний.
9. Урок як основна організаційна одиниця навчального процесу. Вимоги до уроку іноземної мови.
10. Типи уроків іноземної мови за критерієм спрямованості на формування мовленнєвих навичок чи вмінь.
11. Компоненти організації уроку: мовленнєва зарядка, тренування та практика в мовленні, систематизація вивченого, тощо.
12. Зміст і функції структурних частин уроку: його початку, основної та заключної частин.
13. Підготовча робота вчителя до уроку, її складники.
14. Формулювання цілей уроку іноземної мови в початковій школі.
15. План-конспект уроку іноземної мови в початковій школі.
16. Загальний аналіз уроку іноземної мови.
17. Система планування навчального процесу з АМ в початковій школі.

18. Призначення, суть і структура календарного, тематичного і позаурочного планів.
19. Мета навчання іноземної мови в початковій школі.
20. Типові форми уроків АМ початкової школи.
21. Поняття іншомовної граматичної компетенції.
22. Роль граматичних навичок у мовленнєвій діяльності.
23. Основні етапи формування граматичної навички. Основні типи і види граматичних вправ для автоматизації дій учнів з граматичними структурами активного (пасивного) граматичного мінімуму.
24. Поняття мовної лексичної компетенції. Роль лексичних навичок у мовленнєвій діяльності.
25. Активний і пасивний словниковий мінімум іноземної мови для учнів початкової школи. Критерії його відбору.
26. Основні етапи формування лексичної навички.
27. Основні типи і види вправ для автоматизації дій учнів.
28. Поняття фонетичної компетенції в мовленнєвій діяльності. Основна мета формування фонетичної компетенції.
29. Основні типи і види вправ для формування слуховимовних навичок.
30. Аудіювання і говоріння як дві сторони усного мовлення.
31. Характеристика аудіювання як виду мовленнєвої діяльності. Рівні розуміння прослуханого.
32. Вимоги до текстів для навчання аудіюванню. Труднощі аудіювання.
33. Навчання діалогічного мовлення. Суть і характеристика діалогічного мовлення. Мовні особливості діалогічного мовлення.
34. Труднощі оволодіння діалогічним мовленням. Етапи навчання. Система вправ для діалогічного мовлення.
35. Навчання монологічного мовлення. Суть і характеристика. Особливості монологічного мовлення молодших школярів.
36. Труднощі оволодіння монологічним мовленням. Етапи навчання. Система вправ для монологічного мовлення.
37. Поняття техніки читання. Основні форми читання: уголос і про себе. Вправи для навчання читанню.
38. Труднощі навчання читанню. Методи навчання техніки читання.
39. Основні види читання. Вимоги до текстів для навчання читанню. Етапи формування компетенції учнів у читанні.

Для підготовки до питань з методики викладання англійської мови використовуйте підручники та посібники зі списку рекомендованих джерел за номерами: 4, 9, 10, 21, 22, 24, 28, 29, 30, 31, 33, 34, 37, 39, 41, 42, 43, 45, 46, 50, 54, 57.

3. НАВЧАЛЬНО-МЕТОДИЧНІ МАТЕРІАЛИ ДЛЯ ПІДГОТОВКИ ДО КОМПЛЕКСНОГО ІСПИТУ З ДИСЦИПЛІН СПЕЦІАЛІЗАЦІЇ

3.1. Граматичний, лексичний та стилістичний мінімум для підготовки до І-го завдання екзаменаційного білету

Схема лексико-граматичного аналізу тексту. The scheme of lexico-grammatical analysis of the text

1. *Speak of the author in brief:*

- the facts of his biography relevant for his creative activities;
- the epoch (historical and social background);
- the literary trend he belongs to;
- the main literary pieces (works).

2. *Give a summary of the extract (or the story) under consideration.*

3. *State the problem tackled by the author.*

4. *Formulate the main idea conveyed by the author (the main line of the thought, the author's message). Render the extract.*

5. *Define stylistics devices* (hyperbole, meiosis, metonymy, synecdoche, metaphor, epithet, personification, irony, allegory, synonyms, antonyms).

6. *Give the examples of terms, international words, neutral words, poetic words, neologisms, barbarisms, jargonisms, idioms.*

7. *Word building process.* (Give the examples of formation of the words by means of suffixation, prefixation, compounding, conversion).

8. *Put different types of questions to the text or to the underlined sentence.*

9. *Give the examples of grammatical phenomenon your have found.*

10. *Make the syntactical analysis of the sentence.*

a) according to the purpose of the utterance (declarative, interrogative, imperative, exclamatory);

b) according to the grammatical structure (simple (extended / unextended, personal, impersonal, indefinite-personal); composite (compound/complex);

c) the main parts of the sentence:

Subject.

Predicate: - simple verbal;

- compound: compound nominal predicate; compound verbal predicate.

d) the secondary parts of the sentence:

Object: (direct; indirect; complex)/

Attribute.

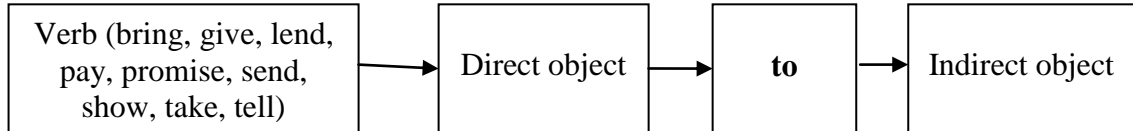
Adverbial modifier: (of time; frequency; place and direction; manner; degree and measure; cause; result (consequence); condition; comparison; purpose).

USEFUL GRAMMAR TIPS. WORD ORDER

1.

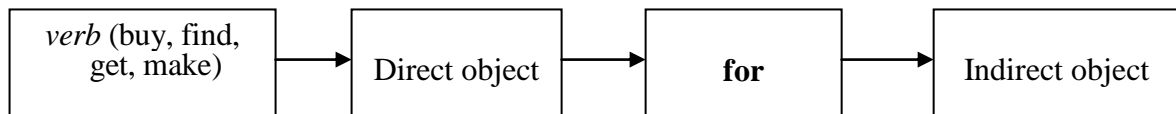
subject	verb	object		adverbials		
		indirect To/For whom?	direct What?	manner How?	place Where?	time When?
e.g. I	bought	him	a new picture		at the exhibition	at 5 o'clock yesterday

2. a)



e.g. Give the money to him

b)



e.g. Buy a present for your girl-friend.

ТИПИ ПИТАЛЬНИХ РЕЧЕНЬ

General question / Загальне запитання	Special questions / Спеціальні запитання		Alternative question / Альтернативне запитання	Disjunctive question / Розділове запитання
	до підмета	до інших членів речення		
Is he here? Він тут	Who is here? Хто тут?	Where is he? \ Де він?	Do you want tea or coffee? / Ви хочете чаю або кави?	You speak English don't you? Ви говорите англійською, чи не так?
Shall I read? Мені читати?	What is this? / Що Це?	What do you have? / Що ви маєте?	Did you speak to them, or did he? / З ними говорив ти чи він?	Pete doesn't work hard, does he? / Він не працює наполегливо, чи не так?
May I come in? / Можна мені увійти?	Who sees him? / Хто його бачить?	What do you want? / Що ви хочете?	Will you go there, or will your friend? / Туди підете ви чи ваш друг?	She didn't go there, did she? / Вона не їздила туди, правда?
Does she sing at all? / Вона взагалі співає?	Who saw him? / Хто його бачив?	When will you see him? / Коли ви його побачите?	Will he sing or dance? / Він буде співати чи танцювати?	You will do that, won't you? / Ти зробиш це, правда?
Did he see you? / Він бачив вас?	Who can sing? / Хто може співати?	Why can't you do that? / Чому ти не можеш цього зробити?	May I come in or may I not? / Я можу зайти чи ні?	You have read it, haven't you? / Ви прочитали це, чи не так?

Illustrative examples

Речення: I meet my friend at the office every day.

Загальне запитання: Do I meet my friend at the office every day?

Спеціальне запитання до підмета: Who meets my friend at the office every day?

Спеціальні запитання до інших членів речення: Who(m) do I meet at the office every day?

Where do I meet my friend every day? How often / when do I meet my friend at the office?

Альтернативні запитання: Do I meet my friend at the office every day or occasionally? Do I meet my friend every day at the office or at the canteen? Do I meet or speak to my friend every day at the office?

Розділове запитання: I meet my friend at the office every day, don't I?

Word Order in Questions

Interrogative word (питальне слово)	Auxiliary verb (допоміжне дієслово)	Subject (підмет)	Predicate (присудок)	The secondary parts of the sentence (другорядні члени речення)
When —	did Do	you you	live work	in Paris? for this company?

Tag Questions

			Примітки
1	She goes to school, She <i>doesn't</i> go to school,	doesn't she? does she?	
2	He <i>is going</i> to school, He <i>isn't</i> going to school,	isn't he? is he?	I am..., <i>aren't I?</i>
1	He <i>went</i> to school, He <i>didn't</i> go to school,	didn't he? did he?	
2	She <i>was going</i> to school, She <i>wasn't</i> going to school,	wasn't she? was she?	
1	I <i>shall</i> go to school, I <i>shall not</i> go to school,	shan't I? shall I?	shan't = shall not
1	I <i>have gone</i> to school, I <i>haven't</i> gone to school,	haven't I? have I?	
2	I <i>had gone</i> to school, I <i>hadn't</i> gone to school,	hadn't I? had I?	

РОЗДІЛОВІ ЗНАКИ

.	full stop / крапка
,	comma / кома
:	colon / двокрапка
;	semicolon / крапка з комою
...	(three) dots трикрапка
—	dash / тире
-	hyphen / дефіс
?	question mark знак питання
!	note of exclamation знак оклику
”“	inverted commas (або quotation marks) / лапки
()	brackets (Am.: parenthesis) / дужки

Agreement of Subjects and Verbs

1. A verb must agree with its subject in number.
2. The agreement of a verb with its subject is not changed by any interrupting words.
e. g. A bouquet (subject) of roses (object) was given to the queen.

3. Main rules of subject — verb agreement

subjects	joined by	agrees with the closer subject	singular verb	plural verb
1. Subjects	or, no, either/or, neither/nor	+		
e. g. <i>Neither</i> my brother <i>nor</i> parents are eating at home tonight.				
2. Subjects	and, both/and			+
e. g. <i>Both</i> the desk <i>and</i>				the chair are painted
e. g. Tom and other pupils				have learned a new song.

but: a) if two subject that are joined by *and* refer to only one person or thing, then a *singular* verb must be used.

e.g. Bread and butter (one dish) is served with every meal.

b)

every or each + subject + and+ subject
--

 +

singular verb

e.g. Each girl and boy is allowed to bring one girl.

3. collective noun (thought of as a unit) e.g. The committee			+	
			is planning to hire a teacher.	
4. collective noun (thought of as individuals) e.g. The committee				+
				are unable to agree on a teacher.

Remember!

Collective nouns: government, staff, names of sports teams, audience, team, family, committee.

We often think of them as a number of people (“they”). The verb is plural.

5. Subject that expresses <i>an amount, sum of money, a measurement, a weight, a period of time, a distance</i> e.g. <i>Ten dollars</i> (one sum of money)			+	
			was all he could spend	
but: <i>Ten dollars</i> of her salary were put aside for a new coat. (is thought off in individual parts)				
6. Subject plural in form but singular in meaning e.g. Mathematics The news			+	
			is my favourite subject. was amazing.	
7. a title e.g. <i>Gulliver’s Travels</i> (game of only one book)			+	
			tells about Gulliver’s voyage to Lilliput.	

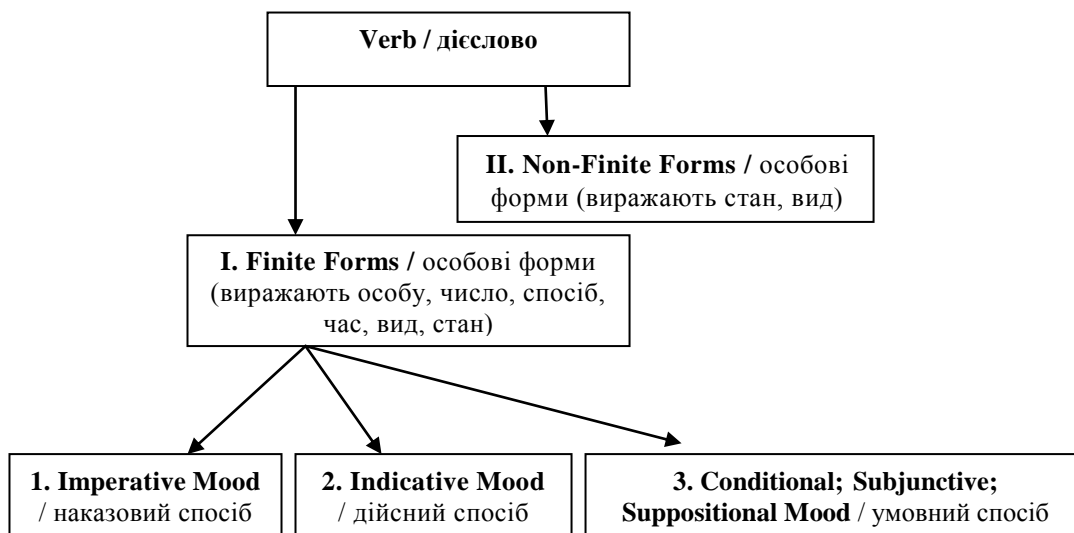
УЗГОДЖЕННЯ ПРИСУДКА З ПІДМЕТОМ

RULE	EXAMPLE
Якщо речення має два підмети, з'єднані сполучником and , то присудок ставиться в множині.	The telegram and the letter were sent off.
Якщо після звороту there is (are) стоять два або кілька підметів, то присудок зазвичай узгоджується з першим з них. Якщо перед іменником у множині стоять a lot of, plenty of , то дієслово вживається в множині.	There is a bed , a table and some chairs in the room. There are two chairs , a bed and a dressing-table in the room. There are a lot of books in the book-case. There are plenty of opportunities for well-qualified people. (Але: There is a lot of truth in that. There is plenty of time.)
Якщо два підмети з'єднані сполучниками with/з, as well as/так само як , присудок узгоджується з першим з них.	The girl as well as the boys has learned to drive a car. The girls as well as the boys have learned to drive a car. The girl with her little brother was standing at the gate. The Thames as well as its affluents is very picturesque.
Фраза з розширенням, що знаходиться між підметом і присудком, не змінює число підмета.	Everyone except him has a book. The teacher along with her students is viewing a film. The man together with his three children is leaving. The letter in addition to some previous documents has been signed.
Якщо дві підмети з'єднані сполучниками either...or/або...або, neither...nor/ні...ні, not only...but also.../не тільки..., але і... , тоді присудок узгоджується з останнім з них.	Either Tom or his parents are coming . Neither Tom nor his parents are coming . Either you or he has done it. Neither I nor my sister is to blame. Neither your sister nor you are to blame. Not only the employees but also the employer is present .
Якщо підметом служить один із займенників every, everyone, everybody, everything, no one, nobody, nothing, anyone, anybody, anything, somebody, someone, something, each, either, neither , то дієслово ставиться в однині.	Everyone is here. Neither of these books is very new. Either of the examples is correct. Each of them has his own key. Each student and teacher has a locker. Every man and woman is eligible to vote.
Вступне it завжди узгоджується з дієсловом в однині.	It is his grades that worry me. It was the dogs which awakened him.
Якщо підмет виражений питальними займенниками who? what? , дієслово ставиться в однині.	Who knows the answer? What is standing over there?
Сполучення a number of узгоджується з дієсловом у множині, а сполучення the	A number of students were missing from class. The number of Chinese students in class is

number of - з однією.	small. The trousers/pants/jeans/sunglasses/scissors/... are dirty ... (але: That pair of trousers/... is dirty) The goods/clothes/... have arrived ...
Іменники, що мають форму множини, узгоджуються з дієсловом у множині.	Her hair is dark. This money belongs to him. The police are here. The cattle are grazing in the meadow. What is the news? Politics usually attracts ambitious individuals. Statistics (<i>статистика</i>) is a science. Statistics (<i>статистичні дані</i>) are e-mailed to the analytical centre.

MORPHOLOGICAL CHARACTERISTICS OF THE VERB / Морфологічні характеристики дієслова

Tense / Час	1. Past 2. Present 3. Future
Aspect / Вид	1. Indefinite (Simple) 2. Continuous (Progressive) 3. Perfect 4. Perfect Continuous
Voice / Стан	1. Active 2. Passive
Mood / Спосіб	1. Imperative 2. Indicative 3. Conditional; Subjunctive; Suppositional
Number / Число	1. Singular 2. Plural
Person / Особа	1 st , 2 nd , 3 rd



REVISION OF TENSES

1. a) Form

	Simple (Indefinite)	Continuonus	Perfect
Presents	I форма дієслова e.g. <i>I go to school.</i> <i>I don't go to school.</i> <i>Does he (she) go to school?</i>	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"><i>am (I), is</i> (singular)</div> + ing <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"><i>are</i> (plural)</div> e.g. I am going to school. I am not going to school. Are you going to school?	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">have, has</div> <div style="display: inline-block; vertical-align: middle;"> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 5px;">III форма дієслова</div> <div style="font-size: 2em; vertical-align: middle;">}</div> <div style="font-size: 2em; vertical-align: middle;">+</div> <div style="font-size: 2em; vertical-align: middle;">-</div> <div style="font-size: 2em; vertical-align: middle;">ed</div> <div style="font-size: 2em; vertical-align: middle;">gone</div> </div> e.g. I <i>have gone</i> to school. I <i>have not gone</i> to school. Has he <i>gone</i> to school?
Past	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">II форма дієслова</div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <div style="font-size: 2em; vertical-align: middle;">}</div> <div style="font-size: 2em; vertical-align: middle;">-</div> <div style="font-size: 2em; vertical-align: middle;">ed</div> </div> <div style="margin-left: 20px; vertical-align: middle;">went</div> e.g. I <i>went</i> to school. I <i>didn't</i> go to school. Did you go to school?	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"><i>was</i> (singular)</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"><i>were</i> (plural)</div> e.g. I was going to school. I was <i>not</i> going to school. Were you going school?	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">had</div> + <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">III форма дієслова</div> e.g. I <i>had gone</i> to school. I <i>had not gone</i> to school. Had he <i>gone</i> to school?
Future	shall (I, we) will + I форма дієслова e.g. I <i>shall</i> go to school. I <i>shall not (shan't)</i> go to school. Will you go to school?	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">shall be</div> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">will be</div> e.g. I <i>shall be</i> going to school. I <i>shall not be</i> going to school. Will you <i>be</i> going to school?	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">shall have will have</div> + <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">III форма дієслова</div> e.g. I <i>shall have gone</i> to school. I <i>shall not have gone</i> to school. Will he <i>have gone</i> to school?

Note: Present Perfect Continuous

have been

+ ing

has been

 e.g. I *have been* working.

(дія почалася в минулому і тривала/все ще триває в цей момент)

Past Perfect Continuous

had been

+ ing

 e.g. I *had been* working before he *came*.

(тривала дія, яка почалася до іншої дії в минулому)

Future-in-the Past

	Simple -in-the Past	*Continuonus -in-the Past	*Perfect -in-the Past
Future	<div style="border: 1px solid black; display: inline-block; padding: 2px;">should</div> I форма дієслова <div style="border: 1px solid black; display: inline-block; padding: 2px;">would</div> e.g. He <i>said</i> that she <i>would come</i> in time.	<div style="border: 1px solid black; display: inline-block; padding: 2px;">should</div> be + ing <div style="border: 1px solid black; display: inline-block; padding: 2px;">would</div> e.g. I <i>thought</i> that we <i>should be working</i> all day.	<div style="border: 1px solid black; display: inline-block; padding: 2px;">should</div> have + III форма дієслова <div style="border: 1px solid black; display: inline-block; padding: 2px;">would</div> e.g. He <i>asked</i> whether they <i>would have taken</i> their exams by the first of June.

b) Use

	Simple (indefinite)	Continuonus	Perfect
Presents	means <i>the fact</i> of an action in the Present	means the <i>process</i> of an action in the Present	means an action which took place before the present moment
Past	means the <i>fact</i> of an action in the Past	means the <i>process</i> of an action in the Past	means an action which took place before another past action
Future	means the <i>fact</i> of an action in the Future	means the <i>process</i> of an action in the Future	means an action which will take place before another future action

Passive Voice

	Simple (indefinite)	Continuous	Perfect
Present	<div style="border: 1px solid black; display: inline-block; padding: 2px;">am, is</div> + III форма дієслова <div style="border: 1px solid black; display: inline-block; padding: 2px;">are</div> e.g. I <i>am invited</i> to the party. / Мене запросили на вечірку.	<div style="border: 1px solid black; display: inline-block; padding: 2px;">am, is</div> +being + III форма дієслова <div style="border: 1px solid black; display: inline-block; padding: 2px;">are</div> e.g. The company <i>is being reorganized</i> . / Компанію реорганізують.	<div style="border: 1px solid black; display: inline-block; padding: 2px;">have</div> +been + III форма дієслова <div style="border: 1px solid black; display: inline-block; padding: 2px;">has</div> e.g. The company <i>has been reorganized</i> . / Компанію реорганізували нещодавно.
Past	<div style="border: 1px solid black; display: inline-block; padding: 2px;">was</div> + III форма дієслова <div style="border: 1px solid black; display: inline-block; padding: 2px;">were</div> e.g. I <i>was invited</i> to the party. / Мене запросили на вечірку	<div style="border: 1px solid black; display: inline-block; padding: 2px;">was</div> +being + III форма дієслова <div style="border: 1px solid black; display: inline-block; padding: 2px;">were</div> e.g. The company <i>was being reorganized</i> . / Компанію реорганізували.	<div style="border: 1px solid black; display: inline-block; padding: 2px;">had</div> + <div style="border: 1px solid black; display: inline-block; padding: 2px;">been</div> + III форма дієслова e.g. The company <i>had been reorganized</i> . / Компанію реорганізували (до певного моменту в минулому.

Future	shall		shall	have – been + III форма дієслова
	will		will	
	e.g. He <i>will be</i> invited to the party. / Його запросять вечірку)		e.g. The company <i>will have been reorganized.</i> / Компанію реорганізують. (до певного моменту в майбутньому)	

SEQUENCE OF TENSES / УЗГОДЖЕННЯ ЧАСІВ

Часи в незалежних реченнях або в непрямій мові	Часи в підрядних додаткових реченнях, якщо дієслово головного речення вжито у формі минулого часу	
I work (<i>Pres. Ind.</i>)	I said / thought / told him that	I worked (<i>Past Ind.</i>)
I worked (<i>Past Ind.</i>)		I had worked (<i>Past Perf.</i>)
I'll work (<i>Fut. Ind.</i>)		I would work (<i>Fut. In the Past</i>)
I am working (<i>Pres. Com.</i>)		I was working (<i>Past Cont.</i>)
I was working (<i>Past Cont.</i>)		I had been working (<i>Past Perf. Cont.</i>)
I'll be working (<i>Fut. Cont.</i>)		I would be working (<i>Fut. Cont. in the Past</i>)
I have worked (<i>Pres. Perf.</i>)		I had worked (<i>Past Perf.</i>)
I had worked (<i>Past Perf.</i>)		I had worked (<i>Past Perf.</i>)
I will have worked (<i>Fut. Perf.</i>)		I would have worked (<i>Fut. Perf. in the Past</i>)
I have been working (<i>Pres. Perf. Cont.</i>)		I had been working (<i>Past Perf. Cont.</i>)
I had been working (<i>Past Perf. Cont.</i>)		I had been working (<i>Past Perf. Cont.</i>)
I will have been working (<i>Fut. Perf. Cont.</i>)		I would have been working (<i>Fut. Perf. Cont. in the Past</i>)

MODAL VERBS

can	may	must
could (<i>past</i>)	might (<i>past</i>)	-
to be able to (<i>equivalent</i>)	to be allowed to be permitted (<i>equivalent</i>)	to have to (<i>equivalent</i>)

means

1. ability (уміння, здатність), e.g. I <i>can</i> swim. / Я <i>вмію</i> плавати	1. possibility e.g. You <i>may</i> go there by train. / Ви <i>можете</i> дістатися туди поїздом.	1. obligation / necessity (обов'язок, необхідність) e.g. You <i>must</i> tell the truth. / Ти <i>повинен</i> сказати правду.

		e.g. It's cold. I <i>must</i> put on my sweater. Холодно. Я мушу одягнути светр.
2. permission (дозвіл) (informal) e.g. <i>Can</i> I use your pen? e.g. You <i>can</i> use my pen.	2. permission (formal) e.g. <i>May</i> I go out? e.g. You <i>may</i> go out.	-
3. doubt (сумнів) only in questions and negative sentences. e.g. <i>Can / Could</i> he know German? <i>Невже</i> він знає німецьку мову? e.g. He can't / couldn't live there. <i>Не може бути</i> , що він живе там. <i>could</i> — лише підсилює сумнів.	3. supposition (припущення з відтінком сумніву) only in affirmative and negative sentences. e.g. He <i>may</i> be waiting for you. / <i>Можливо</i> він чекає тебе.	3. assumption (припущення, що межує з упевненістю) only in affirmative sentences. e.g. He <i>must</i> be waiting for you. / Він, <i>напевно</i> , чекає тебе.
4. request (прохання) (informal)	4. request (formal)	-
could 1) ability in the past 2) polite request 3) asking permission more politely	might 1) asking permission (more formal) 2) reproach (докір) e.g. You <i>might</i> write me a letter. / <i>Міг би</i> написати мені листа.	-

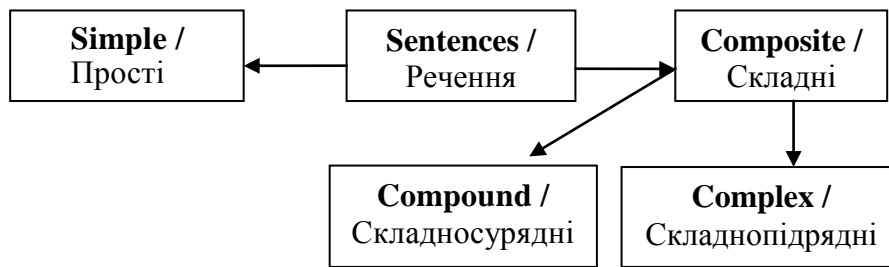
2.

to be to	need	Should / ought to	dare
1. obligation (resulting from a previous agreement, plan, time table etc) e.g. We <i>are to</i> meet at 5 o'clock.	1. necessity e.g. Your hair <i>needs</i> cutting. / Тобі потрібно підстригтися.	1. advice (saying what the best thing to do is) e.g. You <i>should</i> stop smoking. / Тобі <i>слід</i> перестати палити.	1. to have the courage to do something in questions and negative sentences) e.g. How <i>dare</i> you ask me such a question? Як <i>смієш</i> питати мене таке?
2. order or instruction e.g. The medicine <i>is to</i> be kept in a cool place. / Ліки <i>слід</i> зберігати у прохолодному місці.	-	2. obligation only <i>ought to</i> e.g. We <i>ought to</i> respect elderly people. / Нам <i>слід</i> поважати старших людей.	-

3.

shall	will	would
1. suggestions, offers (informal) e.g. <i>Shall</i> I close the window? / Зачинити вікно?	1. predictions, requests (familiar), offers, warnings. e.g. You <i>will</i> get fat if you eat so much. / Ти поправишся, якщо будеш так багато їсти.	1. polite or formal requests <i>Would</i> you type this letter, please?
2. asking for advice e.g. <i>Shall</i> I tell him the truth? / Сказати йому правду?	2. shows that thing fails to perform its function (only in negative sentences) e.g. The knife <i>won't cut</i> . / Ніж не ріже.	2. shows that thing fails to perform its function (only in negative sentences) e.g. The knife <i>wouldn't</i> cut. / Ніж не різав.

