SELF-STUDY
FOR STUDENTS MAJORING IN HISTORY

Методические рекомендации к самостоятельной работе студентов-магистрантов по английскому языку

Составители:
Д. Е. Болотов
Н. Ю. Датчук

Владимир 2020

Рецензент
Кандидат филологических наук, доцент
зав. кафедрой немецкого и французского языков
Владимирского государственного университета
имени Александра Григорьевича и Николая Григорьевича Столетовых
Т. М. Тяпкина

Цель методических рекомендаций – формирование навыков самостоятельной работы с текстами по специальности на английском языке и их интерпретации в устной и письменной форме. Содержат задания, обучающие целеполаганию, определению индивидуального стиля обучения, краткие указания к составлению собственных устных и письменных высказываний (пересказ, реферирование, презентация, эссе, аннотация и т. п.) на основе прочитанных аутентичных специальных текстов.

Предназначены студентам-магистрантам первого курса направления – 44.04.01 – Педагогическое образование, обучающимся по программам магистратуры «Актуальные проблемы Отечественной истории», «Профильное обучение истории».

Рекомендованы для формирования профессиональных компетенций в соответствии с ФГОС ВО.

Библиогр.: 30 назв.

ПРЕДИСЛОВИЕ

Основная задача профессионального образования заключается в формировании творческой личности специалиста, способного к саморазвитию, самообразованию, инновационной деятельности. Решение этой задачи вряд ли возможно только путем передачи знаний в готовом виде от преподавателя к студенту. Необходимо перевести студента из пассивного потребителя знаний в их активного творца, умеющего сформулировать проблему, проанализировать пути ее решения, найти оптимальный результат и доказать его правильность. В этом плане следует признать, что самостоятельная работа студентов является не просто важной формой образовательного процесса, а должна стать его основой.

Роль данного вида учебной деятельности особенно возрастает в настоящее время, когда перед учебными заведениями поставлена задача формирования у обучающихся потребности к постоянному самообразованию, предполагающему способность к самостоятельной познавательной деятельности. Студенты должны уметь пользоваться наиболее распространенными источниками информации, рационально организовать свою деятельность в процессе самообразования. Самообразование рассматривается как средство поиска и усвоения социального опыта. Целенаправленное формирование у человека готовности к самообразованию должно стать одной из основных задач системы образования. В этой связи всё большее значение приобретает самостоятельная работа обучающихся, создающая условия для формирования у них готовности и умения использовать различные средства информации с целью поиска необходимого знания.

Формирование у обучающихся познавательной потребности – одна из важных задач преподавателя. Квалификационные характеристики по специальностям высшего образования новых образовательных стандартов последнего поколения содержат такие требования, как умение осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития, использовать информацион-

но-коммуникативные технологии для совершенствования профессиональной деятельности, заниматься самообразованием.

В курсе обучения иностранному языку используются различные виды и формы самостоятельной работы, служащие для подготовки студентов к последующему самостоятельному использованию иностранного языка в профессиональных целях, а также как средства познавательной и коммуникативной деятельности.

Целью методических рекомендаций является развитие навыков чтения и понимания оригинальных текстов по специальности, коммуникативных умений различных видов речевой деятельности, а также аннотирования и реферирования научной литературы, составления презентаций и устных докладов на английском языке. Таким образом осуществляется подготовка обучающихся магистрантов к самостоятельной профессиональной деятельности и использованию английского языка специальности (ESP) как в устной, так и в письменной речи.

Методические рекомендации содержат 14 разделов, каждый из которых включает несколько аутентичных текстов по специальности и полезные советы (Learning Tips), адресованные студентам и направленные на развитие навыков интерпретации текстов в устной и письменной форме. При отборе текстов авторы стремились к тому, чтобы материал был насыщен лексикой, связанной с будущей специальностью магистрантов.

Используя методические указания, студенты должны овладеть следующими навыками и умениями:

- совершенствовать продуктивное активное и пассивное освоение специальной лексики английского языка;

- использовать вид чтения, соответствующий адекватному пониманию содержания литературы по специальности;

- работать с учебно-вспомогательной литературой (словарями и справочниками по английскому языку);

- представлять подготовленные материалы на английском языке в устной и письменной форме.

Содержание методических рекомендаций способствует формированию готовности к коммуникации на английском языке при различных ситуациях деловой и учебно-профессиональной сфер общения. Полученные знания и навыки могут быть использованы при под-

готовке и представлении презентаций на английском языке, составлении рефератов и аннотаций к научным статьям, реферировании текстов по специальности и выступлении с устными сообщениями на семинарах и конференциях.

Методические рекомендации разработаны в соответствии с требованиями ФГОС ВО и направлены на личностное и профессиональное совершенствование магистрантов, способствуют развитию когнитивной деятельности, творческих способностей и критического мышления у обучаемых, навыков целеполагания и самостоятельного построения собственного курса освоения дисциплины с учетом индивидуального стиля познания, реальных потребностей и возможностей личности.

ПОЯСНИТЕЛЬНАЯ ЗАПИСКА СТУДЕНТАМ

Уважаемый студент!

Вашему вниманию предлагаются Методические Рекомендации (МР) к самостоятельной работе по английскому языку для студентов-магистрантов 1 курса, изучающих историю и готовящихся быть учителями этого предмета в школе.

Основная задача высшего образования заключается в формировании творческой личности специалиста, способного к саморазвитию, самообразованию, инновационной деятельности. Авторы МР полагают, что на современном этапе развития общества и образования важно не дать знания, а научить получать знания в соответствии с реальными потребностями учащихся, пользоваться ресурсами, в том числе и электронными, уметь найти нужную информацию в Интернете. Self-Study формат учебных материалов предполагает именно такой автономный подход в самообразовании.

Методические рекомендации **SELF-STUDY FOR STUDENTS MAJORING IN HISTORY** содержат 14 разделов, каждый из которых включает несколько аутентичных текстов по специальности и полезные советы (Learning Tips), адресованные студентам и направленные на развитие навыков интерпретации текстов в устной и письменной форме. При отборе текстов авторы стремились к тому, чтобы материал был насыщен лексикой, связанной с будущей специальностью магистров.

Вы не найдете в данных учебных материалах ни упражнений, ни заданий. Более того, Вы вправе создать свой собственный учебный план прохождения тех или иных разделов МР в зависимости от Ваших реальных потребностей и интересов. Мы постарались наполнить наш сборник аутентичными текстами по избранной Вами специальности, которые могут вызвать Ваш профессиональный и познавательный интерес. Представленные оригинальные материалы относятся к различным жанрам научного стиля речи (статья, сообщение и т.п.), а в рекомендациях к каждому разделу Вы найдете Learning Tips, которые помогут Вам подготовить устное или письменное высказывание на английском языке (реферат, доклад, презентация, эссе и пр.)

Методические рекомендации направлены на личностное и профессиональное совершенствование магистрантов, развитие навыков целеполагания и самостоятельного построения собственного курса освоения дисциплины с учетом индивидуального стиля познания, развитие творческих способностей студентов. 1 и 2 разделы МР помогут Вам начать работу по самосовершенствованию в английском языке для специальных целей (ESP – English for Specific Purposes), а последний