SENTENCE / Речення
Типи речень за структурою



TYPES OF SENTENCES ACCORDING TO THE PURPOSE OF THE UTTERANCE /
Типи речень за метою висловлювання

Declarative / Розповідні

He was born twenty years ago. / Він народився двадцять років тому.

My name is Jack. / Мене звуть Джек.

Interrogative / Питальні

Where do you live? / Де ви живете?

Why do you live here? / Чому ви тут живете?

Who lives here? / Хто тут живе?

Imperative / Спонукальні

З імперативною (спонукальною) формою дієслова

Open the window. / Відчини вікно.

Don't open it. / Не відкривай його.

Let's open the door. / Давай відчинимо двері.

Don't be late, please. / Не запізнюйтесь, будь ласка

Прохання у вигляді питального речення

Will you fetch me a chair, please? / Принесіть мені стілець, будь ласка.

Would you mind lending me your dictionary? Не позичите мені вашого словника на хвилинку?

З допоміжним дієсловом do для посилення прохання

Do write to me. / Будь ласка, пишіть мені!

Do let me go. / Відпустіть мене, будь ласка!

Exclamatory / Окличні

What animals have we seen! / Яких тварин ми бачили!

What a wonderful place! / Яке чудове місце!

What a large house that is! / Який великий той будинок!

What a fine day it is! / Який чудовий день!

What good weather we're having! / Яка гарна погода!

What clever people they are! / Які вони розумні люди!

How clever he is! / Який він розумний!

How beautiful her hair is! / Яке гарне в неї волосся!

How tired I am! / Як я втомилася!

How well she sings! / Як гарно вона співає!

How quickly you walk! / Як ви швидко ходите!

TYPES OF SENTENCES ACCORDING TO THE GRAMMATICAL STRUCTURE /

Типи речень за граматичною структурою

1. A Simple Sentence (просте речення) consists of one independent sentence.

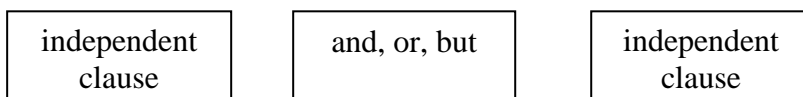
e.g. We have five lessons today.

2. A Compound Sentence (складне речення) consists of two or more independent clauses.

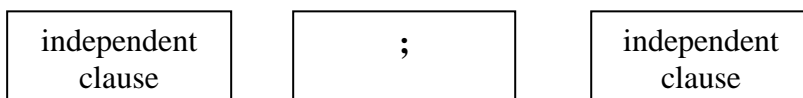
A *clause* is a group of words that has a subject and a predicate.

Clauses can be joined by:

a)

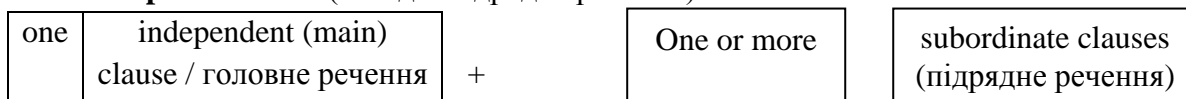


b)



e.g. I will wash the dishes + and + you can dry them == I will wash the dishes. You can dry them (two simple sentences).

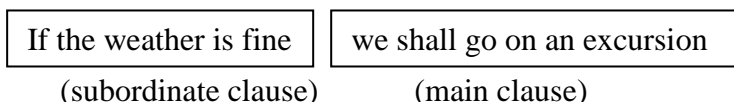
3. A Complex Sentence (складнопідрядне речення). Consists of:



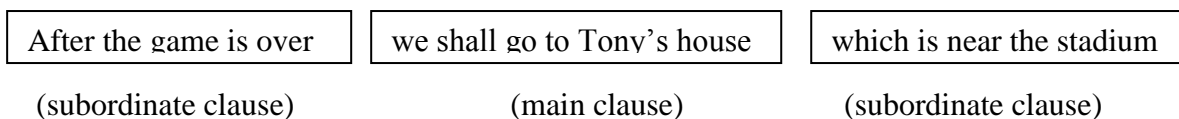
A *main* clause expresses a complete thought.

A *subordinate* clause doesn't express a complete thought. It cannot stand alone.

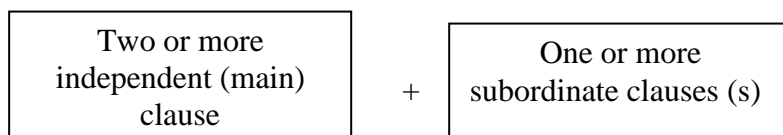
e.g.



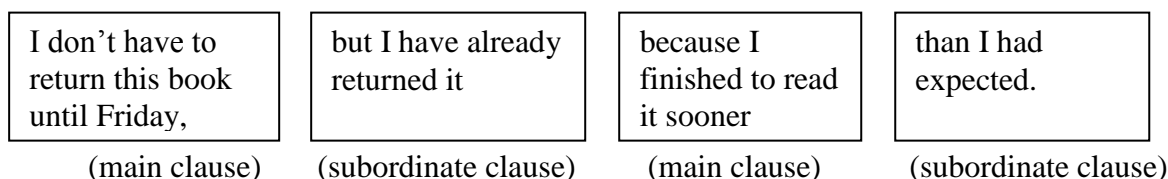
e.g.



4. A Compound Complex Sentence (сурядно-підрядне речення) consists of:



e.g.



ВИДИ ПІДРЯДНИХ (SUBORDINATE) РЕЧЕНЬ В СКЛАДНОПІДРЯДНИХ (COMPLEX) РЕЧЕННЯХ

Підрядні речення граматично залежать від головного речення (principal clause), виконуючи в ньому функцію одного з членів речення.

ВІДПОВІДНІ ВИДИ ПІДРЯДНИХ РЕЧЕНЬ

Підрядне підметове (Subject clause) / What you say is interesting.

Підрядне присудкове (Predicative clause) / This is what I want to ask.

Підрядні додаткові (Object clauses) / He told them **what he knew** (direct object). He thanked them **for what they had done for him** (prepositional object).

Підрядне означальне (Attributive clause) / I have bought a magazine **which is illustrated with beautiful pictures**.

Підрядні обставинні (Adverbial clauses)

I saw him when he worked here. (*of time/часу*)

He was standing where I had left him. (*of place/місця*)

If he passes this exam, I'll congratulate him. (*of condition/умови*)

She spoke of that book as if she had read it. (*of manner and comparison/способу та порівняння*).

I'll go there so that they can tell me everything. (*of purpose /мети*)

I believe you because I know you. (*of cause/причини*).

They were walking along the street, the dog following them. (*of attending circumstances/супровідних дій*)

PARTS OF THE SENTENCE /Члени речення Principal / головні

Subject / підмет

Predicate / присудок

Підмет / This **book** is interesting.

Іменна частина присудка / This is my **question**.

The Simple verbal predicate / простий дієслівний присудок
(*invites, is inviting, has invited, is invited, ...*)

The Compound nominal predicate / складений іменний присудок
(*is a student, is large, is clever, looked tired, became cold, became a doctor, ...*)

The Compound verbal predicate / складений дієслівний присудок
(*can write, may ask, must live, sto crying, began to read, ...*)

Secondary / другорядні

Object / додаток

He told them **his story**.

He thanked them for their **help**.

Attribute / означення

I have bought an **illustrated** magazine.

Adverbial modifiers / обставина

- of time / часу (коли?) / I saw him **yesterday**

- of place / місця (де? куди?) / He was standing **near the door**
- of cause / причини (чому? з якої причини?)
- of purpose / мети (чому? з якою метою?) / I've come **to say good-bye to you**
- of manner / способу дії (як? яким чином?) He was looking at me **as if knowing the truth**
- of condition / умови (за якої умови)
- They stood nearby **laughing loudly** (*of attending /circumstances/суповідних дії*)

TYPES OF PREDICATE

1. Simple Verbal Predicate (простий дієслівний присудок) – дієслово у будь-якому часі, стані і способі.

Tence Час	Voice Стан	Mood Спосіб
1. Simple (Indefinite)	1. Active	1. Indicative (дійсний)
2. Continuous	2. Passive	2. Subjunctive (умовний)
3. Perfect		3. imperative (наказовий)
4. Perfect Continuous		

e.g. *I have been reading* a book.

2. Compound Verbal Predicate (складений дієслівний присудок) – присудок, виражений:

1) modal verb + Infinitive

e.g. *I can swim.*

2) a verb with a modal meaning + Infinitive + Gerund

e.g. *He wants to play* with you.

3) a verb denoting the beginning, duration or end of an action + Infinitive + Gerund

e.g. *I went on dancing.*

3. Compound Nominal Predicate (іменний складений присудок) – складається з:

Link-verb (дієслово-зв'язка) + predicative (предикатив)

predicative can be expressed by	a prepositional phrase e.g. <i>He is like his father.</i> a noun e.g. <i>She will become a doctor.</i> an adjective e.g. <i>It is cold.</i> an adjective + noun e.g. <i>He is a clever boy.</i> a pronoun e.g. <i>The dress is hers.</i> a numeral e.g. <i>Are you seventeen?</i> an adverb of place or time e.g. <i>The meeting is at 1.30.</i> Infinitive, Gerund, Participle.
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EXAMPLE OF SYNTACTIC ANALYSIS OF A SENTENCE

1. I have been looking for him everywhere.

a) It is a simple declarative extended sentence.

b) *I*— is the subject, expressed by the personal pronoun in the Nominal Case.

c) *have been looking* — is the simple verbal predicate expressed by the verb *to look* in the Present Perfect Continuous Active Voice.

d) *for him* — is the prepositional object expressed by the preposition *for* and personal pronoun in the Objective Case.

d) *everywhere* — is the adverbial modifier, expressed by the adverb.

2. I know where I left it.

a) It's a complex sentence.

b) The main clause is *I know*.

It is a simple unextended sentence.

I — is the subject expressed by the personal pronoun in the Nominative Case.

know — is the simple verbal predicate expressed by the verb *to know* in the Present Simple Active Voice.

c) The subordinate clause is *where I left it*.

where — is the conjunctive pronoun.

I—is the subject, expressed by the personal pronoun in the Nominative Case.

left — is the simple verbal predicate, expressed by the verb *to leave* in the Present Simple Active Voice.

it — is the direct object expressed by the pronoun.

WORD-FORMATION / СЛОВОТВІР

SUFFIXATION / СУФІКСАЦІЯ	
-er	teenager / підліток
-or	visitor / відвідувач
-ar	liar / брехун
-ant	assistant / помічник
-ist	scientist / вчений
-ness	happiness / щастя
-ment	development / розвиток
-tion	organization / організація
-sion	decision / рішення
-ance	insurance / страхування
-ence	presence / присутність
-hood	childhood / дитинство
-ship	friendship / дружба
-ity	equality / рівність
-th	truth / правда
-ure	departure / від'їзд
-ery	discovery / відкриття
-al	arrival / прибуття
-age	breakage / поломка
PREFIXATION / ПРЕФІКСАЦІЯ	
dis-	disbelieve / не вірити
co-	copilot / другий пілот
sub-	subway / метро, підземка
vice-	vice-president / віце-президент
mis-	misfortune / невдача
COMPOUNDING / СКЛАДАННЯ СЛОВА	
headache	головний біль
blackboard	дошка
afternoon	після обіду
handshake	потиск руки
sunlight	сонячне світло
CONVERSION / КОНВЕРСІЯ	
daily / щоденний	daily / щоденне видання
love / любити	love / любов
plan / план	plan / планувати
present / дарувати	present / подарунок
use [s] / користь	use [z] / користуватися
house [s] / дім	house [z] / вміщати, містити (в собі)
shelf / полиця	shelve / ставити на полицю

STYLISTIC DEVICES (FIGURES OF SPEECH)

What are stylistic devices?

In literature and writing, a **figure of speech** (also called **stylistic device** or **rhetorical device**) is the use of any of a variety of techniques to give an auxiliary meaning, idea, or feeling.

Sometimes a word diverges from its normal meaning, or a phrase has a specialized meaning not based on the literal meaning of the words in it. Examples are metaphor, simile, or personification.

Stylistic devices often provide emphasis, freshness of expression, or clarity.

Here is a list of some of the most important figures of speech:

Alliteration [ə'lɪtəreɪ.ʃən] (*алітерація* - повторення подібних за звучанням приголосних у віршованому рядку, строфі для підсилення звукової або інтонаційної виразності й музичності) - is the repetition of initial sounds in neighboring words.

Alliteration draws attention to the phrase and is often used for emphasis. The initial consonant sound is usually repeated in two neighboring words although sometimes the repetition occurs also in words that are not neighbors.

Examples:

- sweet **s**mell of **s**uccess,
- a **d**ime a **d**ozen,
- **b**igger and **b**etter,
- **j**ump for **j**oy
- share a **c**ontinent but not a **c**ountry

Here is an example of alliteration in a poem by Wordsworth:

And sings a solitary song That whistles in the wind.

Remember

1. Only the repetition of the same sound is valid in an alliteration not the consonants themselves.

Examples:

- **k**een **c**amarad.
- **p**hilosophy **f**an.
- A **n**eat **k**not **n**eed **n**ot be re-**k**notted.

Although they start with different consonants, they constitute perfect instances of alliteration;

2. By contrast, if neighboring words start with the same consonant but have a different initial sound, the words are not alliterated.

Examples:

- a cute child
- highly honored (pay attention to the 'h' in honored; it is silent)

Although they start with the same consonants, they are not instances of alliteration since the sounds differ.

Allusion [ə'lu:ʒn] (*алюзія* - натяк, відсилання до певного літературного твору, сюжету чи образу) - the act of alluding is to make indirect reference. It is a literary device, a figure of speech that quickly stimulates different ideas and associations using only a couple of words.

Allusion relies on the reader being able to understand the allusion and being familiar with the meaning hidden behind the words.

Example:

Describing someone as a "Romeo" makes an allusion to the famous young lover in Romeo and Juliet by William Shakespeare

In an **allusion** the reference may be to a place, event, literary work, myth, or work of art, either directly or by implication.

Examples of allusion:

1. David was being such a **scrooge!** (Scrooge" is the allusion, and it refers to Charles Dicken's novel, A Christmas Carol. Scrooge was very greedy and unkind, which David was being compared to.)
2. The software included a Trojan Horse. (allusion on the Trojan horse from Greek mythology)
3. to wash one's hands of it. (allusion on Pontius Pilatus, who sentenced Jesus to death, but washed his hands afterwards to demonstrate that he was not to blame for it.)
4. to be as old as Methusalem (allusion on Joseph's grandfather, who was 969 years old according to the Old Testament)

There are many advantages when you use an allusion:

1. You don't need to explain or clarify a problem in a lengthy way.
2. You make the reader become active by reflecting on the analogy.
3. You make your message memorable.

Anaphora [ə'næfərə] (*анафора* - єдинопочаток, повторення на початку вішових рядків, строф або речень однакових чи співзвучних слів, синтаксичних конструкцій) is a stylistic device that consists of repeating a sequence of words at the beginnings of neighboring clauses to give them emphasis. This rhetorical device is contrasted with epiphora, also called epistrophe, which consists of repeating words at the end of clauses.

Examples of anaphora

Some examples of the literary works that use anaphora are listed below:

In time the savage bull sustains the yoke,

In time all haggard hawks will stoop to lure,

In time small wedges cleave the hardest oak,

In time the flint is pierced with softest shower. Thomas Kyd, *The Spanish Tragedy*, I, vi. 3

Mad world! **Mad** kings! **Mad** composition! William Shakespeare, *King John*, II,

What the hammer? **what** the chain?

In **what** furnace was thy brain?

What the anvil? **what** dread grasp

Dare its deadly terrors clasp? William Blake, "The Tyger"

Strike as I struck the foe!

Strike as I would

Have struck those tyrants!

Strike deep as my curse!

Strike!—and but once! Byron, *Marino Faliero*

It was the best of times, **it was** the worst of times, **it was** the age of wisdom, **it was** the age of foolishness, **it was** the epoch of belief, **it was** the epoch of incredulity, **it was** the season of Light, **it was** the season of Darkness, **it was** the spring of hope, **it was** the winter of despair, **we had** everything before us, **we had** nothing before us, **we were all going direct** to Heaven, **we were all going direct** the other way... Charles Dickens, *A Tale of Two Cities*

Assonance [æ səʊnəns] (*асонанс, неповна рима, співзвучність* - повторення однакових голосних звуків у рядку або строфі, що надає вішованій мові милозвучності, підсилює її музичність) is a figure of speech that is found more often in verse than in prose. It refers to the repetition of vowel sounds to create internal rhyming within phrases or sentences.

These are some examples:

- "the silken sad uncertain rustling of each purple curtain" - *The Raven* By Edgar Allan Poe
- "The crumbling thunder of seas" - Robert Louis Stevenson
- "That solitude which suits abstruser musings" - *The Princess* VII.203 by Alfred Lord

Tennyson

Climax ['klaɪmæks] (figure of speech) (кульмінаційний пункт) refers to a figure of speech in which words, phrases, or clauses are arranged in order of increasing importance.

These are some examples:

1. Beauty is but a vain and doubtful good;

A shining gloss that vaded suddenly;

A flower that dies when first it gins to bud;

A brittle glass that's broken presently:

A doubtful good, a gloss, a glass, a flower,

Lost, vaded, broken, dead within an hour. *Shakespear, The Passionate Pilgrim*

2. "There are three things that will endure: faith, hope, and love. But the greatest of these is love." *1 Corinthians 13:13*

3. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." *Martin Luther King, I Have a Dream*

Euphemism ['ju:fəmɪzəm] (евфемізм - слово чи вираз, яким замінюють у мові грубе, непристойне, з неприємним емоціональним забарвленням слово) is used to express a mild, indirect, or vague term to substitute for a harsh, blunt, or offensive term. Euphemism is often contrasted with dysphemism. Some euphemisms intend to amuse, while others intend to give positive appearances to negative events or even mislead entirely.

These are examples of euphemism:

- *Going to the other side* for death,
- *Do it or come together* in reference to a sexual act.
- *Passed away* for die.
- *On the streets* for homeless.
- *Adult entertainment* for pornography.
- *Comfort woman* for prostitute
- *Between jobs* for unemployed.

Hyperbole [haɪ'pɜ:bəli] (гіпербола – стилістичний засіб навмисного перебільшення з метою посилення виразності) is the use of exaggeration as a rhetorical device or figure of speech. It may be used to evoke strong feelings or to create a strong impression, but is not meant to be taken literally. Hyperboles are exaggerations to create emphasis or effect.

Examples of hyperbole include:

- The bag weighed a ton.
- I was so hungry; I could eat a horse!
- She's older than the hills.
- I could sleep for a year; I was so tired.
- He's filthy rich. He's got tons of money.
- I've told you a million times to help with the housework.

Irony [aɪrəni] (іронія - стилістичний засіб, коли слову або зворотові надається протилежного значення з метою глузування) - is a figure of speech in which there is a

contradiction of expectation between what is said what is really meant. It is characterized by an incongruity, a contrast, between reality and appearance. There are three types of irony: verbal, dramatic and situational.

Types of irony

1. Verbal irony:

It is a contrast between what is *said* and what is *meant*

2. Dramatic irony:

It occurs when the audience or the reader knows more than the character about events. In other words, what the character thinks is true is incongruous with what the audience knows.

3. Situational irony:

This refers to the contrast between the actual result of a situation and what was intended or expected to happen.

Examples of irony:

- His argument was as clear as mud.
- The two identical twins were arguing. One of them told the other: "You're ugly"
- The thieves robbed the police station.

Litotes [laɪtəʊtɪz] (*літота* - один із засобів підкреслення виразності мови, побудований головним чином на применшенні якої-небудь ознаки предмета) - is a figure of speech consisting of an understatement in which an affirmative is expressed by negating its opposite. For example, instead of saying that someone is *mean*, you can say *he is not very generous*.

Examples of litotes

He's not a very generous man.

She is not very beautiful.

He is not the friendliest person I've met.

Don't be too wicked.

It won't be an easy trip

He is not unaware of his wife's foolishness.

Oxymoron [ɒksɪ'mɔːrɒn] (*оксюморон* - стилістичний засіб, коли свідомо поєднуються протилежні за змістом поняття, які разом дають нове уявлення) - is a figure of speech that combines incongruous or contradictory terms. The plural is **oxymorons** or **oxymora**.

Examples:

An oxymoron can be made of an adjective and a noun:

- Dark light
- Deafening silence
- Living dead
- Open secret
- Virtual reality

Oxymorons can also be a combination of a noun and a verb.

- The silence whistles

Personification [pɜːsnɪfɪkeɪʃn] (*персоніфікація* - надання предметам, явищам природи або поняттям властивостей людини, тварини; уособлення) - is a figure of speech in which human characteristics are attributed to an abstract quality, animal, or inanimate object.

Examples

Notice the use of personification in William Blake's poem below:

Two Sunflowers Move in the Yellow Room.

"Ah, William, we're weary of weather,"
said the sunflowers, shining with dew.

"Our traveling habits have tired us.
Can you give us a room with a view?"

They arranged themselves at the window
and counted the steps of the sun,
and they both took root in the carpet
where the topaz tortoises run. *William Blake (1757-1827)*

Unlike simile, **metaphor** ['metəfə] (*метафора* - художній засіб, що полягає в переносному вживанні слова або виразу на основі аналогії, схожості або порівняння, а також слово або вираз, ужиті в такий спосіб). From the Greek language: meaning "transfer" - is language that directly compares seemingly unrelated subjects. It is a figure of speech that compares two or more things not using like or as. In the simplest case, this takes the form: **X** - is - **Y**

Examples of metaphor:

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances; (*William Shakespeare, As You Like It, 2/7*)

Metonymy [metɒnəmi] (*метонімія* - один з основних тропів у поетичній і звичайній мові, в основі якого лежить перенесення назви одного поняття на інше, що перебуває з ним у певному зв'язку; слово або вираз, ужиті таким чином) - is a figure of speech in which a thing or concept is not called by its own name, but by the name of something intimately associated with that thing or concept.

Examples:

Here are some examples of metonymy:

- Crown. (For the power of a king.)
- The White House. (Referring to the American administration.)
- Dish. (To refer an entire plate of food.)
- The Pentagon. (For the Department of Defense and the offices of the U.S. Armed

Forces.)

- Pen. (For the written word.)
- Sword - (For military force.)
- Hollywood. (For US Cinema.)
- Hand. (For help.)

Consider this quote which is a metonymic adage coined by English author Edward Bulwer-Lytton in 1839 for his play *Richelieu; Or the Conspiracy*:

"The pen is mightier than the sword."

A **simile** ['sɪməli] (*порівняння* - засіб художньої образності, один з видів тропів, що полягає у зіставленні одного предмета або явища з іншим для того, щоб глибше розкрити, яскравіше змалювати його) is a figure of speech comparing two unlike things, often introduced with the word "like" or "as". It takes the form of:

- **X** is (not) like **Y**
- **X** is (not) as **Y**
- **X** is (not) similar to **Y**

Examples of simile:

- He fights like a lion.
- He swims as fast as a fish.
- He slithers like a snake.

- "My dad was a mechanic by trade when he was in the Army, When he got the tools out, he was like a surgeon."

See also: Metaphor.

Synecdoche [sɪˈnekdəki] (*синекдоха* - один із тропів, для якого характерне вживання назви частини замість цілого, видового поняття замість родового, одиниці в значенні множини або навпаки) – is a figure of speech in which a part of something is used to represent the whole or the whole of something is used to represent part of it. It is considered to be a special kind of metonymy.

Types and examples of synecdoche:

- Part of something is used to refer to the whole thing -

A hundred head of cattle (using the part *head* to refer to the whole animal)

- The whole of a thing is used to represent part of it -

The world treated him badly (using *the world* to refer to part of the world)

- A specific class of thing is used to refer to a larger, more general class -

A bug (used to refer to any kind of insect or arachnid, even if it is not a true bug)

- A general class of thing is used to refer to a smaller, more specific class -

The good book (referring to the Bible or the Qur'an)

- A material is used to refer to an object composed of that material -

Glasses or *steel* (referring to spectacles or sword)

- A container is used to refer to its contents -

A barrel (referring to a barrel of oil)

IDIOMATIC EXPRESSIONS

An **idiom** (also called **idiomatic expression**) is an expression, word, or phrase that has a figurative meaning conventionally understood by native speakers. This meaning is different from the literal meaning of the idiom's individual elements. In other words, idioms don't mean exactly what the words say. They have, however, hidden meaning.

Examples:

- "Kick the bucket"
- "Spill the beans"

The meaning of these expressions is different from the literal meaning or definition of the words of which they are made. Their meaning are however used figuratively. They mean respectively:

- "to die "
- "to tell people secret information"

Examples:

a breath of fresh air

said about a new, fresh, and imaginative approach, a change that feels good.

The president says that the country needs a breath of fresh air. Category | nature

a clean bill of health

said when you examine someone or something and state that they are healthy, in good condition, or legal.

1. *The president was given a clean bill of health by his doctors.*

2. *The company received a clean bill of health because it fulfilled all the safety requirements.*

Category | health

a dime's worth

an insignificant amount

At best, he'll make a dime's worth of difference with his interference in the affair. Category | money

a fact of life

This idiom is used to refer to something which is unpleasant and which people accept because they cannot change it.

Violence has become a fact of life among teenagers these days. Category | life

a life-saver

This phrase is used to refer to something or someone that saves a person in a difficult situation or critical moment.

Thank you so much for your help. You're a real lifesaver! Category | life

a little bird told me

said when you don't want reveal the source of your information.

"How did you know the news?"

"Oh, a little bird told me." Category | animals

a lost ball in the weeds

The phrase **a lost ball in the weeds** refers to a person who is completely lost or confused and does not know what they are doing, how to do it or possibly even where they are.

I got confused as to what I should do. I was a lost ball in the weeds. Category | sport

a man of action

a man who is inclined to act first rather than think about things and discuss them.

Bill is really a man of action. Since he arrived at the top of the association, he has done so many things. Category | men and women

TERMS

Archaism is the use of writing that is today considered outdated or old fashioned. Derived from the Greek *arkhaios*, meaning 'ancient', archaic language in literature can be in the form of a word, a phrase, or even the way the sentence is formed (the syntax).

Here is a list of some archaic words you might come across while reading:

- Afeard - frightened
- Behold - see/observe
- Behoof - benefit
- Damsel - a young, unmarried woman
- Fair - beautiful
- Fruit - offspring
- Hark - listen
- In sooth - actually
- Naught - nothing
- Prithe - please
- Quoth - said
- Slay - to violently kill
- Thither - towards that place
- Yea - yes

Neologism is new word or phrase that is not yet used regularly by most speakers and writers.

For examples of neologisms, consider some of these new words:

Example 1

blutter: to give a long, rambling speech about uncertainty

Blutter combines other words like blabber and stutter to create a new word with a new meaning.

Example 2

onesteva: the sound an off the hook phone makes

This word is an attempt at having a word for the sound we all know so well.

Example 3

sarchasm: the gulf between the author of sarcastic wit and the person who doesn't get it

This word combines sarcasm with chasm for a humorous new word.

As there are a variety of ways to make new words, there are a variety of types of neologisms. Here are a few specific types of neologisms:

Portmanteaus or Blend Words

A specific type of neologism, portmanteaus do just what they say: blend together two words to create a new word which combines their meanings.

Here are a few examples of blend words:

- smoke + fog = smog
- spoon + fork = spork
- breakfast + lunch = brunch

Derived words

Derived words are words that use ancient Greek and Latin phrases naturalized to match the English language.

Here are a few examples of derived words:

- Latin word: villa

Meaning: villa or house

Derived words: villa, village, villager

- Latin word: sub

Meaning: under

Derived words: submarine, subway

- Latin word: copia

Meaning: plenty

Derived words: cornucopia, copious

Transferred words

Transferred words take derived words to a whole new level, as they encompass words taken from another language and used in an adjusted form in English.

- herbs from French *herbes* meaning herbs
- alligator from Spanish *el lagarto* meaning lizard
- wiener dog from German *wiener* meaning hot dog

New words come from creativity and invention, merging of existing words, and borrowing from other cultures and languages.

Neutral words - the majority of English words are neutral. Neutral words do not have stylistic connotations. Their meanings are purely denotative. They are such words as *table, man, day, weather, to go, good, first, something, enough*. Besides neutral vocabulary, there are two great stylistically marked layers of words in English word-stock: literary vocabulary and colloquial vocabulary. Literary vocabulary includes bookish words, terms, poetic and archaic words, barbarisms and neologisms. Colloquial vocabulary embraces conversational lexis, jargonisms, professionalisms, dialectal, slang and vulgar words.

Neutral words form the lexical backbone of all functional styles. They are understood and accepted by all English-speaking people. Being the main source of synonymy and polysemy, neutral words easily produce new meanings and stylistic variants. Compare: *mouse* = 1) a small furry animal with a long tail; 2) *mouse* = a small device that you move in order to do things on a computer screen; 3) *mouse* = someone who is quiet and prefers not to be noticed.

Bookish words are mainly used in writing and in polished speech. They form stylistic opposition to their colloquial synonyms. Compare: *infant* (bookish) = *child* (neutral) = *kid* (colloquial); *parent* (bookish) = *father* (neutral) = *daddy* (colloquial).

Barbarisms are words of foreign origin which have not entirely been assimilated into the English language. Most of them have corresponding English synonyms; e. g. *chic* (—stylish); *bon mot* (= a clever witty saying, острота); *en passant* (мимоходом, между прочим) (= in passing); *ad infinitum* (до бесконечности) (= to infinity) and many other words and phrases.

Barbarisms are words which have already become facts of the English language. They are, as it were, part and parcel of the English word-stock, though they remain on the outskirts of the literary vocabulary. Foreign words, though used for certain stylistic purposes, do not belong to the English vocabulary.

In printed works foreign words and phrases are generally italicized to indicate their alien nature or their stylistic value. Barbarisms, on the contrary, are not made conspicuous in the text unless they bear a special load of stylistic information.

There are *foreign words in the English vocabulary* which fulfil **a terminological function**. Therefore, though they still retain their foreign appearance, they should not be regarded as barbarisms. Such words as *ukase*, *udarnik*, *soviet*, *kolkhoz* and the like denote certain concepts which reflect an objective reality not familiar to English-speaking communities. There are no names for them in English and so they have to be explained.

Further, such words as *solo*, *tenor*, *concerto*, *blitzkrieg*, *luftwaffe* and the like should also be distinguished from barbarisms. They are different not only in their functions but in their nature as well. They are terms. Terminological borrowings have no synonyms; barbarisms, on the contrary, may have almost exact synonyms.

It is evident that barbarisms are a historical category. Many foreign words and phrases have little by little entered the class of words named barbarisms and many of these barbarisms have gradually lost their foreign peculiarities, become more or less naturalized and have merged with the native English stock of words. *Conscious*, *retrograde*, *spurious* (підроблений, несправжній, ілюзорний) and *strenuous* (потребує сили, напруги, енергійний, старанний) are words in Ben Jonson's play "The Poetaster" which were made fun of in the author's time as unnecessary borrowings from French.

Jargonisms is the specific type of language used by a particular group or profession. Jargon can be used to describe correctly used technical language in a positive way. Or, it can describe language which is overly technical, obscure and pretentious in a negative way.

Examples of Jargon

There is a wide variety of jargon, as each specific career or area of study has its own set of vocabulary that is shared between those who work within the profession or field. Here are a few common examples of jargon:

Example 1

A common dictum in allergy practice is that the patient's medical history is the primary diagnostic test. Laboratory studies, including skin and in vitro tests for specific immunoglobulin E (IgE) antibodies, have relevance only when correlated with the patient's medical history. Furthermore, treatment should always be directed toward current symptomatology and not merely toward the results of specific allergy tests.

This excerpt from a PubMed research paper is a prime example of medical jargon. In plain English, a dictum is a generally accepted truth, the laboratory is the lab, and symptomatology is simply a patient's set of symptoms.

Example 2

I acknowledge receipt of your letter dated the 2nd of April. The purpose of my suggestion that my client purchases an area of land from yourself is that this can be done right up to your clearly defined boundary in which case notwithstanding that the plan is primarily for identification purposes on the ground the position of the boundary would be clearly ascertainable this in our opinion would overcome the existing problem.

This is an example of legal jargon, taken from a clause within a commercial lease schedule. In plain English, it states that a letter was received on April 2, concerning exactly which plot of land a client hopes to purchase.

Example 3

This man was an involuntarily un-domiciled.

Whereas the previous two examples concerned technical and acceptable jargon, this third phrase is an example of unwanted, unnecessary jargon: jargon in the negative sense. Here, “involuntarily undomiciled” is a jargon-addled term which allows someone to avoid saying the less attractive phrase “homeless.”

3.2. Навчально-методичні матеріали для підготовки до бесіди

ADDITIONAL TEXTS FOR READING TO BE READY FOR DISCUSSION

Education

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

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

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

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

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

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

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

Eight tips to start the new school year

Tips for a new school year start

The summer holiday is over. It is time to think of the new school year. And while some are eager to know their new teacher and meet their friends to tell them about all their summer adventures, others are more worried about the new year. Here are some tips for a smooth school year start that will help you beat the stress and organize your study environment.

Reconnecting with a healthy lifestyle

During holidays, children have often been allowed to sleep late and eat a little of what they wanted at any time. The first thing to do is to help yourself make a smooth start and not to wait until the last day to find a healthy lifestyle. You should get used to have regular and reasonable hours of sleep and to eat healthy food. This of course needs several days of "rehabilitation". The ideal thing is to start reconnecting with a healthy lifestyle one week to ten days before school starts.

Buy study resources

Buy all the resources available for your grade. This will help you tremendously do your homework rightly. The resources may include a good dictionary, an encyclopedia, educational softwares...

Create a pleasant study environment

A few days before school starts, do a tidy-up of the desk and the shelves. Sort and throw away the relics of the past year. Donate your old books, pens and school things if they are still usable. Clean up your desk. Make it a comfortable place to do your homework. Your workplace should be a quiet well-lit corner where it feels good.

Find your way to your new school

If you change your school, you need to learn how to find your way from your home to the new school. Start building new relationships in your new school environment. It will be easy for you to make new friends if you are willing to. Your new friends will certainly show you the places around the school. Your new teachers will also be happy to introduce you to your classmates.

Developing dialogue

If you feel anxious of the new school year, it is very important to talk to your parents about your fears. They will surely find a way to help you get over your fears and gain confidence. They will certainly show you that they believe in your abilities, and will be willing to help you with your first pieces of homework if need be. It is also essential that you develop self confidence and believe in your own potential.

Beat stress

If you are overly anxious about performance, work through your negative beliefs, especially the beliefs about the implications of school failure. Challenge your negative thoughts that your worth as a person or future prospects hinge entirely on your grades. Good performance will be achieved only when you beat your fears and discover your own personal worth.

Set goals

Enjoy setting goals for yourself, so you can transcend your weaknesses and reach your full potential. Your study goals must be realistic and achievable. For example, start with small steps to reach higher targets.

Motivation

Achieving some goals will certainly motivate you to reach more challenging targets. Another motivating factor would be to understand that you work primarily for yourself and your future career. Apart from the external rewards that your parents may promise you, you must understand that studying well is your chance for self development.

Punishing Children

It would be convenient if there were an effective and suitable punishment to fit every childish crime. In theory, the punishment should fit the individual child, his age and his misdemeanour. In practice, even if it were possible to recommend this neat solution, actual punishments would continue to be influenced by variable and unpredictable factors. For example, a tired mother smacks her child at the end of a long day for all the irritating things he has done that day, not just for the trivial offence that finally provoked the slap. An outsider who saw only the isolated incident might think her harsh or unreasonable, but the child himself probably understands that the penalty covers a multitude of sins and that his mother always gets bad-tempered around this time of a busy day.

Good and Evil?

Once upon a time on the island of Luch-Luch lived a common slave called Juju. One day his master, the King, asked Juju why he was smiling. Sensing trouble, Juju replied honestly: "Something came into my mind and made me smile". The king said, "Well, I shall see to it that nothing will ever enter into your mind again!" And he had Juju's tongue cut out, thinking that if he deprived the slave of his tongue, he would be disposing of his thoughts as well.

Later Juju's 11-year-old daughter was taken away from him and died serving the king's

pleasure. Then he lost his little son to the king. Despite all this pain, Juju consoled himself with the thought that in his whole life he had not committed a crime: "I did not do things like this to others. Instead, others did them to me. My soul remained as pure as it was at the time of its creation."

The king lived a life that was the very opposite of the unfortunate Juju's in every possible way. All of Luch-Luch obeyed his every command. In the first decade of his reign he killed 9624 people, he had 2000 people blinded in one eye, and 1500 tongues torn out. But he was convinced that he was the most decent human being in the whole world! His mother thought so too - until he had her beheaded - and so did his children and friends. He didn't suffer the slightest twinge of conscience because he was behaving in accordance with the morality of his epoch.

Parent Resource Guide

ATTENTION, PARENTS: The following identifiers are for your use as a guideline only. Exercise caution in assuming that your child is involved in gang activity if one or more of the signs are present. If one or more signs are present, communications with the child are crucial in determining the level, if any, of the child's involvement.

Warning Signs

You should be concerned if your child:

- (1) admits to gang involvement;
- (2) is obsessed with one particular color of clothing or shows a desire for a particular logo over and over;
- (3) wears sagging pants (this in and of itself is not indicative of gang activity);
- (4) wears excessive jewelry with distinctive designs and may wear it only on either the right or left side of the body;
- (5) is obsessed with gangster-influenced music, videos and movies to the point of imitation;
- (6) withdraws from family with an accompanying change in demeanor;
- (7) associates with undesirables and breaks parental rules consistently;
- (8) develops an unusual desire for privacy and secrecy and may completely rearrange living quarters to create more privacy;
- (9) uses hand signs while with friends and practices them at home; or there is evidence or the appearance of:
- (10) physical injury (such as being beaten) and then child lies about the events surrounding the injury;
- (11) peculiar drawings or language on school books (may appear later as tattoos or brands);
- (12) unexplained cash or goods, i.e., clothing and jewelry; or
- (13) possible use of alcohol and drugs with attitude change.

Advise Your Children They Should Not:

- (1) associate with gang members or «wannabe/gonnabe» gang members;
- (2) identify or communicate with gangs;
- (3) hang out near or where gangs congregate;
- (4) approach strangers in cars who appear to want information or directions;
- (5) wear gang-related clothing where gangs are known to gather or traverse;
- (6) wear initialed clothing such as BK - British Knights - a/k/a «Blood Killer» in high crime areas;
- (7) use words like «Crab» or «Slob» (localized lingo may develop) anywhere gangs may be; i.e., malls, sporting events, etc.;
- (8) attend any party or social event sponsored by gangs or their associates;
- (9) take part in any graffiti activity or hang around where graffiti is present; or

(10)use any kind of finger or sign language in a public place.

Tips for Parents

Impress upon your child the importance of school and good grades.

Spend quality time with your children.

Get involved in your child's school activities.

Establish rules, set limits and be consistent, firm and fair in punishment.

Encourage good study habits.

Respect your child's feelings and attitudes and help them develop self-esteem.

Watch closely for negative influences.

Improve your own self-esteem so your children can model them-selves after the most important «role model»... YOU.

Tips for Parents/Educators

- Help children develop self-control.
- Help children deal appropriately with problems.
- Get involved in community oriented prevention and intervention programs. Urge others to become involved. Volunteer at your child's school. Gangs are a community problem and their influence does not stop at any particular boundary.
- Listen to your children. Communicate with them about their concerns and fears.

Conflict Resolution

A number of schools and school districts are attempting to reduce violence on their campuses by using conflict resolution programs. Programs have begun in New York City, Baltimore, Charlotte, N.C., Pittsburgh and several other locations.

Many places are incorporating peer mediation techniques as well. Some key elements of a conflict resolution programs include:

- Stating one's own feelings clearly, without being accusatory;
- Never interrupting or finishing another person's sentence;
- Concentrating on what is being said to you, rather than on your response;
- Maintaining eye contact with the other person;
- Asking questions to clarify what the other person is saying;
- Repeating the other person's ideas as you understand them;
- Never putting anyone down.

The Purpose of School

If you ask yourself why children go to school, you'll probably say that they go to learn their own language and other languages, arithmetic, geography, geometry, history, science and all other subjects. That is quite true: but why do they learn these things? And are these things all that they learn at school?

We send our children to school to prepare them for the time when they will be big and will have to work for themselves. They learn their own language so that they will be able to tell others clearly what they want and what they know, and understand what others tell them. They learn foreign languages in order to be able to benefit from what people in other countries have written and said and in order to make people from other countries understand what they themselves mean. They learn arithmetic in order to be able to measure and count things in their daily life, geography in order to know something about the world around them, and history to know something about human beings they meet every day. Nearly everything they study at school has some practical use in their daily life, but is that the only reason why they go to school?

No. There is more in education than just learning facts. Above all we go to school to learn how to learn, so that, when we leave school, we can continue to learn. A man who really knows how to learn will always be successful, because whenever he has to do something new which he had never

had to do before, he will rapidly teach himself how to do it in the best way. The uneducated person, on the other hand, is either unable to do something new, or does it badly. The purpose of school, therefore, is not just to teach languages, arithmetic, geography etc. but to teach pupils the way to learn.

Marks - a school weapon

Marks are the basic way of evaluating school work and a powerful weapon to make students learn.

The school reports indicate which subjects we are good at and what we are interested in. When we get good marks, our parents are very pleased and the atmosphere at home is nice. When we receive bad marks, however, we can expect rebukes, complaints and comments on our laziness and the lack of self-discipline. We are often compared to our school-fellows who achieve better results at school and hear that, contrary to us, John or Mary do not cause any trouble, they are praised by all the teachers, responsible, ambitious and very bright indeed.

There are many reasons why we may not do well at school. The problems are often caused by missing classes, playing truant, working in fits and starts, insubordination, thoughtlessness or weak parental guidance. It also happens that instead of learning we day-dream during classes, do not listen to what teachers say and have got everything except studying on the brain. Of course it is understandable that we all have stronger and weaker points. Some students do not have much talent for figures while others cannot spell well. This depends on our inborn capacities. However, if we lag behind in all subjects, we should set to work or be prepared for repeating a year.

Good marks encourage us to make progress and to achieve better and better results. They also strengthen our positive attitude to studying. Therefore, it is important that our school records should be plausible and well-founded.

Unfortunately, very few teachers give their whys and wherefores for the marks and sometimes students feel that the assessment of their work is subjective or unfair.

The way in which we are informed about our achievements is characterized by our relationships with teachers. We feel pleased when they praise us and when they are satisfied with our work. Some teachers are convinced that they should be firm with the class, keep discipline and set high standards for students. However, sometimes it is desirable to give better marks to poor students just to simulate them to learn.

The problem of marks as a principal way of the evaluation of school work has always been controversial. The fact that a student gets promotion for example usually depends less on his own performance than on the average achievements of the class as a whole. Some students hold the opinion that it would be better if marks did not exist at all.

Schools for the elite

An unwritten rule in many countries says that it is not so important what you know but what university you graduated from. A diploma from a renowned university often guarantees success in life and a high position in society.

The most prestigious universities in Britain are Oxford and Cambridge, in short, Oxbridge. The graduates from these universities often hold prominent positions in the government and in the world of business. According to recent statistics, about 70 per cent of the senior clerks of the Foreign Office in the Ministry for Foreign Affairs in Britain were educated in Oxford or Cambridge. Also many other representatives of the British establishment received their degrees in the oldest of the country's universities.

The most popular faculty nowadays is PPE (philosophy, politics and economics). The graduates who hold a degree in PPE can be sure that they will find a profitable job. The "old school tie" is usually of primary importance when choosing a candidate for a high office.

The universities of the highest academic reputation in the United States are Brown University, Columbia, Cornell, Dartmouth, Harvard, Princeton, University of Pennsylvania and Yale which traditionally educate the intellectual and financial elite in America. Among the

richest Americans, for example, 5 per cent are graduates of Harvard Business School. These exclusive schools are often called Ivy League (the name is derived from their ivy-covered walls). However, those who think that Ivy League universities are the best of all are mistaken. Many other universities, for example the University of Chicago or Stanford, offer comparable standards of teaching. Still, what counts most is not the results of the final exams but the magic of tradition. The managing directors of many companies prefer to engage the graduates from the old universities of great prestige. What is more, people who graduated, for instance, from Harvard, have often greater chances of making a career because they are supported by other Harvard men. The graduates from this university form exclusive clubs and help one another to take lucrative posts.

It is also commonly known that the young people who are the offspring of VIPs or whose parents studied at Harvard or Yale are much more likely to pass the entrance exams to these universities than the candidates who do not have any influential friends or social connections. The members of the examining board tend to discriminate in favor of the privileged while others are admitted only if they are outstandingly intelligent or if they make themselves distinguished. A good example of a man who managed to get to Harvard straight after a provincial high school is Bill Gates, the owner of the Microsoft empire and one of the wealthiest people in America nowadays. However, statistics show that such self-made men are only exceptions.

CHILDREN: Upbringing of children. The generation gap. Teens. Adult children.

I. Upbringing of children.

1. Each person's knowledge of how to bring up a child usually comes from their surroundings and their own upbringing. Children are going through their adolescence before their final adult characters are beginning to take shape.

2. Some parents think it is good for children to be allowed to run wild without control or supervision. They say that this enables children's personalities to develop naturally and that they will learn to be responsible by the mistakes they make. However, this might lead to juvenile delinquency, with the children ending up in the courts, or it might simply make children self-centered, without any consideration for others.

3. Other parents believe in being strict, but taken to extremes this can produce a too authoritarian atmosphere in the home, with the children being dominated and ruled by their parents. Parents can also be very possessive and try to keep their children dependent on them. These last two attitudes can encourage rebelliousness against parents, school, or, conversely, suppress a child's natural sense of adventure and curiosity.

4. Discipline is important when bringing up a child. Through discipline a child learns that some kinds of behaviour are acceptable and others are not.

II. The generation gap.

1. The generation gap is differences between people of a younger generation and their elders, especially between a child and his or her parent's generation. Old people are always saying that the young are not what they were. The same comment is made from generation to generation and is always true.

2. These days, grown-ups describe children as difficult, rude, wild and irresponsible. The new generation has a very different view of the importance of work and money. The immediate post-war generation saw the creation of wealth as the most important thing in life, while today young people have other concerns and priorities. They have learned to take economic prosperity for granted and don't feel the need to be workaholics.

3. Some teens say: They (the older generation) think differently; they have staid ideas and won't listen to new ones. Young people don't get listened to by either parents or teachers. Some older people think the young are getting very lazy.

III. Teens.

1. The most painful part of childhood is adolescence. There is a complete lack of self-confidence during this time. Adolescents are over conscious of their appearance and the impression they make on others. They feel shy and awkward. Feelings are intense, easily from tremendous rapture to black despair. And besides friends are becoming more and more important these years. At schools there are cliques who decide what is "cool".

2. Experts say that the rush to grow up is due to the mass media. Children desire to be independent and it creates behavior problems. Adolescents may rebel violently against parental authority.

3. But even teenagers with supportive parents can fall in with bad company. A lot of children become addicted to drugs and alcohol because their life is hollow and they don't think of life-long goals.

4. There are teens with rich parents, that give them money and expensive things. Envy and the desire to possess the same things can push teenagers to committing a crime and it leads to juvenile delinquency.

5. Nowadays children start using computers very early. The electronic universe replaces their contacts with friends and dominates their life completely, that creates mechanical mentality and inhibits their emotional development.

IV. Adult children.

Parents spend with the children all their childhood and adolescence. Then children begin to build their careers and family, become a parent. This time is quite hard for parents who they feel very lonely without their children.

This is the time when they have to shift from using parental authority with their kids to being friends of these new adults. Even adult children need love and guidance from their parents from time to time. As children pass into adulthood, the time for independence for both parents and children is very important for a healthy parent-child relationship.

The majority of parents and adult children experience some tension and aggravation with one another. But parents generally are more bothered by the tensions - and the older the child, the greater the bother.

The problem of bringing up children, discipline in school

MAINTAINING ORDER .

Discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of your child. Parents are always encouraged to work with the school to try and solve any problems that may arise.

There are specific legal requirements relating to the handling of:

- school discipline in general
- detention
- racial and sexual harassment and bullying

Each school's head teacher is responsible for promoting good behaviour and discipline. The head teacher must draw up the school's discipline policy, using the governing body's statement of general principles as a framework. By law, the head teacher must publicize the discipline policy. They may do this by making it known within the schools and to parents, and by bringing it to the attention of students, parents and staff at least once a year.

The policy should be regularly reviewed, taking into account the views of students, parents and staff. Essential elements are strategies to tackle bullying, racial and sexual harassment, and the school's policy on detention. Overall, the policy should:

- promote self-discipline and proper regard for authority among students
- encourage good behavior and respect for others
- ensure students' standard of behavior is acceptable
- regulate students' conduct

"We as a department state that the measures determined by the head teacher under subsection

shall be publicized by him in the form of a written document i.e. he shall make the measures generally known within the school and to the parents of registered pupils at the school, and at least once a year take steps to bring them to the attention of all such pupils and parents and all persons employed, or otherwise engaged to provide their services, at the school." - Department for Children, Schools and Families.

DETENTION.

Detention is one of the sanctions schools can use on disciplinary grounds. The Education Act 1997 gives schools legal backing to detain students after the end of a school session. However, before a school uses detention, the head teacher must:

- make all parents, students and staff aware that detention will be used as a sanction
- tell parents of students admitted part way through the school year about the policy

The law also obliges schools to give at least 24 hours' written notice to the parents of the pupil concerned before the detention takes place.

PASTORAL SUPPORT PROGRAMMES.

Pastoral support programmes are for students who are at serious risk of permanent exclusion, disaffection or criminal activity. Working together with other relevant services, schools should prepare a planned intervention to help students manage their behavior more effectively.

PREVENTING BEHAVIOUR PROBLEMS.

There is a range of preventative action that schools can take to maintain good behavior. These can range from classroom behavior management to recognition of pupil achievement.

MANAGING DISRUPTIVE BEHAVIOUR

The school's discipline policy needs to be fairly and consistently applied by teachers in handling disruptive behavior. Effective systems of support for teachers, especially those with less experience need to be agreed by the head teacher. Schools should be alert to the fact that some difficult behavior results from special educational needs which are not met such as emotional and behavioral difficulties.

USE OF FORCE TO RESTRAIN

The Education Act 1996 clarifies the powers of teachers and other staff in school to use reasonable force to prevent students from:

- committing a crime
- causing injury or damage
- causing disruption

There is no legal definition of reasonable force. However, in exceptional circumstances where there is an immediate risk of injury, a member of the school staff may need to take necessary action that is consistent with the concept of reasonable force. For example, to prevent:

- a young pupil running off a pavement on to a busy road
- a pupil hitting someone
- a pupil from throwing an object

Corporal punishment, which is defined as any intentional application of force for the purpose of punishment, is unlawful.

On 1 March 2005, the Office for Standards in Education (Ofsted) published managing challenging behavior, a report looking into behavior in schools and other educational settings. These settings included early years provision, mainstream and special schools, pupil referral units, secure training centres and colleges. The aim of the report was to analyze types of behavior that schools and other settings find challenging to deal with and to evaluate their responses to it. The report is available below.

Choosing a career

It is very important for us to make the right choice of profession. Yet a schoolgirl (schoolboy). I decided to enter the Foreign Languages Department of the Pedagogical University. The reason for it is very simple. The major one is that. I always gave my preference to the humanities, especially

English. I should confess it was my favourite subject at school and I did well in this subject without any effort. My English teacher was a person I loved best at school because our English lessons were always interesting and instructive. I always looked forward to the next English lesson but unfortunately those lessons were very few. That's why I had to work hard at my English on my own. Besides, my private lessons on English were of great help to improve my English grammar, managed to do a lot of grammar exercises and found it useful to improve my language skills and habits. I tried to read adapted English books, newspapers and magazines in English on a regular basis. But there is no doubt, the best way to improve English is to work at a language laboratory. I was lucky to have a very good language laboratory at my school. It had modern equipment and we used to spend plenty of time in it listening to different cassettes, imitating the sounds and intonation of native speakers of English.

But what I find especially useful for one mastering English is listening to the broadcasts of TV and radio programmes. The speech of native speakers of English served me as a good example which I always tried to imitate.

So I made up my mind to enter the Foreign Languages Department because I wanted to know English perfectly. In my opinion it is impossible to do without foreign languages because of expanding economic and cultural ties of Ukraine with other countries of the world.

After graduating from the Pedagogical University I want to work as a teacher at school. Nowadays the teachers of English are in great demand in our country. It is not a secret that our schools need good teachers of foreign languages, especially of English.

This profession is to my liking though I understand that it is a difficult job. I like people and it's my long-term dream to bring up and teach children. The teacher is a sculptor of the young personality, he is a person to whom society has entrusted its children, its hopes, its future. This noblest profession demands of the teacher constant thought, love for children and devotion to his cause. The children in your class aren't just boys and girls. Everyone is a unique individual. To be a good teacher you must be interested in what you are doing because every time you learn something new, you become something new. A good teacher develops in his pupils the desire to know and love for the truth and beauty. Teaching is a constant stream of decisions, and for this reason it demands great patience.

Millions of our teachers are proud of their profession and of their role in educating young people.

The profession of a teacher is a noble and important one. But at the same time it is also a very difficult and responsible job. From time immemorial a teacher had been a noble and authoritative person. His aim in life is to develop the character and to broaden the world outlook of his pupils. This makes his work of great social importance. The teacher must impart all his knowledge, skills and generosity to children. Besides, it is a person who is always ready to help his pupils, who take a real interest in their work.

I shall try to do my best to put into practice all the knowledge and skills I'll obtain during the years of my studying at the Pedagogical University.

What's Your Line?

School! Lessons, games, clubs, homework. A bell rings. You go to a classroom. A bell rings. You have lunch. A bell rings. You go home.

But one day you go to school for the last time. What to do after that? You realize that the time to choose one job out of the hundreds has come. It's going to be a hard choice and nobody can make it for you.

Before you can choose, you ask yourself quite a lot of questions. What do you know you are good at? What do you enjoy doing? Perhaps you enjoy working with your hands. Or you may prefer using your head — your brains. Are you interested in machines? Or do you like meeting people? It's difficult to know all the answers to these questions until you have left school and actually begun work.

Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person in your life. With all the teachers you meet, you think there isn't anything you don't know about the work. That's where you are wrong, since only those

who are in it can appreciate it. Have you ever asked yourself why most teachers are so devoted to their work and privately think, though they not like to admit it openly, that they serve humanity doing the most vital job of all? Those of us who spend our days in schools know how rewarding the job is. At the same time it is not easy and a real challenge to your character abilities and talent, as teaching is a constant stream of decisions.

Children in your classroom aren't just boys and girls. Every one is a unique individual who has never been before and will never again exist. If you like people, you will love teaching. To be a good teacher you must be genuinely interested in what you are doing.

The most important things in the world are awareness and learning — wanting to know every day of your life more and more and more. Because every time you learn something new you become something new. An ignorant teacher teaches ignorance, a fearful teacher teaches fear, a bored teacher teaches boredom. But a good teacher catalyzes in his pupils the burning desire to know and love for the truth and beauty.

Choosing your way in life

Mary Glass is thirty-nine years old and she is a doctor. She chose the medical profession because she wanted to help people and at the same time to make good money. When Mary was younger her wish was to become a teacher or a nurse but she soon realized that there was not much money in either of those professions. Mary's parents were rather old-fashioned people and thought that a woman's place is at home. So they wanted their daughter to become a secretary, marry a respectable young man, have several children and stay at home working about the house and bringing up the kids. When Mary applied to a medical college, her parents refused to give her any financial support and she had to work as a waitress in a restaurant to earn money for her college fees. She specialized as an optician, made a good career in the: hospital she works, got married, had two children and is very much satisfied both with her family life and her business career.

Billy Blackthorn left school when he was sixteen. He didn't study well and had no qualifications.

He just wanted to earn some money and got himself a job in a factory. He didn't mind being a blue-collar worker, all he wanted was enough money to take his girl friend out on a Saturday night. But soon he and his fellow-workers were replaced by robots who could do their job and Bill was sacked. He was out of work for eighteen months and understood how terrible it was to be unemployed. The days seemed so long and the dole that he got was enough only for the cheapest food and second-hand clothes. Bill finally got a job as an unskilled laborer, working for a builder. He is twenty-five now and thinks that it is not too late to start attending night classes and get some extra training so that he can earn more money as a skilled worker.

John Rushton is a businessman. He is fifty years old and he has been working for the same company for twenty-seven years. He thinks that he has a very successful career. He started working for the company as a poorly paid clerk and was one of those nine-to-five white-collar office workers who spend all day with a pencil in one hand and a telephone in the other. He hated it and asked to be transferred to sales where he became one of the company's sales representatives. John traveled all over the country selling the company's products and eventually became the most successful salesperson on the staff. In ten years he was promoted to manager of the sales department. He has got a good salary and benefits. He might retire in another ten years and then his pension will allow him to live comfortably in his country house enjoying his hobbies that he has no time for now while he still works.

Joan Evans: This month I am leaving school to face the real world. My main ambition is to live and work abroad. I want to work with people and see the world, I hope to go to college and do a tourism course. When I'm in college, I will learn at least two foreign languages. I think that by the time I'm 30 I'll be married and have a baby. I don't want to be rich and famous, but I do want to enjoy life. That's all anybody can really ask.

Steve Taylor: My greatest wish is to be a manager for Rolls Royce. I will go to work for Rolls Royce as an apprentice, and after 2 or 4 years I will be an engineer. I'm not very ambitious but I'd like to become a manager in Rolls Royce. I'll get married in my mid-twenties because I want to have

children and my mother says that you need to be young to cope with them.

My future profession

Person 1:

Finishing school is the beginning of the independent life for school leavers. Many roads are open before them: technical schools, institutes and universities. But it is not easy thing to choose a profession out of more than 2.000 existing in the world. Some pupils follow the advice of their parents, others can't decide even after leaving school. As for me I have made my choice long ago. I want to become a teacher of the Russian language and literature. My choice of this occupation didn't come as a sudden flash. During all school years literature was my favourite subject. I understand that reading books helps people in self-education and in solving different life problems. Teachers do not only teach their subjects. They develop their pupils' intellect, form their views and characters, their attitudes to life and to other people. It's a great responsibility.

I'm applying to the Philological Department and I am sure my dream will come true sooner or later.

Person 2:

What I would like to become? This question passes me greatly. Every job has its elements of difficulties and interest. I think that nearly all the professions are very important in life. But to choose the right occupation is very difficult, because we must take in to consideration, many factors. We must consider our personal taste and our kind of mind. At the same time, we must satisfy the requirements of our society and peoples needs in one profession or another.

The end of school is the beginning of an independent life, the beginning of a more serious examination. In order to pass that very serious exam we must choose the road in life which will help us best to live and work. Each boy and girl has every opportunity to develop mind and use knowledge and education received at school. Some may prefer to work in factories or works, others want to go into construction: to take part in building power stations and new towns. Many opportunities to work and to satisfy at the same time the requirements of the society and your own personal interest are offered in the sphere of the services transport, communications and many others?

I have a specially liking for to become a programmer. I like this profession because it very interest.

Keeping Fit. Promoting Healthy Lifestyle

One of the first duties we owe to ourselves is to keep our bodies in perfect health. If our body suffers from any disorder, our mind suffers with it, and we are unable to make much progress in knowledge, and we are unfit to perform those duties which are required of us in social life.

There are certain laws of health which deserve particular attention and they are so simple that even a child can learn them. A constant supply of pure fresh air is indispensable to good health. To secure this, nothing impure remain either within or near our homes, and every room in the house especially the bedrooms, should be properly ventilated every day.

Perfect cleanliness is also essential. The whole body should be washed as often as possible. The skin is full of minute pores, cells, blood vessels and nerves. It "breathes" the way the lungs do. Therefore it should always be clean.

Besides its importance to health, there is a great charm in cleanliness. We like to look at one who is tidy and clean. If the skin is kept clean, the teeth thoroughly brushed, the hair neatly combed, and the finger-nails in order, we feel pleased with the person, even though his (her) clothes may be coarse and much mended.

A certain amount of exercise is necessary to keep the body in perfect condition. All the powers (mental and bodily) we possess are strengthened by use and weakened by disuse. Therefore labor and study should succeed each other. The best way of getting exercise is to

engage in some work that is useful and at the same time interesting to the mind. It is most essential for the old and the young to do morning exercises with the windows wide open in your room or, if possible, in the open air.

Remember that exercises warm, invigorate and purify the body. Rest is also necessary to the health of both body and mind. The best time for sleep is during the darkness and stillness of the night.

Late hours are very harmful to the health as they exhaust the nervous system. We should go to bed early and get up early. It is a good rule to "rise with the lark and go to bed with the lark".

Most essential to our body is food. Our body is continually wasting, and requires to be repaired by fresh substance. Therefore food, which is to repair the loss, should be taken with due regard to the exercise and waste of the body. Be moderate in eating. If you eat slowly, you will not overeat. Never swallow your food wholesale -you are provided with teeth for the purpose of chewing your food - and you will never complain of indigestion. We should abstain from everything that intoxicates. The evils of intemperance, especially of alcohol, are too well known.

Intemperance excites bad passions and leads to quarrels and crimes. Alcohol costs a lot of money, which might be used for better purposes. The mind is stupefied by drink and the person who drinks will, in course of time, become unfit for his duties. Both health and character are often ruined.

Thus we must remember that moderation in eating and drinking, reasonable hours of labor and study, regularity in exercise, recreation and rest, cleanliness and many other essentials lay the foundations for good health and long life.

Health Tips

The context in which an individual lives is of great importance on health status and quality of life. Health is maintained and improved not only through the advancement and application of health science, but also through the efforts and intelligent lifestyle choices of the individual and society. Here are some basic tips for maintaining a good health.

1. **Exercise** You don't have to belong to a gym club. Thirty minutes walk every day will to prevent weight gain and encourage moderate weight loss.

2. **Eat healthy** Reduce fat intake, cut down on sugar and opt for fruits and vegetables. This helps reduce cholesterol and blood pressure. Healthy food will also lead to better blood sugar control.

3. **Reduce stress** Not everything we want we get. We have to accept that there are things that we cannot control. Managing time is also of great importance too. We must allow ourselves enough time to get things done. Set a time during the day for relaxation.

4. **Improve sleep** Avoid caffeine, alcohol, nicotine, and other chemicals that interfere with sleep. Equip your bedroom with a comfortable mattress and pillows. Sleep in a dark clean and quiet environment.

5. **Meditation** Meditation has been linked to a variety of health benefits. It has been linked to changes in metabolism, blood pressure, brain activation, and other bodily processes.

6. **Positive thinking** People who think positively have an optimistic view of life that affects their health and well-being. Optimism has been shown to explain between 5–10% of the variation in the likelihood of developing some health conditions, notably including cardiovascular disease, stroke, depression, and cancer.

Education in Ukraine

The public education of Ukraine is centuries old. Its organizational date forms from Kyivan Rus. The development of the written language and school education among the Eastern Slavs was promoted by the creation of the Slavonic alphabet by SS Cyril and Methodius in the 11th century.

Schools in Kyiv Rus had begun at the end of the 10th century in Kyiv, with numbers increasing from the 11th to 12th century. Schools were established at churches, monasteries and princes' courts. The first private parish schools were known from the 10th century.

The first institution of higher learning was the Kyiv-Mohyla Collegium (later called Academy), which was established in 1632. The Lviv University is one of the oldest universities in Europe, having begun activities in 1661.

Independent Ukraine has inherited the developed network of educational establishments. The present system of education includes preschool education, general secondary education, out-of-school education, professional and technical and higher learning education. In all, there are about 48,000 establishments and institutions, at which about 15 million students are educated. In the system, there are more than 2 million teaching specialists, which means that every third citizen is either teaching or studying.

According to the Constitution of Ukraine, the state is obligated to ensure accessible and free of charge preschool, secondary, professional, technical and higher education at the state and municipal educational institutions, and the development of various forms of education. Moreover, the guarantees of the right for education are a compulsory general secondary education, granting state allowances and privileges to pupils and students, as well as the right for citizens to be educated at the state and municipal higher learning institutions on a competitive basis and free of charge. Every citizen has the right to freely develop their personality and has the choice to choose the place of education and study.

In 1996, the Supreme Rada of Ukraine adopted the Law of Ukraine "On Education", that allowed the intensification of the legislative process in the sphere of education.

Present day independent Ukraine has a well-developed system of education which matches the standards of the developed countries. Pre-school education is not compulsory and is fee-paying. Most parents take their children to nursery schools or kindergartens at the age of 3. Up to the age of 5 children mostly eat, sleep and play there, but in senior groups they are taught the basics of arithmetic, reading, writing, arts and in some schools foreign languages.

Compulsory secondary education begins at the age of 6-7 and is free in state schools and fee-paying in private ones. Some schools, especially those with language slant, have preparatory classes. Secondary education includes three stages: primary (1st-4th grades), basic (4th-9th grades) and senior (10th-11th grades). In regular secondary schools children start learning foreign languages from the 5th grade and have fewer lessons of language a week than specialized language schools that start teaching languages from the 1st grade. Recently new types of schools have appeared: gymnasiums and lyces. In addition, there are schools with technical, computer, mathematical, law, pedagogical and art slant. All the subjects in the secondary schools are obligatory but there are optional courses that students of senior grades can take in addition to the required ones.

Extra-curricular activities usually include a variety of sports and drama clubs, interest groups and various school parties.

Those senior students who want to get qualification alongside the secondary education, can go to vocational training schools. Post-secondary education is provided by technical schools and colleges of 1st and 2nd Level of Accreditation that train young specialists in different trades.

Institutions of higher learning (higher educational establishments) include universities, academies, institutes and conservatories. They all hold entrance examinations to select the best applicants to be their students. Among the best known higher educational establishments there are Shevchenko Kyiv National University, Kyiv Polytechnic University, International Independent University «Kyiv-Mohyla Academy», Kyiv State Conservatory, Lviv State University, Kharkiv National University, Kharkiv State Pedagogical University, Kharkiv State Polytechnic University and many others.

Post graduate education begins after the last year of studies and usually results in theses on the chosen scientific topic and the degree of the Candidate of Science. Doctorate Degree is awarded for outstanding scientific research.

Preschool Education in Ukraine

The first stage of the education system is preschool. More than half of children who enter the first class of a general education school have been brought up at the state and departmental preschool establishments (nursery schools). There are preschool establishments with the groups in which children stay all day, longer than the twelve hour norm.

The preschool program pays special attention to strengthening and hardening a child's constitution, games, development of speech, movements, development of cultural and hygienic abilities and skills, social education, the formation of physical, mental, emotional and volitional readiness for school education.

Attendance at a nursery school is voluntary. The parents are required to pay an amount for sojourn of their child at a nursery school.

There are special nursery schools and groups for children with physical or mental disorders. At these establishments, the medical and pedagogical work are aimed at early compensation and correction of mental and physical defects. Furthermore, training for education at special public schools is arranged.

Preschool education is part of the system of public education which reports to the Ministry of Education. The researches are conducted at the Academy of Pedagogical Sciences, at the preschool facilities of pedagogical universities or institutes.

According to 1997 data, there are 21.2 thousand active preschool establishments in Ukraine, which 1.5 million children (about 44%) attend. During the last six years, the number of preschool establishments has been decreased by 3.3 thousand and the number of children at them has been decreased by 900 thousand people.

From 1996, permanently acted nursery schools operated seasonally. In the summer, the local preschool establishments are temporarily closed in large towns, the number of closed establishments has amounted to 40% in June and August.

At present, the index of birth rate is lower than the death rate index in Ukraine, which is due to aggravation of people's living and working conditions. The indices of birth rate on the basis of one thousand people are as follows: 10.1 in 1994, 9.9 in 1995. The total indices of death rate based on one thousand people is 14.7 and the infant mortality rate was 15.2 per one thousand newborn children.

School Education

With the emergence of independence of Ukraine and the development of the independent democratic legal state comes the demand for thorough work on elaboration of a new model of education which shall be consistent with realities of the post-totalitarian society. The essence of the new model of education is decentralization and democratization of administration of education, continuity of education and a variety of educational plans and programs. The whole sphere of education shall be orientated towards the priority of development of personality. The cardinal reconstruction of the whole educational system, beginning from preschool education and ending with improvement of graduated specialists' qualifications, is laid into the program "Education" (or "Osvita"), approved by the Cabinet of Ministers of Ukraine in November, 1993.

The historical process was such that, at the beginning of the 20th century 76% of the Ukrainian population between the ages 9-49 were illiterate. In the 1930s, mass illiteracy was liquidated. Presently, secondary education is compulsory in Ukraine. The primary way of obtaining it is at the education establishments - schools, lyceums, grammar schools, specialized schools, etc.

Children enter primary school at the age of six or seven. The length of education at secondary schools is eleven years. Four years are spent at primary school and five at secondary schools. Upon completing secondary school, the student has the choice whether to continue education at general education or specialized schools where a compulsory second education is provided. At the secondary general education schools, students are taught labor

lessons and (the fundamentals of popular professions. All education materials, in particular textbooks, are free of charge.

Religion is not studied at schools in Ukraine, as the Church is separated from schools. Besides, there are over 60 active religions in Ukraine, so the state does not give preference to any of them.

The quality of education is ensured by the established system of control - annual end-of-the-year examinations on basic disciplines are administered.

In Ukraine, there are also evening and correspondence secondary general education schools that give anyone the possibility to get an education, if they have not already. This system allows people to study without having to give up their jobs.

The problem with general education is the lack of school rooms. Because of this, some of the students are forced to learn in shifts. During 1990-1995, despite the building of new schools and a small increase in the group of students, the amount of students who had to learn in later shifts increased by 45 thousand.

At the same time as Ukraine was seeking independence, a number of new positive tendencies appeared in the system of education. Thus, the important steps were made for democratization of the educational process, strengthening of the natural connection of education and natural history, culture and traditions, ensuring the freedom of creative work of teachers and innovators. The spectrum of educational establishments became more diverse. The new types of general education secondary schools appeared. These schools were called upon to appreciate the interests and inclinations of the rising generation and also the demands of society. In 1996, there were 163 grammar schools with 85.5 thousand students in the Republic. There were about 50 thousand students in 159 lyceums and 510 thousand students studying disciplines in 3.4 thousand schools.

At present, the process of reforming and improving the educational structure is continuing. The comprehensive work on elaboration of the State Standards for preschool education and general education has begun.

There are approximately 500 thousand teachers and specialists in Ukraine. Teachers are trained at the universities, pedagogical institutes and pedagogical specialized schools. The pedagogical practice is compulsory. All candidates for teaching positions must pass the state examinations after completing their education. Unfortunately, poor financing of educators negatively affects teachers, creates an unprestigious and unattractive image of teaching. For example, in 1995 general education school in Ukraine lost 46 thousand teachers due to low social protection.

Vocational Training

Specialists on the basis of incomplete secondary school (9 classes) educated at the vocational schools during 3-4 years because the students who are leaving school shall get not only the training on specialty, but also secondary education. Training at the technical colleges on the basis of secondary education lasts one or two years. At the present time, there is a single type of educational establishment, secondary vocational technical school with corresponding departments for various professions and terms of training in accordance with the educational level of the candidates. All secondary vocational technical schools are established and function on the basis of production associations, enterprises, institutions and organizations and in rural areas on the basis of regional agrarian and industrial associations, state farms, collective farms, and enterprises serving several farms.

The training of qualified workers is carried out by means of consolidation of educational process and productive work. The productive work of students at shops, testing grounds of college or directly at factorial is basis of an educational and training process. The effective pedagogical methods of teaching include: educational and research work, film-lessons, simulation of production situations, course and diploma design work and so on. Technical

means, trainers, educational TV are among techniques widely used in the educational process. The colleges have modern material bases, production workshops and training grounds, libraries, assembly and sports halls, hostels and canteens at their disposal.

At present, there are 11,000 offices, more than 3,000 laboratories, 6.800 educational and training work shops, and 590 training grounds and tractor grounds, as well as 1,200 experimental sectors of enterprise at the disposal of the vocational technical colleges. The vocational technical colleges of agriculture and reclamation profiles have 70,000 hectares of land, and more than 16,000 tractors, motor cars and combines. Presently, approximately 60,000 engineering and pedagogical workers, including more than 18,000 teachers and 30,000 foremen for industrial training, ensure the educational process at the vocational technical colleges. In 1995-1996 academic year, there were 1147 secondary vocational technical colleges in Ukraine and 520,000 students.

Institutions of Higher Education

The Kyiv-Mohyla Academy, founded as a college in 1632 and existing about 200 years, was accessible to all strata of population of Ukraine and to foreigners as well. The Bielorrussians, Balkan Slavs, Romanians Russians, Greeks, and Arabs are among the people from abroad who have attended the Academy. Quite a number of scientists, statesmen and clergymen in Ukraine and East Europe have come from the Kyiv-Mohyla-Academy.

The oldest university in Ukraine, the Lviv University was founded in 1661. The newest university, Ternopil Technical University, was achieved status in 1997.

The basis of the system of higher education in Ukraine consists of universities and academies, polytechnic, pedagogical, agricultural, law, economic and medical institutes. The majority of institutions of higher education report to the Ministry of Education, with the exception of religious and military institutions, and are financed by the state.

The system of higher education in Ukraine has a potential which corresponds to that of economically developed nations in Europe. In Soviet period, the state was the single source of financing of the educational establishments. Presently, the mechanism of mixed financing of the higher education system is forming. In 1996, 76% of students entering as first year students institutes of higher learning were funded by the state budget, 24% were at the expense of ministries, departments, and local budgets.

The network of academies and universities in Ukraine cannot satisfy all the people who wish to pursue a higher education. So, candidates are selected for admission. This makes it quite competitive to enter into a university. Accordingly, the entrance examinations and interviews are important factors in the selection process.

Science

In the former USSR, the main scientific centers were concentrated mainly in Russia. They got 90% of financial support from the all-Union budget. Ukraine received only 6% of the money, even though its contribution to the aggregated all-Union fund had amounted to 25-30%.

Presently, the scientific potential of Ukraine is rather high. The most prestigious scientific institution is the National Academy of Sciences of Ukraine (NAS), which has existed since 1918. In total, the scientific complex of Ukraine includes more than 1300 units with 650 thousand people engaged in approximately 9,000 Doctors of Science degrees, and more than 78,000 Candidates of Science degrees. Freedom of scientific and technical work is one of the most important constitutional rights and freedoms of people and citizens in Ukraine (accord to Article 54 of The Main Law of Ukraine).

National Academy of Sciences (NAS)

The achievements of Ukrainian science are the result of the largest scientific center, the National Academy of Sciences of Ukraine. It includes about 80 scientific institutions, ten of enterprises belonging to research, development and production base, research ships for studying

the ocean, and aviation. The Academy institutions are located in Kyiv, Kharkiv, Lviv and many other cities in Ukraine. They are incorporated in five scientific regional centers and the Crimean branch of the NAS of Ukraine.

There are 14 branches of the Academy which embrace all major areas of science and unite all institutions of the academy. The NAS carries out a versatile publishing activity, has its own publishing house (Naukova Dumka) and publishes official reports of the NAS as well NAS bulletins. The library and information services are quite extensive, as there are 78 libraries of research institutions in the NAS.

Lesya Ukrainka Eastern European National University

The educational institution began its history in 1940, when the Lutsk State Teachers' Institute was established. 135 first-year-students were enrolled on the institute. Fifty lecturers conducted an educational process. There were four faculties at the institute: the Faculty of Philology with the departments of Ukrainian and Russian Studies, the Physics and Mathematics Faculty, the Faculty of Natural Science and Geography, and the Faculty of Distance Learning.

Methodological, material and technical resources of the institute were insufficient. The institute was located on the outskirts of Lutsk in the building of the former orphan house built in 1929 (today there is a boarding-school there). There were shortages of equipment, books as well as teacher shortage. However, classrooms and laboratories were gradually equipped and libraries were stocked with corresponding materials. The Poltava Pedagogical Institute helped with those problems a lot. Ivan Sokur was appointed the first president of the Lutsk State Teachers' Institute. The work of the institute was interrupted by World War II in 1941, but resumed in 1946. In September 1951 the Lutsk State Teachers' Institute was re-established as the State Pedagogical Institute which a year later was granted the use of the name of Lesya Ukrainka. At that time the institute had only two faculties: the Faculty of History and the Humanities and the Physics and Mathematics Faculty. But at the beginning of the 1990s there were already nine faculties at the institute. In May 1964 sports and recreational camps for students and lecturers were established at Lake Svityaz which were forerunners of the "Hart" sports and recreational camp.

On July 16, 1993 by the Decree of L. Kravchuk, the President of Ukraine, the Lesya Ukrainka Lutsk State Pedagogical Institute was granted the right to use the name "Lesya Ukrainka Volyn State University."

On September 26, 2007 V. Yushchenko, the President of Ukraine, signed the Decree "Regarding the granting of national status to the Lesya Ukrainka Volyn State University". The following is stated in the Decree: "Taking into account national and international recognition of activity results of the Lesya Ukrainka Volyn State University and its significant contribution to development of national education and science, declare to grant of national status to the Lesya Ukrainka Volyn State University."

On August 24, 2012 the President of Ukraine issued the Decree "Regarding the renaming of Lesya Ukrainka Volyn National University as the Lesya Ukrainka Eastern European National University."

At the moment the University is made up of 7 Institutes (the Institute of Social Sciences, the Institute of Arts, the Institute of Physical Culture and Health, the Pedagogical Institute, the Institute of Philology and Journalism, the Institute of Foreign Philology, the Institute of Economics and Management), 9 departments (the Department of Mathematics, the Department of Physics, the Department of Chemistry, the Department of Biology, the Department of Geography, the Department of Law, the History Department, the Department of Psychology, the International Relations (IR) Department), the Teaching and Research Center of Postgraduate Education, the Preparatory Department, 75 Chairs of the Department with professional academic staff. There is another structural unit of Lesya Ukrainka Eastern European National University - College of Technology, Business and Law (founded in 2009). The University also has the Research institute

for Lesya Ukrainka Studies, EU Information Centre, Institute of Poland, Information and Career Consulting Centre, Culture and Leisure Centre, the Volunteer Centre «Довіра» (“Trust”), the Museum of Archaeology, the Volyn and Polissya Ethnography Museum, the History of Lesya Ukrainka Eastern European National University Museum and so on.

Regarding the educational process, the University academic authorities are keeping up to date: in all the departments and institutes the process of study is carried out on the basis of the credit system in line with the Bologna standards; there are multimedia equipped study rooms, computer classrooms, Creative Laboratories, the Center for Innovation, Technology and Testing. It has become traditional to give first-year students the "Freshman Handbook", to organize a roundtable discussions such as "Bologna Process: Problems and Prospects", "I and my studies" and the University ranking (assessment of teachers) “Through Students' Eyes.”

The material and technical resources of Lesia Ukrainka Eastern European National University includes 13 educational buildings, 6 hostels, preventative clinic, student’s base "Hart" (Lake Svitiaz), stadium with a modern covering of the playground and treadmills, two botanical gardens, agrobiostation.

Dozens of our students annually win prizes at regional, national and international competitions and contests. Each year more than 100 student works are published in professional journals. Students have the opportunity to work on probation at prestigious universities in the US, Germany, Canada, Sweden, Poland and others. With the creation of the university teachers’ scientific activity is revived. An active research is being done in such branches as chemistry, physics, biology, geography, mathematics, humanities.

Lesia Ukrainka Eastern European National University provides training in postgraduate and doctoral studies in 15 fields.

University scientists are respectful and authoritative among Ukrainian scientists, as evidenced by their involvement in the work of expert councils of The Higher Examination Board of Ukraine (physics, chemistry, literature) and in professional councils of the State Accreditation Commission, and membership in many specialized councils on defence of candidates’ and doctoral theses. Scientific achievements of teachers are continuously published in university periodicals: «Scientific Herald EENU», «Youth scientific Herald EENU», «Psychological perspectives», «Volyn Chronicle», «Historical studies», «Volyn philological: text and context», «Lesia Ukrainka and modernity», «Mass communication: history, modernity and perspectives», «Typology and functions of language units», «Musical studies of Institute of Arts EENU and NMAU», «Nature of Western Polesie and adjacent areas», «Sociological studies», «Ukraine and Poland: Past, Present, and perspectives», «Physical education, sport and health culture in modern society» and others.

In the university the editorial and publishing center is functioning. The newspaper "Nash Universytet" is regularly published.

In the framework of international cooperation and promoting foreign languages in Lesia Ukrainka Eastern European National University such language centers are functioning: German language center, the language center «Svit», English Club, Foreign language certificate courses (English, German, French, Polish, etc.).

The sport elite of Volyn is formed at the Institute of Physical Education and Health. Dozens of athletes who won medals and diplomas at the most prestigious competitions in the world were trained here: Nadia Myroniuk, Nadia Borovska, Tetiana Kob, Andrii Shevchuk, Yana Belomoina, Maxym Bohdan.

The university is proud of the artistic groups of the Institute of Arts, which are known not only in the region and Ukraine, but also in other countries, especially male vocal quartet «Akord», banduryst trio «Dyvostruny», folk instruments ensemble «Dzherela», song and dance ensemble «Rozmai», vocal octet «Double voice», instrumental ensemble «Ekspromt».

The most exciting art events at EENU are: annual Viennese Ball, Forum of Contemporary Art «Molodohrai», International Student’s Pop Song Festival «Na Khvyliakh Svitiazia».

In EENU such cultural and educational, recreational activities became traditional: Freshman Day, Students’ Day, Miss University, Mister University, Health Day, Days of Lesia

Ukrainka, shares «Give flowers for charming», «Heart to the heart», «Give a child the joy» excursion to the historic places of Ukraine, the rest on the coast of Black and Azov seas and in Carpathians.

There is no doubt that our university is an example of a classical learning institution, as it was recognised by the authoritative commission that accredited it with the highest IV level rating. Lesia Ukrainka Eastern European National University was honoured by numerous award on international and all-ukrainian levels .

University administration and staff are working hard in order to guarantee that the level of the university training of graduates corresponds with international standards, to be certain that the scientific schools function to full value, and to make all efforts to ensure that Lesia Ukrainka Eastern European National University is at the top of the ladder among classical universities of Ukraine and Europe.

Education in Great Britain. Historical Importance of Education

Education is a vital concern throughout Britain because a highly developed nation depends upon educated professionals and a skilled workforce. The literacy rate in Britain is one of the highest in the world at over 99 percent.

Britain's first education act, in 1870, was inspired by the pioneering example of mass compulsory education in Germany and provided for state-financed primary education. Another major education act, passed in 1902, established local education authorities (LEAs) that were responsible for providing schools and education in their areas. The act also authorized LEAs to use public funds for church-affiliated schools. This policy was severely criticized by people whose children attended state schools because their taxes were used to support church schools. The 1902 act also established scholarships for secondary education. An education act passed in 1944 and administered by the newly created Ministry of Education established free and compulsory secondary education up to age 15; this was increased to age 16 in 1973. An education reform act in 1988 allowed individual schools to control their own affairs and budgets, free from LEAs, and to receive grants directly from the government. It also established a controversial national curriculum, which was simplified in 1994 after complaints about its complexity. Legislation pertaining to education is laden with controversies because of education's importance in Britain.

The British educational system

In Britain, education is decentralized. Apart from schools which are state supported and publicly maintained, there are also the so called "public schools" which are independent and which charge high fees for studying.

Education in Britain is obligatory between the ages of five and fifteen. At the age of five, children go to Infant School. At the age of seven they move to Junior School where they stay until they are eleven. At the age of eleven children take the so-called "eleven plus" examination, determining which type of secondary school they will attend. However, this early selection has been strongly criticized and that is why many comprehensive schools have been set up, to exclude this stressful examination.

There are three types of secondary schools in Britain. Children may go to grammar schools, secondary modern schools and secondary technical schools. Only about 25 per-cent of the pupils attend grammar schools. They provide education of an academic type and many students go on to university upon graduation. More children go to secondary modern schools which give a general but also more practical education.

Many pupils leave school at the age of fifteen, but others stay on until they are sixteen. Most grammar school children stay at school until the age of seventeen or eighteen. Upon leaving, pupils may take an examination for the General Certificate of Education (G.C.E.). It consists of two levels: O-level (ordinary), usually taken at the age of 16, and A-level (advanced) taken at the age of eighteen

or nineteen.

After completing secondary education, some young people go to colleges or universities. Universities offer two types of studies; undergraduate and postgraduate ones. At the age of twenty one, students usually get a Bachelor's Degree and at the, age of twenty three - a Master's Degree.

The most famous universities in Britain are London University, Oxford and Cambridge.

Children in Britain must: attend school from the age of 5 (4 in Northern Ireland) until they are 16. Before the start of formal schooling, many children attend nursery schools attached to primary schools. In addition some parents elect to send their children to private (fee-paying) nursery schools or kindergartens. In England and Wales, many primary schools also operate an early admission policy where they admit children under 5 into what are called reception classes.

Children first attend infants' schools or departments. At 7 they move to the junior school and the usual age for transfer from junior to secondary school is 11 (12 in Scotland). In some areas, however, «first» schools take pupils aged 5 to 8, 9 or 10, and pupils within the 8 to 14 age range go to middle schools.

The British educational system was changed in the 1960s. Previously, pupils in the state system either went to a grammar school or a secondary modern school at the age of eleven. To enter a grammar school, pupils had to pass a national exam (the Eleven Plus.). Those who failed went to a secondary modern school. This two-school system and the Eleven Plus were abolished and replaced by comprehensive schools. These are intended for all pupils, whatever their abilities. They are state schools which is the general term for any school which is run by the government and where the parents do not have to pay. Over 85% of secondary school pupils go to comprehensive schools. However, 145 grammar schools in England didn't close down. They are very popular because they offer a good academic education for the 11 to 18-year age group. Children enter grammar schools on the basis of their abilities, first sitting the «11» plus or entrance examination. In grammar schools there is usually a main school and a sixth form (the last one) which is run separately. Grammar schools cater for 4% of children in secondary education.

A small minority of children attend secondary modern schools (around 4%). These schools provide a more general and technical education for children aged 11-16.

City Technology Colleges (CTCs) aim to give boys and girls a broad secondary education with a strong technological and business slant. They are non-fee-paying independent schools, set up by the Government with the help of business sponsors who finance a large proportion of the initial capital costs and develop links with the schools. There are now 15 such colleges in operation in England and Wales.

Specialist schools, which only operate in England, give pupils a broad secondary education with a strong emphasis on technology, languages, art and sports. There are over 250 specialist schools. They charge no fees and any secondary school can apply for specialist school status.

The independent school sector is separate from the state educational system, and caters for 7% of all schoolchildren in England and 4% in Scotland. About 250 of the larger independent schools are known for historical reasons as public schools. They are very expensive private schools and in some cases fees can amount to several thousand pounds a year. Some students gain scholarships and their expenses are covered by the schools. These schools usually have good academic standards and are attended by pupils from an upper class or wealthy background. Famous ones include Eton and Harrow. Eton, which was founded in 1440, is said to have been the first «public school» because students could come to it from any part of England and not, as was generally the case, just from the immediate neighborhood. Most public-schools are boarding schools where the pupils live as well as study.

In Northern Ireland there are a few fee-paying schools, and in Scotland «public schools» are supported by public funds and are not fee-paying and independent.

Types of Schools in Britain

The most famous schools in Britain are private boarding schools, such as Eton College,

Harrow School, Rugby School, and Winchester School. These famous private schools, founded during the Middle Ages, are theoretically open to the public, but in reality are attended by those who can afford the fees. Many of Britain's leaders have attended these private schools, which cater to the wealthy and influential but also offer some scholarships to gifted poorer children. Local authorities and the central authority also provide assistance to some families who are unable to pay the fees. Only a small percentage of the population can attend these ancient and highly prestigious schools. A variety of other schools are also private, including kindergartens, day schools, and newer boarding schools.

Private schools that take pupils from the age of 7 to the age of 11, 12, or 13 are called preparatory schools. Private schools that take older pupils from the age of 11, 12, or 13 to 18 or 19 are often referred to as public schools. Only 7 percent of British students attend private school.

In England, Wales, and Northern Ireland, the education systems are similar. The majority of the students attend schools wholly or partly supported with public funds. These include state schools owned and funded by LEAs, voluntary schools established and funded mostly by religious denominations; self-governing or grant-maintained (GM) schools that receive funds directly from the government rather than local authorities; and specialist schools that are connected to a private backer. Most pupils attend LEA schools. About 15 percent of secondary schools are GM schools.

In Scotland, educational authorities are largely independent of those in the rest of the United Kingdom, although reforms, such as raising the age at which students may leave school, are similar. Nearly all Scottish schools are comprehensive, meaning they serve students of all abilities, and school boards involve parents and professionals. Recent reforms introduced local management of schools and allow state schools to become self-governing if voters approve the change in an election. The school then receives funds directly from the central government instead of from the local authority.

In 1997 Scotland elected to form its own legislature, separate from the Parliament in London. As a result, education in Scotland may change significantly after Scotland elects its own parliament in 1999. Scotland will then address its own educational issues and create its own educational authorities. These authorities will take over the responsibilities once handled by the secretary of state for Scotland and other non-Scottish educational organizations. Wales is also working toward the creation of its own governing body, the Welsh Assembly. When a Welsh Assembly is elected it will make similar decisions regarding the Welsh education system.

In Northern Ireland the schools are segregated by religious affiliation. Local education authorities provide for schools, but nearly all secondary students in Northern Ireland attend voluntary schools — church schools maintained by either the Catholic or the Protestant church. In an attempt to break down religious segregation and provide integrated education, the state established a number of integrated schools: about 2 percent of the school population attends these schools.

Educational System in England

This extract describes the educational system in England. The educational system in the UK differs from the educational systems in the other parts of Britain.

The English educational system is divided into primary, secondary and higher education. Children are required to start school at the age of five. Compulsory education lasts until the age of sixteen. Most pupils transfer from primary to secondary education at the age of eleven.

Students may then continue their secondary studies for a further two years (sixth form), leading most typically to an A level qualification, although other qualifications and courses exist, including Business and Technology Education Council (BTEC) qualifications and the International Baccalaureate.

Higher education typically begins with a 3-year Bachelor's Degree. Postgraduate degrees include Master's Degrees, either taught or by research, and Doctor of Philosophy, a research degree that usually takes at least 3 years.

The most common patterns for schooling in the state sector in England

Age on 31st Aug	Year	Curriculum stage	Schools		
3	Nursery	Foundation Stage	Nursery school		
4	Reception		Infant school	Primary school	First school
5	Year 1	Key Stage 1			
6	Year 2				
7	Year 3	Key Stage 2	Junior school	Middle school	
8	Year 4				
9	Year 5				
10	Year 6				
11	Year 7	Key Stage 3	Secondary school	Upper school or High school	
12	Year 8				
13	Year 9				
14	Year 10	Key Stage 4 / GCSE	Secondary school with sixth form		
15	Year 11				
16	Year 12 (Lower Sixth)	Sixth form / A level	Sixth form college		
17	Year 13 (Upper Sixth)				

Education Beyond Age 16

At the age of 16, prior to leaving school, students are tested in various subjects to earn a General Certificate of Secondary Education (GCSE). If they wish to go on to higher education at a university, they take Advanced Level examinations, commonly known as «A» Levels. Scotland has comparable qualifications. About a third of British students leave school as soon as possible after turning 16, usually taking lower-level jobs in the workforce.

Those who stay in school past the age of 16 may pursue either further education or higher education. Further education is largely vocational as is adult education. About 3.5 million people were enrolled in further education programs in 1995. Students may also stay in school until age 18 to prepare for higher education.

The percentage of young people entering universities in Britain is far lower than in the United States, where more than half attend. In Britain the proportion has risen from one in six in 1989 to almost one in three 1996. In 1995 there were 1.7 million students enrolled in higher education.

Britain has more than 90 universities. British universities can be divided into several categories. The foremost universities are the University Oxford and the University of Cambridge, both founded in the Middle Ages. The term Oxbridge is used to refer to both schools as a single entity, much as Americans would use the term Ivy League in reference to the group of prestigious East Coast universities. Scotland has equivalent ancient institutions at Edinburgh, Glasgow and St. Andrews. Another type of university is the so-called redbrick variety – old and solid schools built in the 19th century when bricks were the standard building material. The large number of ultramodern universities that sprouted up in the last half of the 20th century are often called cement block and plateglass universities. London has its own great schools, the enormous University of London and its world-famous college, the London School of Economics.

Students interested in advanced education can also attend polytechnics, which are schools dedicated to the sciences and applied technology. An education act in 1992 changed the status of these colleges to universities. Higher education can also be obtained through the Open University, founded in 1969, which offers extension courses taught through correspondence, television and radio programs and videocassettes. It also sponsors local study centers and residential summer schools. The purpose of the Open University is to reach people who may not ordinarily be qualified for university study.

Open University

Open University is a British institution of higher education that offers instruction to students largely through methods of distance education. Based in Milton Keynes, in Buckinghamshire county, England, the Open University has the largest student body of any higher education and training institution in the United Kingdom. It is open to any person over age 18 living in Britain or another member nation of the European Union, regardless of previous education. Established in 1969, the school conducts teaching and research through radio and television programs, mailed course materials, and the use of computer facilities.

The creation of a «University of the Air» in Britain was first proposed by former British Prime Minister Harold Wilson in 1963. Wilson and others interested in the project advocated the use of television and radio for limited teaching purposes, a method already carried out in the United States and the Union of Soviet Socialist Republics (USSR). By the time the university opened for classes in 1971, administrators had significantly broadened the scope of the university to facilitate independent learning for large numbers of students. Today, instruction often makes use of such course materials as special equipment to conduct science and technology experiments at home, audio and videocassettes, and computer software. Many lectures are conducted through television programs on the national British Broadcasting Corporation (BBC) networks. Some courses are taught via the Internet, while others make use of the Internet as one component of instruction. Some courses include a one-week instruction in residential schools, usually offered during the summer.

Open University confers bachelor's, master's, and doctoral degrees, but the school has no requirements to follow any particular course of study. However, it does require specific levels of academic achievement for admission to postgraduate programs. The university offers programs in the arts, mathematics and computing, science and technology, social science, education, health and social welfare, business, and humanities. Most students are between 25 and 45 years of age. Roughly three-quarters of the students work full time while they pursue their studies.

University of Oxford

University of Oxford is the oldest institution of higher learning in the English-speaking world. The university is located in Oxford, England.

The town of Oxford was already an important center of learning by the end the 12th century. Teachers from mainland Europe and other scholars settled there, and lectures are known to have been delivered by as early as 1117. Sometime in the late 12th century the expulsion of foreigners from the University of Paris caused many English scholars to return from France and settle in Oxford. The students associated together, on the basis of geographical origins, into two «nations», representing the North (including the Scots) and the South (including the Irish and the Welsh). In later centuries, geographical origins continued to influence many students' affiliations when membership of an Oxford college or hall became customary. Members of many religious orders, including Dominicans, Franciscans, Carmelites, and Augustinians, settled in Oxford in the mid-13th century, gained influence, and maintained houses for students. At about the same time, private benefactors established colleges to serve as self-contained scholarly communities. Among the earliest were the parents of John Balliol, King of Scotland; their establishment, Balliol College, bears their name. Another founder, Walter de Merton, a chancellor of England and afterwards bishop of Rochester, devised a series of regulations for college life; Merton College thereby became the model for such

establishments at Oxford as well as at the University of Cambridge. Thereafter, an increasing number of students forsook living in halls and religious houses in favor of living at colleges.

The new learning of the Renaissance greatly influenced Oxford from the late 15th century onward. Among university scholars of the period were William Grocyn, who contributed to the revival of the Greek language, and John Colet, the noted biblical scholar. With the Reformation and the breaking of ties with Catholicism, the method of teaching at the university was transformed from the medieval Scholastic method to Renaissance education, although

institutions associated with the university suffered loss of land and revenues. In 1636 Chancellor William Laud, archbishop of Canterbury, codified (the university statutes; these to a large extent remained the university's governing regulations until the mid-19th century. Laud was also responsible for the granting of a charter securing privileges for the university press, and he made significant contributions to the Bodleian Library, the main library of the university.

The university was a center of the Royalist Party during the English Civil War (1642-1649), while the town favored the opposing Parliamentary cause. Soldier-statesman Oliver Cromwell, chancellor of the university from 1650 to 1657, was responsible for preventing both Oxford and Cambridge from being closed down by the Puritans, who viewed university education as dangerous to religious beliefs. From the mid-18th century onward, however, the University of Oxford took little part in political conflicts. Administrative reforms during the 19th century included the replacement of oral examinations with written entrance tests, greater tolerance for religious dissent, and the establishment of four colleges for women. Women have been eligible to be full members of the university and have been entitled to take degrees since 1920. Although Oxford's emphasis traditionally had been on classical knowledge, its curriculum expanded in the course of the 19th century and now attaches equal importance to scientific and medical studies.

The roster of distinguished scholars at the University of Oxford is long and includes many who have made major contributions to British politics, the sciences, and literature. Since its founding in 1823, the Oxford Union, a university club devoted to formal debating and other social activities, has numbered among its members many of Britain's most noted political leaders.

University of Cambridge

University of Cambridge is an institution of higher education, the second oldest university in Great Britain after the University of Oxford. It is located in the city of Cambridge.

The University of Cambridge is a system of faculties, departments and 31 independent colleges. Although the colleges and the university per se are separate corporations, all are parts of an integrated educational entity. The university examines candidates for degrees during their residency and at the conclusion of their studies; confers degrees; regulates the curricula of the colleges and the system of education; deals with disciplinary problems; and administers facilities, such as libraries, lecture rooms, and laboratories, that are beyond the scope of the colleges. The colleges provide their students with lodgings and meals, assign tutors, and offer social, cultural, and athletic activities. Every student at the University of Cambridge is a member of a college.

The academic year is divided into three terms of approximately eight weeks each: Michaelmas (autumn), Lent (late winter), and Easter (spring). Students are required to be in residence for the duration of each term. Much of the year's work is done, however, out of term time, during the vacations. Students study under supervisors, usually members of the college's faculties who maintain close relationships with the small groups of students in their charge and assist them in preparing for university exams.

Bachelor of arts degrees may be conferred, upon the satisfactory completion of exams, after nine terms or three years of residency. The majority of students are candidates for honors degrees and take a special examination called a tri pos (named after the three-legged stools on which examiners formerly sat). Successful candidates for tri poses are classified as first, second, or third class according to their standing. Other degrees conferred by the university include the master of arts and doctor of philosophy degrees, and higher doctorates in law, medicine, music, science, and theology.

History of Cambridge University

Several religious orders, including the Franciscans and Dominicans, established houses of residence and affiliated schools in Cambridge early in the 12th century. Students of the University of Oxford and the University of Paris left to study in Cambridge in the 13th century. By the year 1209 the University of Cambridge had been formed. The origin of the colleges is traced to the associations of students, distinct from religiously affiliated groups, who began to reside in

independent hostels, or halls. Over the centuries these halls were endowed by private benefactors beginning with Hugh de Balsham, Bishop of Ely, who in 1284 founded Peterhouse, the first of Cambridge's colleges. In 1318 Pope John XXII issued a bull recognizing Cambridge as a studium generale, or place of study; that is, a university. Five new colleges were established during the 14th century, four in the 15th, and six in the 16th; not until the 19th century were other colleges founded. For a list of all the Cambridge colleges and collegiate institutions and their founding dates, see the accompanying table.

The University of Cambridge figured prominently in the Protestant Reformation in the 16th century. The Dutch scholar Desiderius Erasmus was a professor of Greek and divinity at Cambridge from 1511 to 1514 and translated the New Testament from Greek into Latin there; the religious reformers William Tyndale, Hugh Latimer, and Thomas Cranmer were educated at Cambridge. As a result of the decrees of King Henry VIII establishing the Church of England, the humanistic method of study replaced the scholastic. Canon law studies were ended, public lectures in Latin and Greek were held, and the Bible was studied in the light of contemporary learning.

A reaction took place, however, during the reign of Queen Elizabeth I (1558-1603), when Cambridge became a stronghold of Puritanism. Restrictive legislation enacted in 1570 transferred teaching authority to the heads of the colleges. In 1604, early in the reign of King James I, the university was granted the right to elect two members to the English Parliament; the right was ended in 1649. During the 17th century the group of scholars known as the Cambridge Platonists emerged, and, through the influence of such faculty members as the scientists Isaac Barrow and Sir Isaac Newton, an emphasis on the study of mathematics and natural sciences developed for which Cambridge has been subsequently noted.

Important 19th-century developments included the repeal of the restrictive statutes enacted during the reign of Elizabeth I and, accordingly, greater academic freedom; the abolition in 1871 of religious test for admission; and the adoption of a broader curriculum, such as natural sciences (1851) and engineering (1894). Girton College, the first such establishment for undergraduate women, was founded in 1869. Among major changes in the second half of the 20th century were a marked increase in the size of the older colleges, the establishment of nine new institutions, a growing emphasis on research and advanced studies, and a movement toward coeducation. State aid has been granted to all British universities since 1914.

English clergyman John Harvard, for whom Harvard College (later Harvard University) was named, was a graduate of Cambridge, as were the statesman Oliver Cromwell, the most important leader of the English Revolution (1640-1660); the poet John Milton; the scientist Charles Robert Darwin, who developed the evolutionary theory of natural selection; and the economist John Maynard Keynes, first Baron Keynes of Tilton. Charles, Prince of Wales and heir apparent to the throne of the United Kingdom, studied at Trinity College (as did his forebears Edward VII and George VI) and received a degree in June 1970.

Education in America

In the United States, education is offered at all levels from prekindergarten to graduate school by both public and private institutions. Elementary and secondary education involves 12 years of schooling, the successful completion of which leads to a high school diploma. Although public education can be defined in various ways, one key concept is the accountability of school officials to the voters. In theory, responsibility for operating the public education system in the United States is local. In fact, much of the local control has been superseded, and state legislation controls financing methods, academic standards, and policy and curriculum guidelines. Because public education is separately developed within each state, variations exist from one state to another. Parallel paths among states have developed, however, in part because public education is also a matter of national interest.

Public elementary and secondary education is supported financially by three levels of government - local, state, and federal. Local school districts often levy property taxes, which are

the major source of financing for the public school systems. One of the problems that arises because of the heavy reliance on local property tax is a disparity in the quality of education received by students. Rich communities can afford to pay more per student than poorer communities; consequently, the disparity in wealth affects the quality of education received. Some states have taken measures to level this imbalance by distributing property collections to school districts based on the number of students enrolled.

When public education was established in the American colonies in the mid-17th century, it was viewed by many as an instrument that would break down the barriers of social class and prejudice. Public schools were intended for all creeds, classes, and religions. In addition to the development of individuals, public schools were to promote social harmony by equalizing the conditions of the population.

Most students attended private schools, however, until well into the 19th century. Then in the decades before the American Civil War (1861-1865), a transition took place from private to public school education. This transition was to provide children of all classes with a free education. The idea of free public education did, however, encounter opposition. The nonwhite population, which consisted primarily of blacks, was either totally denied an education or allowed to attend only racially segregated schools.

School Segregation. Before the Civil War, public school segregation was common both in the South and in the North. In every southern state except Kentucky and Maryland, laws existed that forbade the teaching reading and writing to slaves. In 1867, after the end of the Civil War, schools for blacks began to be established in various parts of the South. For nearly a century, until 1954, most education facilities in the southern states remained racially segregated by state laws. Not only were schools segregated, but, in schools for blacks, the physical conditions and facilities were poor, transportation to such schools was meager or nonexistent and expenditures per black pupil fell below those per white pupil.

In the northern states during this same period, most black children also attended separate schools. Sometimes this was the result of state laws; more often it was the result of policy decisions, either officially acknowledged or clandestine. Examples of the latter are gerrymandered school districts and pupil transfer systems. The result, in the South and the North, was a dual system of education for blacks and whites. In 1954 the Supreme Court of the United States declared racial segregation in schools illegal, in its landmark *Brown v. Board of Education of Topeka* decision. Since then progress has been made toward desegregation; however, widespread de facto segregation still exists today in both suburban and urban areas. In some large cities, entire school districts are still segregated because of residential patterns. Some districts have attempted the busing of pupils to help achieve integration, but this has proved generally unpopular and unworkable. Thus, the right to a desegregated education remains more theoretical than real for many children.

Elementary and Secondary Enrollments. In 1996 some 61,165 public elementary and 20,997 public secondary schools were in operation in the United States, in addition to 4963 special-purpose or combined schools. Enrollment in public schools in 1996 totaled 32.8 million elementary pupils and 12.9 million secondary students. In addition, private schools enrolled 4.5 million elementary and 1.3 million secondary students. The largest system of private education in the United States is that of the Roman Catholic church, with 2.5 million students in 1997. In public schools, the average expenditure per pupil in the United States in 1996 was \$6103, ranging from a low of \$3909 in Utah to a high of \$10,156 in Alaska.

Higher Education. The first American colleges were and attended by an aristocratic student body. The earliest institutions were established in the United States between the mid-17th and mid-18th centuries: Harvard University (1636), the College of William and Mary (1693), Yale University (1701), the University of Pennsylvania (1740), Princeton University (1746), Columbia University (1754), Brown University (1764), Rutgers University (1771), and Dartmouth College (1769). These private institutions initially prepared students for careers in theology, law, medicine and teaching - a curriculum too narrow for a country experiencing a rapid expansion of its territory, industry, and industrial population.

An important development occurred in 1862, when President Abraham Lincoln signed the Morrill Act which donated public lands to the several states and territories to provide colleges with the resources necessary to teach such branches of learning as agriculture and the mechanical arts. The Morrill Act was designed to promote the liberal and practical education of the new industrial population. Based on the act, each state was granted 30,000 acres (12,141 hectares) of federal land for each member it had in Congress. In addition to creating college, the Morrill Act extended education to groups that would benefit from higher education regardless of financial background and greatly accelerated the admission of women to institutions of higher learning. Some of the larger institutions that were established or expanded as a result, of the Morrill Act include the University of Arizona (1885), the University of California at Berkeley (1868), the University of Florida (1853), the University of Illinois (1867), Purdue University (1865), the University of Maryland (1807), Michigan State University (1855), Ohio State University (1870), Pennsylvania State University (1855), and the University of Wisconsin (1849).

Higher education, like elementary and secondary education, has historically been racially segregated in the United States. Before 1954 most blacks gained access to higher education only by attending colleges and universities established for blacks, nearly all of which were located in the southern states. With the gradual dissolution of most traditional racial barriers, more and more blacks enrolled in institutions where whites made up the majority of the student body. By 1995 only 16 percent of all black students were enrolled in the 103 historically black colleges and universities.

Accreditation. A unique feature of higher education in the United States is the device known as accreditation, which includes voluntary self-evaluation by a school and appraisal by a group of its peers. This process operates through nationally recognized accrediting agencies and associations and certain state bodies. These agencies or associations have established educational criteria to evaluate institutions in terms of their own objectives and to ascertain whether programs of educational quality are being maintained. They provide institutions with continued stimulus for improvement to ensure that accredited status may serve as an authentic index of educational quality.

Costs of Higher Education. The cost of higher education varies by type of institution. Tuition is highest at private four-year institutions and lowest at public two-year institutions. The private four-year colleges doubled their average tuition rates between 1985 and 1995. For private four-year colleges, tuition and fees for the 1996 academic year averaged about \$15,581, compared with \$3151 at public four-year colleges. The cost of attending an institution of higher education includes not only tuition and fees, however, but also books and supplies, transportation, personal expenses and, sometimes, room and board. Although tuition and fees generally are substantially lower at public institutions than at private ones, the other student costs are about the same. The average cost for tuition, fees, and room and board for the 1996 academic year at private four-year colleges was \$22,469. At public four-year colleges the average combined cost was \$7451.

Enrollment Trends. In 1997 some 66.3 million people were enrolled in elementary and secondary schools and institutions of higher education, 9.1 million more than the number enrolled in 1985.

Nursery school enrollment increased sharply between 1970 and 1995, with the percentage of children ages 3 and 4 enrolled in school increasing from 20.5 in 1970 to 44.9 in 1995. This rise in nursery school enrollment may have occurred because of the increasingly recognized value of preprimary education as well as the growth in employment outside the home women with young children. College and university enrollment also substantially, from some 8.6 million students in 1970 to 14.3 million in 1995. The increase in enrollment in institutions of higher education was primarily due to the growth in attendance by women. In 1995 non-Hispanic enrollment was whites, 75 percent; blacks, 11 percent; Asians and Pacific Islanders, 6 percent; and Native Americans, 1 percent. Hispanics enrollment was 8 percent (Hispanics are a separate category in education statistics, unlike in census reports).

Education in the United States are the programs of instruction offered to children,

adolescents, and adults in the United States through schools and colleges operated by state and local governments, as well as by private groups and religious organizations. Unlike the nationally regulated and financed education systems of many other industrialized societies, American public education is primarily the responsibility of the states and individual school districts.

The national system of formal education in the United States developed in the 19th century. It differed from education systems of other Western societies in three fundamental respects. First, Americans were more inclined to regard education as a solution to various social problems. Second, because they had this confidence in the power of education, Americans provided more years of schooling for a large percentage of the population than other countries. Third, educational institutions were primarily governed by local authorities rather than by federal ones.

The most notable characteristic of the American education system is the large number of people it serves. In 1995, 87 percent of Americans between age 25 and 29 had graduated from high school. Among those who had completed high school, 62 percent had completed at least some college, and 28 percent had earned at least a bachelor's degree. Expanding access to college education is an important priority for the U.S. government. In his 1997 State of the Union address U.S. president Bill Clinton called for the creation of new public policy to enable virtually every high school graduate to receive some form of college education.

After the American Revolution (1775-1783), the founders of the United States argued that education was essential for the prosperity and survival of the new nation. Thomas Jefferson, author of the Declaration of Independence, proposed that Americans give a high priority to a «crusade against ignorance. Jefferson was the first American leader to suggest creating a system of free schools for all persons that would be publicly supported through taxes. In 1779 he proposed an education plan that would have supported free schooling for all children in the state of Virginia for three years. The best students from this group would continue in school at public expense through adolescence. The most advanced of these students would go on to publicly funded colleges. Jefferson's proposal was never enacted and his idea of selecting the best and brightest students for special advantage failed to gain widespread support. However, Jefferson's plans for universal education and for publicly funded schools formed the basis of education systems developed in the 19th century.

Until the 1840s American education was not a system at all, but disjointed collection of local, regional, and usually private institutions. The extent of schooling and the type of education available depended on the resources and values of the particular town or city, on the activities of religious groups seeking to further their ends through schools and colleges, and on many other private groups - such as philanthropic associations and trade organizations - that created different types of schools for different reasons. Most institutions only provided educational opportunities for boys from wealthy families. Public governing bodies were rarely involved in the financing or control of schools.

Americans have always shown a great concern for education. Here are some figures to support statement. Today, there are 43 million pupils and students in public schools at the elementary and secondary levels, and another 6 million in private schools throughout the country. In other words, 88 % of American children attend public schools (financed by the government) and 12 % go to private schools. Every year about 12 million Americans become students in over 3,000 colleges and universities of every type: private, public, church-related, small and large, in cities, counties and states.

The United States does not have a national system of education. Education, Americans say, is «a national concern, a state responsibility and a local function», it means that most educational matters are left to the separate states or the local community. In general, colleges, universities and schools, whether state or private, are quite free to determine their own individual standards and requirements.

The major result of this unusual situation is that there is a lot of variety in elementary, secondary and higher education throughout the nation. For example, although all states today require that children attend school until a certain age, it varies from 14 to 18 years. Or another example, in about 60 % of the states, local schools are free to choose subjects and teaching materials or textbooks

which they think are appropriate. In other states they only use the teaching materials approved by the state Board of Education. Some universities are free to residents of the state, others are expensive, especially for out-of-state students, with tuition fees of thousands of dollars each year. Some school systems are extremely conservative, some very progressive and liberal. These and other important differences must always be considered while describing American schools.

Because of the great variety of schools and colleges, and the many differences between them, we cannot speak about a typical American school or college. Yet, there are enough basic similarities in structure among the various schools and systems to give some general comments.

Most schools start at the kindergarten level at the age of 5. The elementary school (or grade school) goes from age 6 to 11 or 12 (grades 1 to 5 or 6). This is usually followed by a middle school (grades 6-8) or Junior High School (grades 7-9). High schools include 3 or 4 years, usually until the age of 18 (unless a student «drops out» and doesn't graduate, that is earn a high school diploma). There are almost always required subjects and sometimes students at more advanced levels can choose some subjects. Pupils who do not do well often have to repeat courses or attend summer support classes which are also called «make up» or remedial classes.

Like schools in Britain and other English-speaking countries, those in US have always stressed «character» or «social skills» through extra-curricular activities, including sports. Most schools publish their newspapers, have student orchestras and choirs, theater and drama groups and clubs. Many sports are available to students at no cost, and many schools have swimming pools, tennis courts and stadiums.

But those who believe that American schools are more fun than work overlook an important fact: a high school diploma is not a ticket that allows someone to automatically enter a university. Standardized examinations play a decisive role in the admission to most colleges and universities. Students who wish to go to a good university have to work hard. During studies any student can be asked to leave because of poor grades. As tuition fees are rather high at most colleges and universities, students who must work at outside jobs as well as study are the rule rather than the exception.

The following diagram gives a rough idea of the United States Educational structure.

Elementary Education and the Common-School Movement

The American school system originated in the 1830s and 1840s, when a new generation of education reformers attacked the tradition of disjointed and localized education. Prominent American educators, such as Horace Mann in Massachusetts and Henry Barnard in Connecticut, sought to increase educational opportunity for all children by creating the common-school movement. In 1837 Mann became secretary of the board of education in Massachusetts and supervised the creation of a statewide common-school system. Barnard led similar efforts in Connecticut where he became superintendent of common schools in 1849. The term *common* meant several things to these educators. Their reform efforts focused on elementary education, on the idea that all young children should be schooled, and on the notion that the content of education should be the same for everyone.

The common-school reformers optimistically argued that education could transform all youth into virtuous, literate citizens. They suggested that education could build a distinctive new nation that would be better equipped to compete with other countries. They appealed to people's fears about growing economic and religious tensions in the United States as immigration of various ethnic groups increased. The reformers believed that common schooling could create common bonds among an increasingly diverse population. It could also preserve social stability and prevent crime and poverty. Common-school advocates contended that free elementary education should be available to everyone, that it should be financed by public funds, and that it should be conducted in schools accountable not only to local school boards but to state governments. They also argued for the establishment of compulsory school attendance laws for children of elementary school age.

By the end of the 19th century the reformers had largely achieved their objective. Free public education at the elementary level was available for all American children. Massachusetts passed the

first compulsory school attendance laws in 1852, followed by New York in 1853. By 1918 all states had passed laws requiring children to attend at least elementary school.

Not everyone accepted publicly funded and controlled schools as the only way to provide education. The most significant opposition came from members of the Roman Catholic Church, who believed that the moral values taught in public schools were biased toward Protestantism. Arguing that proper education could not separate intellectual development from moral development, Catholics created their own separate school system. In 1925 the Supreme Court of the United States ruled in *Pierce v. Society of Sisters* that states could not compel children to attend public schools, and that children could attend private schools instead. In 1994, 11 percent of American students in elementary and secondary schools attended private institutions. Most of these attended Catholic schools.

Secondary Schools

Before the 20th century, a bewildering variety of schools existed for the small number of teenagers who had the ability or the desire to pursue education beyond the elementary level. These schools offered students opportunities to prepare for college, or to learn a complex skill instead of competing for one of the rapidly decreasing number of on-the-job apprenticeships. Only a relatively small number of teenagers had the ability or desire to pursue secondary education. In 1900 only 10 percent of American adolescents aged 14 to 17 were enrolled in high schools. Most of these students were from affluent families.

The first publicly supported secondary school in the United States was Boston Latin School, founded in 1635. But until the late 19th century secondary education was mostly conducted by private tutors or privately supported academies. Public financing for secondary education was not until 1874, when a Michigan Supreme Court decision involving the city of Kalamazoo established that communities could use local property taxes to support high schools.

The rise in American high school attendance was one of the most striking developments in U.S. education during the 20th century. From 1900 to 1996 the percentage of teenagers who graduated from high school increased from about 6 percent to about 85 percent. High school attendance grew because more and more students regarded additional schooling as (the key to succeeding in an increasingly urban and industrialized society. In addition, after the introduction of strict child labor laws in the early 20th century, fewer teenagers entered the workforce than they had previously, which gave them the time to attend school. School provided teenagers with an acceptable alternative to labor that gave meaning to their lives before they entered the workforce, established a family, or began college. As the 20th century progressed, most states enacted legislation extending compulsory education laws to the age of 16. Most students found it more enjoyable - and more profitable in the long run - to stay in school beyond the legal limits than to leave, or drop out, before graduating.

The 20th century high school was a uniquely American invention. More than elementary schools or colleges, high schools demonstrated the American faith that schooling could successfully address a lengthening list of individual and social concerns. High schools provided supervision and a place for youth to experience adolescence with friends. They also sought to give students education to meet the practical demands of everyday life, to get a job, or to go on to more education. By “americanizing” immigrants into mainstream political and social values, public high schools worked to accomplish for adolescents what the common elementary school had always attempted for younger students. High schools thus embodied the sometimes contradictory values of educating students to fit into American society while providing opportunities for them to break out from whatever social or economic circumstances constrained their development.

Higher Education

During the 20th century participation in higher or postsecondary education in the United States has increased as dramatically as it has in American high schools. At the beginning of the century about 2 percent of Americans from the ages of 18 to 24 were enrolled in a college. There were fewer than 1000 colleges then, with enrollment totaling about 157,000 students.

Near the end of the century more than 60 percent of this age group, or over 14 million students, were enrolled in about 3500 four-year and two-year colleges. This tremendous increase does not even include the 6500 postsecondary vocational and technical institutes that enroll millions of additional students but do not give bachelor's or associate degrees.

Religious convictions motivated the founding of the earliest American colleges, such as Harvard (1636), College of William and Mary (1693) and Yale (1701). In the 19th century rivalry among Protestant denominations, and competition among towns seeking a commercial edge over their rivals, were responsible for the creation of hundreds of colleges. Almost all were privately supported and many failed to survive. Nevertheless, 573 colleges existed in the United States in 1870, a testament to civic and religious support and to the faith of Americans in the power of schooling.

Unlike in elementary and secondary education, where public support and control of schools soon became the norm, public institutions never dominated college and university education. Unlike the religious controversy surrounding elementary and secondary schools, the religious origins of many private colleges were never seen as a like threat to main-stream values. Government officials also believed colleges served broad public purposes, such as the training of physicians or engineers. The Morrill Acts of 1862 and 1890 provided federal financial support to state universities. The acts also led to the establishment of many new land-grant colleges and state universities through gifts of federal land to the states for the support of higher education.

By the end of the 19th century scientific and scholarly research flourished at both private and public universities. Commercial and practical uses of knowledge, especially in agriculture and engineering, created powerful incentives for states to increase financial support for their public universities. In addition, the numbers of students attending college increased dramatically after World War II ended in 1945, which further pressed states and municipalities to expand opportunities for publicly funded postsecondary education. Federal financial aid for students provided by the Servicemen's Readjustment Act of 1944 - also known as the GI Bill - stimulated this surge in college enrollment following the war.

Types of Colleges and Universities

In the United States and Canada the terms *college* and *university* can describe a variety of institutions. A college may form one major division of a university, offering programs in a specific academic field that lead to undergraduate or graduate degrees, or both. Colleges may also be independent of a university, offering four-year programs of general education that lead to a bachelor's degree in the liberal arts and sciences. Some independent colleges offer a limited number of graduate programs, but usually their primary mission is to provide undergraduate education. Community colleges offer two-year programs of general education or vocational education.

Universities generally comprise various colleges and professional schools that make up the academic divisions of the institution. For example, a university may include a college of arts and sciences in addition in professional schools of education, law, medicine, and engineering. Universities provide higher education leading to a bachelor's degree as well as professional and graduate programs leading to master's and doctoral degrees. Colleges and universities in the United States and Canada may be public institutions supported by federal, state, provincial, or municipal governments, or they may be private (independent) institutions.

The most prominent types of colleges and universities in the United States and Canada include community colleges, state or provincial universities, liberal arts colleges, professional schools, military academies, and proprietary institutions. Other types include technical colleges, agricultural college, teachers' colleges, and colleges affiliated with religions.

Community Colleges

Community colleges typically offer the first two years of general undergraduate education. Most also offer adult educational programs, vocational education, and technical training.

Community colleges confer associate degrees for successful completion of most two-year program. Many students in community colleges complete the first two years of their college education in these institutions and then transfer the credits to a four-year college. Other community college students pursue vocational, technical, and other pre-professional programs. Because community colleges typically have lower tuition rates than four-year colleges and universities, they offer significant advantages to many students.

Public Colleges and Universities

Aside from a few four-year colleges supported by municipal governments or the federal government, most public colleges and universities in the United States are state institutions. In most cases, state boards of higher education provide funds for these schools and oversee their programs of instruction. Most state governments establish systems of higher education, such as the State University of New York System or the University of California System, which comprise groups of interconnected college or university campuses.

State colleges and universities have diverse origins. Although some four-year institutions were originally established as state colleges and universities, many originated in the early 19th century as two-year teacher-training institutions known as normal schools. In the late 19th and early 20th centuries these schools were reorganized and expanded into four-year teachers' colleges. Later in the 20th century, another reorganization changed many teachers' colleges into comprehensive colleges and universities that offer a wide range of academic programs. Many other state educational institutions are land-grant colleges, established with funds from the Morrill Acts of 1862 and 1890. These institutions were originally founded to offer education in agriculture, science and engineering, but most later expanded their curriculums to become large multipurpose universities.

Federally supported higher education in the United States is mainly associated with branches of the armed services. Federal military colleges include the United States Military Academy in West Point, New York; the United States Naval Academy in Annapolis, Maryland; and the United States Air Force Academy in Colorado Springs, Colorado. These institutions provide comprehensive undergraduate programs in addition to defense training for prospective military officers. The federal government also operates the United States Coast Guard Academy in New London, Connecticut, and the United States Merchant Marine Academy in Kings Point, New York.

In Canada, provincial governments establish boards of higher education responsible for allocating funds to provincial universities and overseeing their programs of instruction. In addition, the federal and provincial governments provide substantial funds for all institutions of higher education, including private colleges and universities. This public funding dramatically reduces costs for students.

Independent Colleges and Universities

Independent colleges and universities are private, nonprofit institutions. Many independent colleges and universities originated as church-related institutions, although a majority of these are no longer affiliated with religious groups. The most common independent colleges and universities include (1) liberal arts institutions that offer comprehensive undergraduate education, (2) technical or specialized institutions that prepare students in engineering, performing arts, music, nursing and other fields, and (3) large universities that include undergraduate programs in addition to graduate and professional schools.

Degrees

Requirements for the completion of academic degrees vary from one institution to another. The most common degree in the United States is the bachelor's degree, which is usually conferred at the completion of a four-year program of study. Bachelor's degrees usually represent the

completion of course requirements in a major field of study and frequently in a minor field as well. Bachelor's degrees are awarded in the liberal arts and sciences, education, business, and other fields. The bachelor's degree may be a bachelor of arts (B.A.) or bachelor of science (B.S.) degree, depending on the major course of study completed by the student. For example, a chemistry major would receive a B.S. degree, whereas a history major would receive a B.A. degree.

A student may pursue a master's degree after completion of a bachelor's degree. Master's degree programs typically require at least one year of study to complete a specified number of graduate-level courses in a specialized field of study. Students pursuing a master's degree must usually also pass some sort of comprehensive examination or complete a project. Master's degree exams may be written or oral, or a combination of both. Many master's degree programs require satisfactory completion of a written thesis. Master's degrees are usually either master of arts (M.A.) or master of science (M.S.) degrees, depending on the field of specialization.

Doctorates are the highest degrees conferred by universities. Most doctoral degrees are the doctor of philosophy (Ph.D.) degree, although recipients of this degree may have studied any number of academic fields other than philosophy. Admission to doctoral programs requires completion of an undergraduate degree program and usually, but not always, of a master's degree program. Students pursuing a doctorate must take a specified number of advanced graduate-level courses, requiring at least two or three years of study beyond the master's degree. Upon passing written or oral examinations, or a combination of both, doctoral students are granted the status of doctoral candidates. At that point they must research and write a dissertation on an original topic, and then successfully defend the dissertation before a committee of professors in the field.

Requirements for professional degree programs vary widely, depending on the field of specialization. Most law and business degrees require two years of advanced study, while medical degrees typically require four years. See Legal Education; Business Education; Medical Education.

In the academic year 1995-1996, U.S. colleges and universities awarded over 1.1 million bachelor's degrees, 397,000 master's degrees, 44,000 doctorates, and 75,000 professional degrees. Canadian institutions awarded over 150,000 bachelor's and professional degrees, 21,000 master's degrees, and 3,000 doctorates.

**3.3. Наукові та публіцистичні статті професійно-орієнтованої тематики
для реферування
SCIENTIFIC ARTICLES TO BE RENDERED**

**MODERN PROBLEMS OF UPBRINGING AND ORGANIZATION OF
RECREATION FOR CHILDREN AND YOUNG PEOPLE**

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The article discloses some problems of upbringing in recreational activities of children and young people based on innovative trends, forms and methods of work that contribute to their inclusion into the proclaimed humanitarian ideals and values both declaratively and objectively. Special attention is given to Spartan games that are conditioned by the necessity to solve important modern socio-cultural and pedagogical problems that contribute to recreation and leisure, as well as spiritual and physical invigoration, humanitarian upbringing, comprehensive personal development in children and young people.

Keywords: upbringing, recreation, children, young people.

Complicated social and demographic situation, state of health, low level of physical fitness, increase in crime and drug abuse, devaluation of spiritual and moral values in the conditions of modern Russia make the problem of physical, psychological and spiritual health of young people extremely important. Development of ideals, cultural examples and role models that can motivate to achieve, be successful in one's life and professional career not by any means, but rather by means of moral, cultural, scientific, intellectual, and physical perfection is especially important.

Over the recent years attention of the scientists has been attracted by the problems of recreation for the youth. This is mostly connected with the scale of changes this sphere of life is characterized by. It has become possible to talk about the growing role of recreation for children and young people, and as a consequence, about the increase of its influence on the process of socialization of the young generation.

The process of upbringing as well as the sphere of recreation, leisure and free time that includes individual or organized forms of activity (leisure, entertainment, socialization with other people, self-development, etc.) that a person carries out according to his/her personal will after having fulfilled his/her professional and social duties are of significant importance for personal participation in social experience, creation of ideals and cultural values. Recreation can positively affect all spheres of human activity and contains significant educational potential.

The nature of this sphere of human activity's influence on the personality and relationships with other people is essentially dependant on the type of things a person does during his/her free time. Recreation marked by relatively low culture of its employment (spontaneity of its course, consumer attitude, prestigiously-con-formats motivation, etc.) can prevent from the expected recovery of energy, spiritual, cultural, and physical development, reviviscence of creativity, and, moreover, turn into the criminogenic social factor.

Analysis of forms of recreation preferred by young people shows that «over the recent years in Russia not much attention has been paid to educational aspects of recreation, which leads to spreading of spontaneity of spending free time... Due to the structure of recreational activity, productive and substantial forms of recreation are gradually disappearing. They are replaced with the types of activity oriented towards joint spending of free time, conformism, behavioral ostentation, and aggressiveness» [3, C. 97-98]. Infantile attitudes, pleasure, spending nice time and entertaining oneself have become young people's priorities.

These priorities very often contradict the norms of morality, esthetics, and culture of truly human communication. Passive recreation that negatively influences physical fitness of a person is becoming more widespread, mostly because of television and computer games. Preference to

certain types of activity that involve either purely physical, or creative (technical, etc.) ability become prevalent. Therefore, people tend to be drawn to a certain specialization. Naturally, it discourages realization of the humanitarian ideal of the comprehensive personal development in the sphere of recreation.

The important question one has to ask is how to provide young people's recreation with humanitarian focus, i.e. to fill it with activities and organize it in the way that it provides not only interesting and entertaining leisure time, but also contributes to physical, mental, spiritual and moral perfection, harmonious versatile development.

This does not mean that certain ideals, cultural standards, or models of behavior should be enforced. We mean providing conditions where children and young people realize the attractiveness of socially significant ideals and forms of behavior for themselves, have an opportunity to «try them on», evaluate them and if they want to, they can take active measures to adopt them further on based on self-realization and self-development [5]. Researchers of modern problems of upbringing and organization of recreation for young people tend to link it to reconsideration of major goal forming elements, re-evaluation of values, search for new prominent features of the youth policy.

Nevertheless, we are faced with the crucial problem of the necessity of the new content, as well as new forms and methods of work with the youth. First of all, we are talking about getting young people interested, making them active partners of social and pedagogical activity, subjects of development of their personal individuality. The program and means that young people recognize and that spark their interest can serve as an impulse that motivates young people to cooperate in terms of this problem's solution.

Effect and social importance of this type of social and pedagogical activity concerned with upbringing and organization of recreation of young students greatly depends on the type of ideals, cultural standards, and models of behavior that are utilized, as well as the forms, methods and means that are used. In the modern situation of the Russian society it is not enough to recognize the importance and general characteristics of the new humanitarian system of upbringing and organization of recreation for children and young people. The problem of determination of new concrete forms, means and methods of this system's development come to the forefront.

Certain steps have been made in this direction. Some of the humanitarian systems of upbringing have become widely popular, they were embodied in the works of renowned Russian innovative educators as V.A. Sykhomlinskiy, Sh.A. Amonashvili, E.N. Ilyin, V.F. Shatalov, M.P. Shchitinin, etc. Alongside with this, contradiction between the declared humanitarian ideals (standards, models of behavior) and real orientation towards them arises. In particular, modern social practice at the mundane level in many professional spheres of activity, including the system of upbringing and organization of recreation, is characterized by the lack of real orientation towards the harmonious development of the physical and the spiritual in a human being, opposition between «the external person» and «the internal person».

According to I.M. Bykhovskaya, this opposition comes into two forms. On the one hand, we observe «devaluation of values, cultural meaning of embodiment, social status and prestige of personal physical image; lack of real mass orientation towards culturalization (stems from the word «culture», not from the word «cult») of one's embodied, kinetic 51 functions; the approved «somatic negativism» which manifests itself in various spheres and forms - starting from indifference to one's physical health (until the day comes when it is lost!), distrust of one's embodied experience, «voice of one's body» that not many people can hear and understand, and ending with puritan views of any types of «nude» art, which is not always «pornography» and can represent what Baudelaire called celebration of «grandeur of nudity» [1].

On the other hand, there is a form of opposition between the external and the internal, which is «a sort of somatization of a human and absolutization of one's «muscular» and «bust-and-buttock» merits [2, C. 11, 12]. There is a contradiction between the declared humanitarian ideals and the existing forms and methods of work with the youth that are offered and used for popularization of these ideals. Oftentimes these forms and methods do not encourage harmonious perfection. They encourage either intellectual or physical perfection; either creative or sportive

skills, etc.

It causes monodirectional (one-way) development and often produces negative influence on the personality and social relations. Most programs of upbringing and organization of recreation for young people are oriented towards utilization of game competition. As a rule, this type of organization is used in modern sport, for example, and has a negative influence on the personality and social relations, as it develops the desire to win at any cost, even at the cost of one's health and moral principles; it promoted monodirectional personal development; limits creative abilities, gives rise to manifestations of nationalism; leads to development of such negative personal qualities as selfishness, aggressiveness, envy, etc.; makes social integration of disabled people difficult, as it isolates them from people who do not have such disabilities, etc. [4, 5].

Therefore, at present it is important to look for and implement such innovative trends, forms, and methods of work, that both declaratively and objectively contribute to its inclusion into the proclaimed humanitarian ideals and values into the practice of upbringing and organization of recreation for children and young adults. One of the options for the solution of this problem is offered in the present work. Namely, it is organization and holding of the Spartan Games, which help to develop orientation towards the personal ideal for the youth, which was described and justified by V.I. Stolyarov in 1990 in the new humanitarian project called SpArt [4, 5, 6].

The essence of the project is to the develop and implement into practice innovative forms and methods of humanitarian upbringing, in-vigoration and organization of recreation for various population groups, that presuppose humanization (increase of spiritual and moral orientation) of sport, its integration with art. These forms and methods are designed to help finding solutions to a number of sociocultural and pedagogical problems.

The main problems are: - upbringing of a viable personality oriented towards self-development, revealing, development and manifestation of one's creative abilities; - sound and proportionate development of external (physical), mental and spiritual (moral and esthetic) qualities, i.e. harmonious development; - upbringing of a versatile (universally-developed) personality that manifests its creative abilities in various fields; - patriotic upbringing, exposure to national culture alongside with nurturing of tolerance: respect to values of other cultures, ideologies, and beliefs; - organization of active creative recreation and socialization with various groups of population; - drug abuse prevention, as well as prevention of other aspects of deviant behavior in children and young people; - social rehabilitation and integration of the disabled [5, 6].

In the course of long-term practical realization of the «SpArt» project we utilized a complex of innovative SpArtian forms and methods. At present they are used in the system of upbringing, invigoration and organization of recreation of various groups of population in 20 regions of Russia. The most active and versatile work is carried out in such regions (apart from Moscow) as the Republic of Bashkortostan, Krasnodar and Krasnoyarsk Krai, Kemerovo, Kursk, Nizhny Novgorod, Saratov, Smolensk, Tomsk, Tyumen, and Ulyanovsk regions, the Republic of Sakha (Yakutia) [5].

The system of upbringing and organization of recreation for children and young people based on the deployment of the StArtan games and other SpArtan forms and methods is currently important not only for Russia. A number of factors determine its international importance. First of all, this system reflects the growing tendency of the XXI century civilization not only to proclaim and declare the ideas, ideals, and values of humanism, but also to find ways of their practical realization.

Secondly, Spartan forms and methods (among them SpArtan Games are of a great importance) are a complex scientifically justified program for realization of goals, ideals, values of humanism in the process of upbringing and organization of recreation for children and youth. Secondly, Spartan forms and methods are connected with the growing concern of scientists and practical specialists about the low level of physical activity in children and young people in devaluation of moral and other internal values in modern sport (especially in high performance sport). They are meant to assist in the process of raising the level of attractiveness of physical education and sport for children and young people, humanization of sport, activization of sporting and humanitarian upbringing of the young generations that has been going on in the course of the

recent decades in a number of the world countries.

Thirdly, Spartan forms and methods form the scientifically justified methodology of solution for the timely and debatable problem of integration of physical education with other forms and types of pedagogical activity, strengthening of the connection between sport and art in the system of upbringing and organization of recreation for children and young people.

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PARENTAL RESPONSIBILITIES IN THE UPBRINGING OF THEIR CHILDREN

By Ven. Dr. K Sri Dhammananda

Parenting is not like any other 9 to 5 job. It is never ending and there is never enough time to do everything. No matter how old your baby is, newborn or toddler, it is never too late to put your baby first and enjoy being a mum or dad.

Many parents think that they alone know what is best for the children and therefore expect too much from them. They force their children into tuition classes even though they can cope with their studies. At the same time they are asked to take up ballet dancing (in the case of girls), taekwando (in the case of boys), music lessons, computer classes and so on.

On top of this, they insist that their children obtain straight 'A's in their examinations and excel in everything else. In this rat-race they turn their children into display objects; possessions which they can be proud to show off to their friends and relatives and for others to talk about. In the good old days, life as a child and a teenager was never stressful because there were not too many expectations to fulfil. But children these days, especially those in urban areas, seem to have so many things to do and compete in that they are deprived of a normal childhood.

Many people fail to realise that as parents, they have certain rights and also responsibilities. The child has his or her rights and responsibilities too. What we have today are people who want to be super parents, but in many cases the children do not turn out to be super. Parents should therefore be realistic and reasonable. They should not set targets which they well know their children cannot fulfill, thus avoiding unnecessary stress and disappointments to the family. Building a happy family is a continuous process.

Hence, parents must not only be fully aware of their roles and responsibilities, but also apply modern techniques in parenting accordingly. Remember the saying of the Taoist philosopher, Zhuang Zu; 'if you have 6 fingers do not try to made them 5, and if you have 5 fingers do not try to made them 6. Do not go against nature.' You are responsible as a concerned parent for the well-being and up-bringing of your children. If the child grows up to be a strong, healthy and useful citizen, it is the result of your efforts. If the child grows up to be a delinquent, it is you who must bear the responsibility. Do not blame others. As parents, it is your bounden duty to guide your child

on a proper path.

Although there are a few incorrigible cases of juvenile delinquency, nevertheless as parents, you are morally responsible for the behavior of your children. Parental support and control have to be adjusted as the child grows. The ultimate goal of parenting is to become a friend to your child but only according to his capacity to accept responsibility. A mistake some parents make is that they want to be a friend to their six-year old. But we need to be careful about what we mean by "friend". It certainly does not mean we treat a child as if he is an equal in maturity. But there must be love, trust and respect.

At that age, a child needs a parent, not a friend. While building a loving and supportive relationship with the children, it is recommended that parents help them develop spiritually. Above all, you must have time for your child. Time to answer his questions, to help him understand the wonder of life. You have to bear in mind that you are stifling the creativity in your child when you do not answer the questions that he is raising.

When a child is asking questions, he is indeed seeking to communicate, so the biggest challenge confronting you is to respond readily with love, and everything you do should be congruent with the natural inquisitiveness in a child. Being spontaneous is also important in getting children involved in things and the greatest scientists have been known to be spontaneous. If parents do not know the answers to questions they must make it a point to find it out for their children instead of brushing them off and telling them that they are too busy, or it is not important, thus shutting them up and stifling their curiosity. You will feel guilty about telling your children during their most tender and inquisitive age: 'Don't ask so many questions!'

As a caring and responsible parent you should in fact respond readily to that natural inquisitiveness in your child. The scientific way of solving a problem is to look at the problem, find all the data available and then come up with a solution in a coherent manner. Likewise, a child whose curiosity meets with a favoured response will learn to think and act scientifically as well as creatively and this will serve him well into adulthood. For instance, when you give a toy to your child, you should give it with tender love and joy. Instead, certain parents tend to almost shout: 'don't open it like that. Don't break the toy, it is very expensive. Do you know how lucky you are to get such a toy?' If you can afford to buy the toy, he will quite logically think he can afford to break it. You could instead be part of his discovery by telling him: 'Come my dear, let's open the toy box together,' and use the fun element instead of the negative element. Give the present with joy and love. It can be done if you are not stressed and unhappy yourself. You must be happy for it is only in a state of happiness that one is comfortable and generous.

Parents sometimes are to be blamed for unwittingly inculcating negative social habits in their children. For instance, a parent who asks a child to say that he or she is not in when answering a phone call (a seemingly innocent act) plants the first seed of falsehood in the tender mind of the child. If allowed to flourish in an environment not conducive to promoting human values, the child may well in the future, become a destructive element to the peace, happiness and well being of families and society, and more importantly, to himself. 2 Many parents and elders are today responsible for planting these seeds of falsehood in many different ways.

They either encourage falsehood directly, or by acting or speaking falsely, initiating and allowing the vicious cycle of human value degradation to develop. The fate of our children may well depend upon the parents and elders developing the right attitude towards a moral upbringing truth and truthful living. Children echo the language of their parents. To prevent the use of rude or vulgar words, responsible parents should use pleasant terms, as children generally tend to imitate their parents. A child at its most impressionable age needs the love, care, affection and attention of the parents.

Without parental love and guidance, the child will be emotionally handicapped and will find the world a bewildering place to live in. Showering parental love on the other hand does not mean pandering to all the demands of the child, reasonable or otherwise. Too much pampering would in fact, spoil the child. The mother in bestowing the love and care on the child, should also be strict and firm, but not harsh. Show your love with a disciplined hand – the child will understand. Parents

should spend more quality time with their children, particularly, during their formative years. They should consider giving their children the gift of healthy parenting instead of showering them with material presents.

The gift includes giving the child self-esteem, striving for positive communication, granting unconditional love and eliminating aspects that hinder the child's psychological development. These are gifts with true, deeper meaning. Healthy parenting is the greatest gift a child can receive and a parent can give. Unfortunately, amongst contemporary parents, parental love is sadly lacking.

The mad rush for material advancement, the liberation movement and aspiration for equality among the sexes have all resulted in many mothers joining their husbands in the workforce, spending many hours in offices and shops, rather than remaining at home and attending to their offspring. The children, left to the care of relatives, day care centers or paid servants are deprived of tender motherly love and care. Providing the child with all sort of sophisticated modern toys (as a form of appeasement) such as tanks, machine guns, pistols, or swords are detrimental to character formation and not psychologically advisable. Loading a child with such toys is no substitute for a mother's tender love and affection.

The child as a result, is unwittingly taught to condone aggression and destruction instead of being taught to be kind, compassionate and helpful. Such a child will develop violent tendencies as it grows up. Devoid of parental affection and guidance, it will not be surprising if the child subsequently grows up to be a delinquent. Then, who is to be blamed for bringing up such a wayward child? The parents, of course! ³ The working mother, especially after a hard day's work in an office, followed by household chores, can hardly find time for a child that is yearning for her care and attention.

Parents who have no time for their children now should not complain later in life when these same children have no time for them. Parents who claim that they spend a lot of money on their children but are too busy to spend time with them should not complain when in their old age, their 'busy' children in turn decide to leave them in homes for the aged! Most women work today so that their families can enjoy more material benefits. They should seriously consider Gandhi's advice for men to seek freedom from greed rather than freedom from need. Of course, given today's economic setup we cannot deny that some mothers are forced to work. In such a case, the father and mother must make extra sacrifices of their time to compensate for what their children miss when they are away. If both parents spent their non-working hours at home with their children, there will be greater harmony and understanding between parents and children. We call this 'quality time' with the family.

Children who are left in the care of relatives, day care centers and paid servants, as well as latch key children who are left to their own devices at home, are often deprived of motherly love and care. The mother, feeling guilty about this lack of attention, will try to placate the child by giving in to all sorts of demands. Such actions only spoil the child. Most men devote their energies and their creativity to their work and thus what energy they have reserved for the family are merely the 'leftovers'.

Here is where the argument for quality time comes in, usually from guilty parents who want to justify the limited time they spend with their children. One of the flaws of the quality time concept lies in the fact that the needs of the children and the availability of the parents do not always converge. When the children need them, they are not around. Parents are often placed in a dilemma. Rushing home from a hard day's work, weary parents have the household chores waiting for them. When the day's work is done, it would be time for dinner followed by watching TV, and whatever time there is left is hardly enough to attend to a child's need for love and affection.

More importantly, parents are not around to transmit cultural, social and religious values to their children at the time when children are best attuned to receive them. This cannot be simply forced on to the children during 'quality time'! Some working parents may even take their work home and bring back the stress and tension they gathered at their work place. As a result, they may lose their temper at the children. ⁴ As husband and wife, they may not have enough time together and this may even lead to broken marriages. There should be increased awareness that strong family

ties can contribute to the healthy growth of a child. Gender differences do operate in parent/child relationships. It is said that mother and their grown-up daughters communicate often, even after the daughters are married and have left home.

The father perhaps think that the son is a big boy and that he should know his role and duties at home, towards his parents and outside the home. But with mothers, it is different – the daughter is forever ‘my little girl.’ Whatever it is, parents have an important role to play in bringing up their children and doing it well if they want to help ease the many ills plaguing our society today. Good values cannot be taught through words, but example by conduct through. Parents must be good models themselves. The old parental attitude that ‘you do whatever father tells you to do and not what he does,’ does not hold water any more. Parents must be of the right character themselves. If we want our children to begin life well with the proper values, we have to start and conduct at home. If there are problems in the relationship between the child and parent, the parent must begin to look within themselves for the cause of those problems. Sacrifices by both parents are needed. They should make time and try as far as possible to get the family members involved together in family – oriented activities. In essence, the answer lies in setting their priorities right i.e., putting the family and marriage at the top of their list of priorities in life, thus creating a close-knit family relationship for a harmonious environment at home.

A Happy Family It is true in every society that a family is the smallest social unit. If every family in the country is happy, the whole nation will be happy. What constitutes a happy family? A happy family is defined as one that is stable in terms of social, economic, psychological and physical aspects of life; and where there is warm affection and harmony among family members. A family which can strike a balance between these factors is indeed a happy family. But when we look around us and at the situation in most parts of the world, what do we see?

Children loitering in the streets and video arcades. They play truant. Children are abused, wives are beaten and ageing parents are packed off to old folks homes regardless of their feelings. All these are tell-tale signs that all is not well at the most basic level of society: these are signs of social decadence. It is a sad situation when good values and traditions are no longer practiced. There is little interaction among members of the family and friends and the sense of responsibility towards other members of the family is weakening. Unhappiness in the family may be attributed to poverty, but having material wealth is no guarantee of happiness either, if it simply breeds selfishness, cruelty and greed. A child learns affection and love from his parents and, to get her they make a happy family unit.

Through this microcosm of society, it learns about caring, sharing, compassion and concern for others. Throughout the ages, religion has been an important force to organize these values into a system that is easily recognized and taught. Thus family and religion are vital components in imparting and nurturing these values. The family plays an important role in the development of its members. The best of Asian and Western cultures teach and practice respect for elders, compassion for the sick and needy, care for elderly parents and consideration for the young.

Children growing up in families practicing these values will emulate them and act accordingly towards others. But with the vast technological advances in modern civilization we are fast losing these values. Something must be done to bring the family back together and save society. We must protect and support family development as an institution in the light of the rapid demographic and socio-economic changes world-wide. Extended families are giving way to nuclear families. We can do little to stop this trend but the values of respect, concern and compassion must be preserved. Good values, both Eastern and Western must be maintained despite changes in lifestyle brought on by modernisation, industrialisation and urbanisation.

The mother is an important figure in family development. As care, love, tenderness and compassion are her innate qualities; she imparts these sterling values to her children in their upbringing. The mother, because of her love, concern, compassion, patience and tolerance thus holds the family together. Her espousal of these values may be passed on to her children who are great imitators and who learn by examples. We must as a group reinstate the traditional function of the mother, with of course adjustments to suit modern needs and pressures.

Religion too, promotes good human values . Strong resilient families and the practice of religion are therefore necessary in the promotion of family development. 6 It could be said that a happy family is a group of people living amicably and peacefully together with emphasis on religion, discipline and parenthood to create a happy family atmosphere. Value like these should be upheld and religiously protected so that a family is not influenced by anti-social values and unacceptable norms. Realistic and reasonable parents make a happy family.

And the only way parents can build a happy family is through the institution of marriage. It has worked very well in the past. It can do so now, provided we make it relevant to the needs of today's living.

Marital Problems

Almost every day, we hear of people complaining about their marriages. Young people reading romantic novels and seeing romantic films often conclude that marriage is a bed of roses. Unfortunately, marriage is not as sweet as one thinks. Marriage and marital problems are inter-related and people must remember that when they get married, they will have to face certain problems and responsibilities that they have never expected or experienced before.

After the euphoria of the wedding, the realities of living together will set in for the couple, and for some, the prospects are daunting. Lack of communication or interaction with members of the family are some of the factors which can be attributed to an unhappy marriage. A stage will be reached when husband and wife do not even communicate with each other.

Common examples of non-communication between husband and wife are :- (a) at the breakfast table he is deeply engrossed with the newspaper; (b) when he returns from work he will be absorbed in his hobbies or watches television, and during the weekends he plays golf or indulges in other pastimes; (c) he does not express any feelings or concern for the wife, let alone observe important anniversaries or birthdays. The wife on her part, after getting married, is no longer interested in her figure and general appearance. She dresses shabbily. As she no longer reads or maintains a stimulating circle of friends, the husband finds that he can no longer engage in a stimulating conversation with her. Life then becomes boring and this leads the husband to resort to drink and seek solace outside the matrimonial home.

When does discontent first creep into a marriage? For most couples, the first year is usually a good year. For some couples, the adjustments of living together as husband and wife may turn out to be a stressful experience. The arrival of the first child could also give rise to problems as both husband and wife grapple with the realities of being first-time parents. 7 Some people say that for the first year after their marriage, the husband would listen to the wife. In the second year, the wife would listen to the husband. From the third year onwards, neighbors would listen to both of them when they shout at each other. Usually, discontent will be greater if there is no adequate preparation for marriage.

For instance, pre-marital counseling will help couples prepare for the many surprises, pleasant or otherwise, that they may discover in the course of their marriage. The dissatisfaction that is supposed to hit most men after being married for some years arises from a misconception that 'the grass is greener on the other side of the fence.' The tendency to be attracted to members of the opposite sex has no age limits. Such restlessness can occur anytime during the marriage, even for women. Boredom is the usual cause, whereas disappointment with the partner is also a common complaint.

When expectations are not fulfilled, pockets of grouches will start to develop. In any case, when there is no firm commitment to the marriage and no religious foundation, anything can happen at any time to jeopardize it. What are the roots of discontent? Many wives say that they wish their husbands would listen to them more, be more attentive to their needs or express their feelings better. It all boils down to a case of communication which is very much lacking in most modern marriages. In the past, because of their upbringing and social conditioning women were contented to remain in the background and accept any kind of treatment at the hands of their husbands. But times have changed.

Women are now much better educated, hold responsible jobs and are aware of their rights.

Men must accept these realities and treat their wives as equal partners in a marriage. Women can no longer be taken for granted. For most men, marriage is a goal which they set for themselves to achieve. Having done so, they will pour their energies and time to the other most important aspect of their lives, that is, their career or business. The expectations of women, on the other hand are totally different. They expect more love and intimacy after marriage and therefore seek to spend more time with their husbands. Bringing one's external problems back to the home and taking it out on the spouse and children is damaging to the family's stability and creates a stress spiral. In Asian societies, the problem of in-law interference is a common one. This is particularly so if the in-laws are able to influence the decisions of their child.

A common complaint put forward by wives is that the husbands listen to their 8 parents instead of to them. The interference of the in-laws in the upbringing of the children is also a problem. The grand-parents tend to be relaxed with the children and sometimes spoil them, while the parents have to discipline them. The conflict of values between generations is often glaring in such cases. Some young couples are not happy to allow their children to have close association with their grand parents thinking they will learn the old fashioned way of life from their grandparents.

In India and Sri Lanka and to a lesser extent even in Malaysia, the dowry system is one of the main obstacles to a happy union. The dowry could include the huge amounts of money, a bungalow, a luxury car, all of these or even more, depending on how affluent the parents are. And because parents want desperately to marry their daughters off, they make promises which they cannot keep and the marriages start to crumble. The dowry system has been abused. In the old days, a dowry was given to the daughter for safekeeping in case of an emergency. Unlike today, the women then were totally dependent to their husbands and the dowry was a kind of insurance in case their husbands became unable to support them.

Later, the dowry was to be handed over to the in-laws for safekeeping and now it has become compulsory for the daughter-in-law's parents to present her future in-laws with the dowry. People often think that it is a duty to get married and that marriage is a very important part of their lives. However, in order to ensure a successful marriage, a couple has to harmonize their lives by minimizing whatever differences they may have between them. A couple must also learn to accept each other's shortcomings and personal weaknesses. Even happy, well-matched couples can experience conflict, hurt, disappointment and anger. They may encounter shortcomings in areas such as showing appreciation of each other, willingness to converse and expressing emotions clearly. Do not shy away from conflict.

Disagreements can lead to marital growth, not distance. Quarrels are essential for survival in a healthy marriage. But a quarrel can only be successfully terminated if both parties can forgive and forget. Be willing to work at your marriage. Do not assume that since the first 10 or 20 years were good, the next 10 or 20 years will also be good. Love needs to be fed – with shared experience, joys and sorrows. This requires time, attention, courage and understanding. One of the major causes of marital problems is suspicion and mistrust. Both husband and wife should have and show implicit trust for one another and try not to have secrets between them.

Secrets create suspicion, suspicion leads to jealousy, jealousy generates anger, anger causes enmity and enmity may result in separation or divorce, suicide or even murder. 9 If a couple can share pain and pleasure in their day-to-day life, they can console each other and minimize their grievances. Thus, the wife or husband should not expect to experience only pleasure in their wedded lives. There will be a lot of painful, miserable episodes, burdens and misunderstandings.

Discussing mutual problems with one another will give them confidence to resolve any obstacle that they will have to face. They must have the strong will-power to reduce tension and develop the confidence to live together with better understanding and tolerance.

Men and women need the comfort of each other when facing problems and difficulties. The feeling of insecurity and unrest will disappear and life will be more meaningful, happy and interesting if there is someone who is willing to share the other's burden.

Marital problems prompted a cynic to say that there can be a peaceful married life if the marriage is between a blind wife and a deaf husband, for the blind wife cannot see the faults of the

husband and a deaf husband cannot hear the nagging of his wife.

Extracted From The Book : Human Life & Problems

The Full Text is on Sale and can be obtained from:

Buddhist Missionary Society

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123, Jalan Berhala, Brickfields

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WHAT MAKES A GOOD TEACHER??

I believe a great teacher is one who creates a classroom environment that makes their students 1) '**curious**', 2) **want to 'explore'** ('investigate') and 3) allows them to '**discover**'. I think instilling and encouraging these three elements in students makes a great teacher. Is 'curiosity' valued in your classroom? A great teacher creates a classroom environment that makes the students 'wonder' about the things they're teaching? You can tell if they are asking questions. Or are they just 'consuming' information? Do the students want to explore and investigate the topics being taught? A great teacher creates an atmosphere and motivates their students to want to explore and investigate, for example, through experimentation. A great teacher encourages and guides their students to 'discover' answers, information, solutions. 'Discovery' makes students happy. Happy students think they have a great teacher. And they learn better and retain more when they 'discover' by their own efforts, rather than just being 'given' information. And yes, teachers can learn to make their students 'wonder', want to 'explore', and 'discover', and thus be 'great' teachers.
Scott Gannon, Bangkok, Thailand

1. Total commitment
2. Love for her job
3. Respect for her students
4. Full of energy and life to transmit
5. Willing to accept new things, ideas to improve herself and her teaching.

Carolina Ruiz

Sense of humour, organization, professional knowledge, local language knowledge and versatility.

Robin, Israel

I think that flexibility is often forgotten + empathising

Nic Van Grootel

A teacher needs to have an attitude of "**withitness**". This is a skill that a teacher develops through experience and is having social emotional competence. Basically knowing the students characters, interests and how to engage them in learning the topic and with each other so that the teacher knows what is happening at all times in the classroom with the students.

A teacher with **self-efficacy confidence** is able to promote student's learning and achieve instructional goals which involves the teacher's expert power in the curriculum. The student's are less able to become bored when they can see a difference in their learning.

Classroom management skills are imperative in order to keep the students engaged and on task through the CALM model.

The art of teaching can be both creative and scientific that entails good **organizational** and **instructional skills** for delivering the the intended learning outcomes.

Donna Webster

My five suggestions for how to be a good teacher are:

1. PATIENCE - sometimes the student is not receptive or tired or not catching on quickly,

hard to be patient, so have to dig deep and find the patience somewhere to get his/her attention back and go more slowly.

2. CREATIVITY - I am not one to follow a schedule strictly. Sometimes, during the lesson, I think of something from the work we are doing and create an exercise to get that point across. I also make my own worksheets with the help of the Internet and my own creative ideas. I find it easier if I can use my brain to make different worksheets and the students pick up on your initiative.

3. GET SOME REST BEFORE A LESSON - I find if I am tired at the start of a lesson, it becomes a very difficult time and I lose patience and just want it to end! It is difficult to dig deep especially in one -one -one sessions if you are tired. I have to concentrate so much harder and put in so much more effort if I am feeling tired and lazy. Sometimes I don't feel like going to a lesson, but I drink some cold water and once I am there, I am fine.

4. KEEP THE LESSON INTERESTING AND TRY TO USE THE STUDENT'S HOBBIES ETC. IN THE LESSON - I find if I can relate the lesson to something the student understands and is excited about, he/she is more receptive and stays focused. The worst thing is when you feel that the student is losing interest and getting bored. So keep the lessons exciting, bring in an activity when you see the student fading and give homework, e.g. Comprehension relating to something the student is doing in his/her life. (Of course this is for one on one or small classes). I once taught 3 Indian Computer Programmers English - I was so educated by the end of the course in Programming, I could have written my own programme! I used computer stories, jokes, examples etc. so that they could relate to the content.

5. REWARD AND PRAISE - with younger students, rewarding is important. If they feel that they are getting somewhere and that you are happy with their progress, they will be much more keen on keeping their attention on the lesson. Use starcharts, Snakes and Ladders for points (let them read flashcards and have a turn at the Snakes and Ladders if they get the word right), Scrabble, stickers etc. For adults, just praise when they do a good job of an exercise, even adults like praise! Never get cross when they do something wrong, just point out and guide, but when they do an excellent piece of work, praise and encourage.

Janine Goodson - South Africa

To be a great teacher you need:

1. patience
2. a loud voice
3. commitment
4. understanding
5. knowledge of your subject

Kerry Lambourne

1. Tons of patience, perseverance, and determination
2. Loads of love
3. Knowledge of students - their learning needs, problems and preferences
4. Good sense of humour
5. Strong belief in the inherent potential of each student

Law Yekulan

Persistence to keep trying when the going gets tough

Optimism to believe that learning is happening

Reflection to consider how to teach better next time

Energy to keep giving out what students need

Good humour to keep things in perspective.

And about another zillion skills, qualities and characteristics which we strive for!!

Suzanne Weiss, New Zealand

1. sense of humour

2. knowledge of your subject
3. prepared to admit that you don't know it all
4. ability to make your students relaxed
5. empathy with your students about the challenges of learning

The Rosmans, Australia

- PLANNING

Manage your time wisely.
 Understand that teaching is hard work.
 Plan effective lessons. Be organized and prepared.

- INSTRUCTION

Learn to recover quickly.
 Teach students at their level.
 Observe other teachers.
 Refrain from lecturing.
 Refrain from "Textbook Teaching"
 Focus on Student's Strengths.
 Allow and encourage students to work cooperatively.
 Avoid homework overload.
 Make learning fun.
 Encourage active student participation.
 Challenge students to think critically.
 Use authentic means of assessment.
 Vary your teaching strategies.
 Make decisions on what's best for students.

- PROFESSIONALISM

Maintain a positive reputation.
 Choose your reactions.
 Be the best you can be.
 Dress like a professional.
 Be a role model for your students.
 Avoid acting when angry
 Do not allow your personal problems to spill over into the classroom.

- MOTIVATION AND RAPPORT

Celebrate the uniqueness of your students.
 Light a spark in your students.
 Smile.
 Give your students more credit than they deserve.
 Make every student your "favourite".
 Set the stage for success.
 Provide positive feedback.
 Have positive expectations for ALL students.
 Encourage improvement, not perfection.
 Remember that little things make a big difference.

MA. Eshter Linares, Spain

1. wisdom
2. knowledge
3. love
4. method
5. enthusiastic about teaching

Mamie Flower, China

WHAT MAKES A GOOD FOREIGN LANGUAGE TEACHER?

It is really very difficult to be a good teacher, especially a good foreign language teacher. And now one and the same question troubles many people, especially teachers and other people connected with this sphere. And this question is: "What makes a good foreign teacher". Exactly WHAT?

So, first of all, I think, it's important to have a good degree – so in his mind there is a simple relationship – the more successful you have been in education the better a teacher you are likely to be.

The next important thing sounds something like this: Teachers need to be caring, creative, and above all know how to motivate their students. In a school classroom they also need to know how to control their students – although it is certainly clear that well motivated and engaged students are much less likely to misbehave! As well as motivating their students the best teachers assess them regularly – letting students know how they are doing and where they are at within a scheme of work – what they need to do next and so on. Moreover teacher should convince everybody that it is absolutely necessary for every educated person, for every good specialist to know English well today.

The third statement argues that it is also the case that teachers need to have continual development and training – nobody can possibly come out of university or teacher training college and be the finished article!

In the same way his or her lessons should be interesting and entertaining, not to tire pupils.

Finally I want to say, that real professionals will never be mocking at the pupils. It is very important for pupils to feel, that their teacher love them; and this is also very important in teachers work.

So, what makes a good foreign language teacher? I think that these things are: a good degree, ability to motivate pupils, continual development and training, and the last but not least - to love pupils.

Éva Ujlakyné Szucs

THE ROLE OF TEACHERS IN THE 21ST CENTURY

Abstract : In the fast changing world of the early 21st century public education is also changing. As part of the changes the role of schools and education will also be different both in the educational system and in the society. Together with them the role of teachers will also change. In my essay I am examining how the new social challenges and demands towards education and teachers change schools into institutions with modern aims and social contracts. We are going to depict the characteristic features of 'ideal' teachers by exploring recent literature and the results of a survey. In the survey teachers reveal their professional aims and needs for the future. Finally, we are going to explore teachers' knowledge base in the 21st century.

Keywords : education – role of school – role of teacher – society – features of teacher

Résumé : A XXI. század elejének változó világában a közoktatás is folyamatosan változik. A változások részeként megváltozik az oktatás és az iskolák szerepe a társadalomban, és ezzel együtt a pedagógusok szerepe is. Dolgozatomban azt vizsgálom meg, hogy a társadalom új kihívásai és elvárásai az oktatással és a pedagógusokkal szemben hogyan alakítják át az iskolát modern célokkal és szerveződéssel bíró intézményekké. Megvizsgáljuk az "ideális" tanár jellemző tulajdonságait a szakirodalom és egy felmérés segítségével. A felmérés során nyelvpedagógusok nyilatkoztak arról, hogy milyen szakmai céljaik és szükségleteik vannak a jövőre nézve. Végül a pedagógus tudásának új alkotóelemeit vitatjuk meg és tárjuk fel.

Mots-clés : képzés – iskola szerepe – a tanár szerepe – társadalom – a tanár funkciói

There have been a great number of changes in education systems worldwide recently.

However, in Europe we have experienced a great change with the enlargement of the European Union and its consequences. The European Union has published several papers on the future of education, both at compulsory and higher education levels¹. In this essay we are going to examine the influence of the changes and its consequences on teachers in compulsory education.

If we aim to have a closer look at the characteristic features of the changes, we have to examine what they are. What everybody can see at first sight is that not only European societies, but also their schools went through relevant changes. Schools used to be the source of knowledge, a place where children were educated more or less without parental control. Schools used to prepare learners for exams (both final exams in secondary education and entrance exams for university admissions). Thus, teaching was mostly exam preparation or exam training, especially in the final years of the secondary schools.

Together with the changes, new *expectations appeared towards our schools*. Nowadays schools need to teach their learners how to gain information and how to select and use them. This happens so quickly that students learn how to use the Internet together with their teachers. Parents are involved in decision-making so they take part in the life of the school. It is no longer enough to send the kids to school in the morning, pick them up in the afternoon. Parents have to have a view of what is happening in the educational institution. Exam preparation is still important, but for example in Hungary the entrance exams are 'past tense', the final examinations (matura) have changed, and the concept of learning to learn has slowly become a very important element of teachers' job.

The changes that took place in schools have *changed the roles of teachers*, too. In the past teachers used to be the major source of knowledge, the leader and educator of their students' school life. Teachers would organize after-school activities. They used to be the authority in the class and often took over the role of parents. Nowadays, teachers provide information and show their students how to tackle them. Although they are still considered to be a kind of leader in the class, they can be thought of as facilitators in the learning process. They are supporters rather than educators and also advisors towards parents.

If we focus on the *teaching process*, we still realize that there are a great number of changes in this field as well, and all of them have an influence on the role of teachers. First of all, teachers in modern classrooms are no longer lecturers, they are facilitators, their main task is to set goals and organize the learning process accordingly. Then, in the past, teachers used to follow a syllabus which was compulsory for them. Nowadays, teachers have a National Curriculum, a Core Curriculum and a local (school) curriculum that they have to consider, but - on the other hand - they have independence to choose the teaching materials (textbook), make up a syllabus of their own and teach their pupils so that they can perform well both at examinations and in life. Curriculum design is a task teachers have to be prepared for, although the present generation of teachers has been growing into making up syllabi for years.

Another difference between the past and present tasks of teachers is represented by the technical background they need to be able to use and handle effectively (computer, photocopier, power point, projectors, etc). Instead of teaching chalk face, they need to be an information technology expert, a technician or/and a photocopy master.

One of the biggest challenges for teachers is that their role in the *school management* has also changed. The school needs them as individuals, who can make decisions and cope with the stress of the changing world of schools. At the same time teachers need to be able to work in teams, co-operate with colleagues and parents, they have to write projects to gain money for the school programmes, they have to be PR experts and need to do all these things for a modest monthly income.

The main question is how these changes manifest themselves for the society, for the participants (teachers, learners, parents) of education. One of the mentioned European Union documents deals with teachers' role in the changing process.² This summarizes the characteristic features of future teachers who are to face a brand new situation in future education. According to the document, teachers realize the changes, but it is not sure whether they are able to face the new

requirements or not. In the EU documents, a great emphasis is placed on both initial and in-service teacher education programs which are to prepare teachers to meet new demands.

Teachers' knowledge base

All the above-mentioned changes have a common root. They show that it is not enough for teachers to be masters of their profession ; they also have to be the artist of it. But what is the difference between a master and an artist ? How can a teacher be both ? What are the characteristic features of good or bad teachers/teaching ? This is an evergreen question which often cannot be answered without understanding the real contexts of teaching. However, researchers have examined and described the different components of teachers' knowledge (like Roberts : 1998), the characteristic features of teachers (Hargreaves & Fullan : 1992, Falus : 1998). They have come up with the importance of content knowledge (teachers' subjects), pedagogic content knowledge (how to adapt content to the learners), general pedagogic knowledge (e.g. classroom management), curricular knowledge, contextual knowledge (the context of teaching : community expectations) and process knowledge (learning skills, observation skills, etc.). Among the characteristic features, cooperation, flexibility and the ability to relate learners appear rather important.

Teachers' needs and expectations

In the first years of the 21st century, 500 teachers have been asked to fill in a questionnaire about their teaching practices and professional needs in the southern region of Hungary³. The teachers were subject teachers of foreign languages and primary classroom teachers prepared for foreign language teaching to young learners. The main aim was to explore the differences in the ideas and practices of language teachers with different training backgrounds. Three hundred and twenty-five questionnaires were returned and a small section of the results will be presented here. The questionnaire included two groups of questions which aimed to reveal teacher's thoughts on the characteristic features of a good language teacher and their teaching arsenal (methods and aids they use). They were also asked about the professional needs of practising teachers. We would like to give a glance on the relationship between the answers of practising teachers and the image of future teachers in EU documents.

Survey Question No. 4 : What are the characteristic features of good language teachers ?

On answering this question, teachers were asked to mark the 5 most important features of good language teachers out of 16. About half of the offered answers were characteristic features of teachers in general. Most teachers marked elements like good teachers '*can explain well*', '*use relevant teaching aids*', '*make the learners work hard*', '*prepare for the lessons*', '*teach about the target language culture*', etc. Teachers showed priority to content knowledge (their subject) over the general characteristic features like '*empathy*' or '*creativity*'.

More precisely, out of all the received answers, 50 % of the teachers marked only characteristic features of a language teacher (rather than general pedagogic features). About 90 % marked '*good target language competence*'. If we examine the elements provided for teachers to choose one by one, we can see that 82 % of respondents think good language teaching methodology is very important. '*Openness*' and '*empathy*' were among the 5 most important features only in 32-34 % of the answers. The characteristic features of modern professional teachers such as *open character*, *empathy*, *motivation*, etc. were ranked at the back of the list. The questionnaire results reveal that language teachers think that content knowledge is by far the most important, while pedagogic knowledge and methodology are not so relevant. It is a striking point in the light of the European Union documents and, also, according to some Hungarian experts who write about the most important features of teachers. Bárdos (1985), for example, as early as 1985, expressed very similar ideas to the EU documents. He says that the characteristic features of teachers shine through their content knowledge and determine the quality of teaching. Other Hungarian researchers like Mihály (2002), Petneki (2002), Poór (2003) and Nikolov (2003) - at the time of data collection - summarise the expectations towards future teachers, and they claim that future teachers need to be open towards the needs of the learners ; they should be innovative and creative.

Survey Question No. 5 : What are teachers' needs in in-service teacher training ?

First we thought that the answer to this question would show how much teachers are aware of the fact that education and society and the requirements towards teaching are in the process of change. According to the questionnaire results, teachers think that *computer skills* are very important for them (47 % of the answers would need a good computer course). It is also interesting that 43 % of the answerers (who are foreign language teachers by profession) think they need to learn of *another foreign language*. About 31 % of the answers say that an up-to-date foreign *language teaching methodology course* could be useful, and 27 % would like to *improve their target language skills*. About one third of the answerers think that *syllabus-design (planning), textbook evaluation and classroom techniques* are necessary for their development as practising teachers. Another interesting feature of the answers was that 29 % of the teachers would need self-management training.

Some of the answers (computer skills, methodology course, etc.) will definitely be very important in the future, and some of them are already part of our everyday teaching life (computer skills and foreign languages). They refer to the fact that teachers are mostly interested in practical, 'right-into-teaching' skills. These answers also reveal that the answerers are not very good at computing and they do not speak (more than one) foreign languages.

On the other hand, we can say that skills and competences which seem to be fairly important in the near future in education do not really appear among the needs of practising teachers. As we asked and interviewed some final year undergraduates as well in the data collection process, we can say that there are no significant differences between the needs of practising teachers and teachers-to-be undergraduates. Neither of the groups of teachers feels that convertible and renewable content knowledge, open and pedagogically well-trained teachers are the key figures of the future education.

Teacher Education for the Future

In my view, teacher education - rather than teacher training - needs to change in the near future. Some experts say it is too late to begin the changes, as we need new competencies in teaching right now. However, if teacher education in Hungary follows its best tradition, and it remains practical, flexible and child-centred, there is a hope that the next generation of learners will get the support and skills they need in life during their schooling years from their own teachers.

The need of a generation of teachers who aim to develop learners instead of teaching them, who help their pupils to become independent (learning to learn), who provide students with motivation and interest for life-long learning and urge them to become autonomous learners, is essential in the education of the future.

The responsibility of governments, higher education institutions, and mostly teacher educators both in pre-and in-service education, is huge. European Union member states take part in several projects which help us to prepare for taking the responsibility in achieving relevant change.

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CHANGING ROLES OF TEACHERS IN THE PRESENT SOCIETY

By Swaleha Sindhi & Adfer Shah

Countercurrents.org

Introduction

The young today are facing a world in which communication and information revolution has led to changes in all spheres: scientific, technological, political, economic, social and cultural. To be able to prepare our young people face the future with confidence purpose and responsibility, the crucial role of teachers cannot be overemphasized. New demands are often placed on the schools in addition to the existing ones, to be equipped with current knowledge and modern methods of acquiring new knowledge. The most modern concept that has popped up in the schools of U.S. is flipped class rooms, where students watch teachers lectures at home and do what otherwise called homework in class. teachers record lessons which students watch on their smart phones, home laptops or at lunch breaks in the school libraries. In class they do projects exercises or lab work in small groups while the teachers are Just the facilitators. In no time this will be also a trend in most of the Indian schools too. In India online education is booming where one can learn any subject in free and massive online courses are available. While online courses can make high quality online education available to anyone for the price of an internet connection they also have potential to displace humans, with all that implies for teachers and students. Like everything disruptive online education is also highly controversial but the flipped classroom strategy might be famous and get approval of all. Such flipped classrooms can be achieved only when teachers are committed, motivated, and are willing to perform for the benefit of the learners, community and the society.

Policy Perspectives

Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of time". These words of the National Policy on Education (NPE) 1986 subsequently revised in 1992, give direction to Indian Education. The policy further emphasizes that "the Government of India will also review, every five years; the progress made and recommend guidelines for further development". In the light of the aforesaid statements, the National Council for Teacher Education (NCTE), came out with a Curriculum Framework for Quality Teacher Education.

Role of Teachers

The changes that took place in schools have changed the roles of teachers, too. In the past teachers used to be the major source of knowledge, the leader and educator of their students' school life. Nowadays, teachers provide information and show their students how to tackle them. Although they are still considered to be a kind of leader in the class, they can be thought of as facilitators in the learning process. If we focus on the teaching process, we still realize that there are a great number of changes in this field as well, and all of them have an influence on the role of teachers. Curriculum design is a task teachers have to be prepared for, although the present generation of teachers has been growing into making up syllabi for years. Another difference between the past and present tasks of teachers is represented by the technical background they need to be able to use and handle effectively (computer, photocopier, power point, projectors, etc.) Instead of teaching chalk face, they need to be an information technology expert, a technician or/and a photocopy master. One of the biggest challenges for teachers is that their role in the school management has also changed. The school needs them as individuals, who can make decisions and cope with the stress of the changing world of schools. At the same time teachers need to be able to work in teams, co-operate with colleagues and parents. A teacher has to generate that energy in oneself and handle

it in one's work of educating children. A teacher has not only to instruct but also to inspire the students.

Issues

While the process of learning is expected to evolve with the changing times, teachers in the government schools of India are stuck with the archaic methods. It is sad that many teachers still do not know how to use the teaching-learning materials. Interestingly, most of the students in these schools are asked to “read loudly” the chapters discussed on the previous day. Teachers reportedly ask students to mark the answers to the questions of back exercises in the book itself.

Many dedicated and brilliant school teachers are serving in various schools of the state. They limit their lives in the remote isolated village having no road connectivity and short of all modern amenities. Because of these teachers, our society survives and is progressing. However, we can't deny the fact that with passing of time such dedicated, determined and sincere teachers are diminishing. Worst features of dilution of quality teachers are that many of school teachers in our country are unable to speak and write single correct English sentences.

Solutions

It would be worth experimenting with modular approach of teaching combined with interventions of realistic nature by way of field trips, visit to museums, zoo, educational excursions, visit to mountains, forests, intermediary interventions with real life situations and through audio-video devices, wherever possible. Teaching in teacher training institutions be directed towards empowering prospective teachers to enable to use their experiences in actual work places for enhancing growth and development of young children. There is to be a planned amalgam of theory and practice in a way that these two constitute a continuum of experiences. The teaching of theoretical components, in addition to what has been elaborated above, will combine various methods and approaches like lecturing, tutorials, seminars, term-papers, discussion groups, gaming, role planning, etc. The practical work of the prospective teachers will centre around evolving and devising programmes and activities for physical, psychomotor, cognitive, emotional and other aspects of development.

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IS SIGNIFICANT SCHOOL REFORM NEEDED OR NOT?: AN OPEN LETTER TO DIANE RAVITCH (AND LIKE-MINDED EDUCATORS)

I have always admired you, Diane, as a scholar and clear-headed thinker, even when I disagreed with you. Now? I am saddened by your Manichean view of the education reform world. You now consistently write and speak as if all would-be reformers have nothing but selfish or devious motives for advocating significant changes in public schooling.

In the opening pages of *Reign of Error*, for example, you write: “Public education is not broken. It is not failing or declining. Public education is in crisis only so far as society is and only so far as this new narrative of crisis has de-stabilized it.”

Yet, a few pages back you also write:

“I do not contend that the schools are fine just as they are. They are not. American education needs higher standards for those who enter the teaching profession. It needs higher standards for those who become principals and superintendents. It needs stronger and deeper curriculum in every subject...”

I agree. However, the latter angle never appears again in the book.

It's also noteworthy how you tiptoe here around the elephant in the room in the preceding paragraph: to what extent today's teachers are doing an adequate job. Indeed, much of your polemic is to criticize those who say that “blame must fall on the shoulders of teachers and principals.” Well, why shouldn't it? That's where achievement and change do or do not happen. Instead, you blame the forces of privatization and corporatism and poverty. Indeed, even, in the first paragraph

above you lament merely a lack of “standards” and “curriculum” – a de-personalized critique. So, which is it? Are schools doing as well as they can with the teachers they have, or not? Are kids getting the education they deserve or not?

I think there is plenty of evidence about the inadequacies of much current teaching that you and I find to be credible and not insidiously motivated. How else, in fact, would you say that schools aren’t “fine” as they are? Reform is strongly needed in many schools (and not just the dysfunctional urban schools). To say that these problems are somehow not due to teaching and mostly due to forces outside of school walls belies the fact that schools with both non-poor students and adequate resources are also under-performing, and outlier schools serving poor children have had important successes.

Even the 2nd largest teacher union agrees that changes to teaching are needed:

But extensive improvements to America’s education system are essential to help all students acquire the knowledge and skills they need for success in the 21st century. Students must not only attain knowledge, they must be able to apply what they have learned. They must have access to a curriculum that focuses not just on what is to be tested, but on what should be learned to make them well-rounded thinkers and individuals.

Merely undoing harmful privatization is thus nowhere near sufficient to make schools serve our students properly. Schools can and should be a lot better than they are, not just in the cities but in the suburbs; not just in the US, but in all countries.

I always find it odd that defenders of teachers won’t ever criticize teachers and want to highlight forces outside of classrooms and schools because then they are tacitly admitting that *teaching doesn’t make much of a difference*. Good teachers get good results; weak teachers don’t. Why can’t we say this and thus work on what is in our control – the teaching?

In terms of evidence, let’s start with the remediation rate: Nationwide, as you know, the remediation rate in college is 40%. ACT reports that 30% graduating HS students are not ready for college. This can only happen in a “K-12 system” that is not a system at all. I find it hard to blame poverty and privatization for such an institutional failure to link K-12 to college in assessment and grading locally. And having spent decades in schools, I can tell you why this occurs: teachers are allowed to work in isolation and set grading and testing policies completely on their own.

[Added after the initial posting of the blog entry: from the just-released OECD study on adult skills:

- Larger proportions of adults in the United States than in other countries have poor literacy and numeracy skills, and the proportion of adults with poor skills in problem solving in technology-rich environments is slightly larger than the average, despite the relatively high educational attainment among adults in the United States.
- Socio-economic background has a stronger impact on adult literacy skills in the United States than in other countries. Black and Hispanic adults are substantially over-represented in the low-skilled population.]

Let’s look at student engagement: in national studies and in my own surveys of over 8000 students, kids – even in elementary school – consistently report or experience work that is boring and without meaning a great deal of the time. I find that *I* am bored most of the time when I visit HS classrooms. I see the same disengaging teacher habits that I experienced 50 years ago as a student, despite what we know about best practice. Poverty and privatization have nothing to do with such practices, and no money is needed to fix it – just leadership and commitment to not bore kids.

Let’s look at Hattie’s research: there are over 30 powerful interventions that *trump* socio-economic status, yet it is extremely rare to find those practices in use in any one school. The pressing question for all teachers and administrators is: why is it so rare, in the face of two decades of research? Poverty, politics, and privatization have nothing to do with teachers using best practices. In medicine it is termed malpractice not to use such practices.

Let’s look at NAEP and more recently PISA: for decades students have shown that they are poor at drawing inferences about such things as main idea or non-routine problems. The gains have

come only with low-level skills. Why isn't that traceable to teachers and principals in the same way that the gains are?

[added: In Reign of Error you correctly note that students have made steady gains overall in NAEP. You brush over a key fact: 17-year-olds have made no gains in the 40 years of study:

Both 9- and 13-year-olds scored higher in reading and mathematics in 2012 than students their age in the early 1970s. Scores were 8 to 25 points higher in 2012 than in the first assessment year. Seventeen-year-olds, however, did not show similar gains. Average reading and mathematics scores in 2012 for 17-year-olds were not significantly different from scores in the first assessment year.

And what a close look at all the results reveals, as I have long written, is that the hard problems show terrible results. Whenever there is a multi-step task or unobvious answer, students not only do poorly, but the results are poor across the board, regardless of ethnicity or urban schools. (I'll have more to say on this in a future post.)]

Let's look at the research on good teachers: some teachers can add an entire extra year of growth to student achievement and put those students on better footing forever, yet those teachers are a small minority of outliers (despite the fact that we have a body of best practice that provides a solid foundation for teacher improvement). And schools rarely let teachers go: "National estimates from the U.S. Department of Education indicate that, on average, school districts dismiss 1.4 percent of tenured teachers and 0.7 percent of probationary teachers for poor performance each year." (Chait, 2010)."

Let's look at weak curriculum, a need you underscore: in 20 years of doing UbD work I still find local curricula and assessment to be woefully inadequate and primitive. Our research shows that over 90% of curricula are still framed by discrete topics instead of complex ideas, challenges, and tasks – a fact that Ralph Tyler bemoaned over 70 years ago. Teachers still march through discrete low-level content because that is how curriculum is written. How is that anything but a local-educator and supervisor problem?

Let's look at assessment: going back to Bloom's Taxonomy-related research over decades, local assessment continues to demand only low-level performance – and this has been a constant since well before test prep mania. This quote from a Rand report is chilling: " We found that 0 percent of students in the U.S. were assessed on deeper learning in mathematics through state tests, 1–6 percent of students were assessed on deeper learning in reading through state tests, and 2–3 percent of students were assessed on deeper learning in writing through state tests." Now consider that locally assessments are typically less rigorous than state tests, as consistently found over the years using Bloom and our own assessment audit. Who is to blame for poor local assessment if not many of the designers and users of them?

Let's look at the research on teacher questioning: for decades the research has shown the power of high-level questioning but also the sad fact that most teacher questions are low-level.

Let's look at structural issues that are also within the control of educators: schooling is still organized based on "seat time" instead of demonstrated mastery. Students are typically grouped by age and follow a curriculum that is jam packed with content to be covered (often driven by rigid pacing guides) despite the obvious fact that people learn at different rates and have varied interests. This issue is as old as Ralph Tyler's criticisms

What does poverty or privatization have to do with how educators set goals, use time, group students, and develop structures, incentives, and learning opportunities for all learners to achieve goals on a flexible schedule and with some degree of choice?

Let's look at grading and reporting practices: The assigned report card grades are notoriously inconsistent among teachers within and across schools. Grades are often based on local norms rather than on genuine achievement judged against credible standards. Teachers' assessments vary so widely that an "A" in one class could be a "C" in another. No wonder there has been such a focus on external, standardized testing, since local grades and transcripts lack validity or helpfulness in providing students with helpful feedback and a fair appraisal of strengths and weaknesses.

Let's look at student autonomy: I think that it is inarguable that 12th graders in almost every HS in America, public and private, have less intellectual and physical freedom in school than 4-year-old Montessori students. Secondary education in many places is more like a white-collar prison operating on a compliance mentality than a vital learning organization that plays to individual student passions and strengths, and the need to prepare kids for the freedom of college.

The issue: quality assurance in teaching. The bad news? We face a complete lack of quality control in teaching in most schools, in most districts. The good news? Unlike poverty, this is in our control as educators. Quality control is achievable if we would only find the courage, the persistence, and the allies to make it happen as a collective commitment to excellence.

In the absence of true leadership and the right policies for supporting good teaching week in and week out, we get the wide variance we see: side by side in the same schools are wonderful teachers and terrible teachers. I have seen teachers in middle-class schools scream abuse at little kids, right in front of me, for the smallest of infractions or a simple mistake. Similarly, some of the schools in New York City are world-class; some are downright horrendous, as stultifying and ineffective as can be imagined. In one high school I visited, not one student spoke for three straight periods. Our variance most likely explains our international results: performance in Massachusetts is on par with the best countries; performance in Mississippi is horrific, as reflected not only in NAEP results for decades but on the basis of my having worked in the state's schools for a year. I personally witnessed endless mind-numbing practices, such as students taking turns reading passages out loud for entire periods in 10th grade, teachers lecturing from notes on the board where the students' sole job was to copy the notes, and where homework was never assigned anymore because "kids won't do it."

This complete absence of consistency of quality in schools may also explain why both the ardent detractors and defenders of schools are correct. The critics are correct: our state, national, and international performance is weak, as our President has often noted – and our standing is hurt by the wide variability across teachers and schools that is less common in other countries. And money for poor schools has often not had much effect: look at the Abbott schools in New Jersey where per pupil expenditures have been over 14,000 dollars.

But the defenders are also correct: there are outstanding schools and districts in this country, truly world-class. Take away the seven weakest states, and our international performance improves significantly. Finland and Singapore may look better because of our wide variance rather than any inherent special excellence. But then let's face facts: such variability within and across our schools and districts can only happen where there is poor management and an inability to leverage better teaching.

A perhaps unseen lesson as to why SES correlates so well with achievement. Diane, these problems are of long standing (and you know this as a historian of education). Indeed, these weaknesses also exist in private and charter schools. Some of the most boring and fear-inducing teaching I have ever seen is in prep schools where only innate ability, student willingness to delay gratification and trust adults keeps it going. So, our problems cannot be caused solely by poverty and nasty manipulators of public schooling for personal gain or politics.

Indeed, in my view the only way to make sense of the long-established connection between student SES and school achievement scores is to conclude that *most schools are not very effective*. That explains much of the data in education, to my eye.

I love teaching, and I greatly admire teachers. I have spent the last 30+ years with them and in schools. Yet, we must face the truth, the "brutal facts," as Collins termed it: many teachers are just not currently capable of engaging and deeply educating the kids in front of them, especially in the upper grades. Why can't we admit this? I can admit it happily, because I think good teachers are tired of being brought down by weak teachers and policies that support them. And I'm in this for the kids, not the adults. Kids simply deserve better and no one lobbies primarily for *their* interests.

Thus, I strongly encourage you to be more careful in your rhetoric and more precise in describing which reforms are bogus and which are sorely needed. Preaching to the choir and separating people into crude friend or foe categories is not what we need in these challenging times.

PS: For anyone reading this who disagrees with the basic premise here that schools could be much better than they are, please do not write me back until you have shadowed a student for a day in an average school, clocked how many minutes teachers talk and students sit, and collected the assignments and assessments given in that school. I have done this dozens of times and I can assure you it will sober the most rabid defender of “teachers” since the quality of teaching varies so dramatically in a school, and the experience is always pretty boring. By contrast, neither I nor students are typically bored in classes like art, robotics, drama and sports – just as the data from Goodlad’s *A Place Called School* 30 years ago and our student surveys last year reveal. The bad news? The problems are real. The good news, if we would only see it this way? Many of the key changes are in our control as educators: better teaching, better assessments, better quality control through peer review, shared standards, and policies that promote the interests of learning and learners.

Sincerely,
Grant

EXAMS

By Jo Bertrand

Do you remember that nasty feeling of sweaty palms? A wave of nausea coming over you? The sudden inability to talk your mouth is so dry? I’m talking about waiting at the door of an exam room, convinced that you know nothing and that there’s no way you will get through this experience alive.

We’ve all been there at some point of our lives, whether it be for the 11+, the G.C.S.E French oral exam, university finals, the FCE exam... the list is endless. Somehow though we get through it. We survive to see another day. But what has always baffled me is how people react so differently when faced with the prospect of taking an exam.

I don’t know about you but I’ve always been insanely jealous of those people who party all year round, then the night before the exam flick through my course book, (theirs is empty because they didn’t go to any lectures), and then somehow manage to sail through the exam with flying colors. In the meantime I’m there, present and correct at most of my lectures, panicking for weeks before my finals, and the night before, not only am I trying to cram like mad everything my clever friend points out is missing from my file as he flicks through my text books and observes that I’ve missed out a whole chapter of essential work that is bound to come up in the exam, (draw for breath!), but I’m also panicking about packing my school bag.

Once you’re in the exam room there is the obligatory ritual of snacks and refreshments to be organized, it’s essential that you line them up in edible order so as not to have to think too much whilst writing. The idea is also not to make too much noise during the exam. There’s nothing worse than popcorn rustling in a cinema. The exam room is no exception. So it’s vitally important that the aforementioned sweets are opened and ready to go. Finally, no cans or cartons should be taken into the exams as both are far too noisy.

Next up is the bulging pencil case. You should of course have at least 2 pencils and 6 pens. 2 black, 2 blue, 2 red. If you want to go for the novelty points then choose a purple, or green scented pen. Any attempt to make the examiner smile can’t be wrong, can it? Don’t forget your highlighter pens, one of each color, corrector, blue tack, glue. You never know what might happen. You need a personal clock, although the space on the table is becoming relatively limited at this point, so a watch is an acceptable option.

As you turn your paper over, your mind inevitably goes blank for at least the first ten minutes and you start thinking back to the days when you had a life, in the pre-revision era. Suddenly though, fear takes over. You jab your forehead incessantly with a pen in the hope that this will encourage some sort of intelligent thought to flow from your brain to the paper via your biro. And miracles of miracles, it does. For the next three hours you write constantly, not even pausing for breath, let alone pausing to pick up a sweet. You’re on fire, nothing can stop you now. And three hours later you’re mentally exhausted and your arm wants to drop off. But you’ve got

through it, or at least you think you have...

The post-exam ritual involves everyone saying: "Ok lets talk about anything other than the exam because that was absolutely awful", and then you all proceed to talk about nothing else but the exam for the next hour. Where you thought you'd done well, now after having listened to what everyone else put, well there's just no way you could have passed. I wouldn't even pass myself if I were marking it; the answers I put were so irrelevant. Quality not quantity is what we've always been told and I forgot that golden rule. I have an aching arm for nothing.

Now comes the wait. Why can't examining boards devise a wonderful marking system that can put you out of your misery within the next couple of days. Two months is an obscene amount of time if you ask me. Eventually the envelope arrives. A hot tip: when asked for your address you should always give your parents' address to avoid having to rush to the door for a week around the results day and then actually having to open the dreaded envelope once it eventually arrives two days late, a sadistic delay intended so that you sweat it out some more. In any case your mum is scared enough as it is and is only too happy to pass on the good news when it arrives on her doorstep.

Anyway, the upshot of all the stress and anxiety is that the hard work has paid off and even though you don't quite get the A++ that your jam my friend got, you're ecstatic with your well-earned B+.

Though one thing I haven't quite worked out yet is what the attraction of exams is. There must be something addictive about the stress related to them. I spent last summer doing a teaching course followed by a horribly stress-inducing exam in December. Nobody forced me to do it. I actually volunteered and handed over a scary amount of money for the privilege. That's stressful in itself! Neither have I learnt from my school exam days as I still went through the same old emotions, and the same c ; rituals and I'm very pleased to say it worked. Although I'm still convinced that it's n" so much what I wrote in my exam that did it but how I wrote it. The infallible mint-scented biro strikes again!

4. РЕКОМЕНДОВАНА ТА ВИКОРИСТАНА ЛІТЕРАТУРА ДЛЯ ПІДГОТОВКИ ДО КОМПЛЕКСНОГО ІСПИТУ З ДИСЦИПЛІН СПЕЦІАЛІЗАЦІЇ

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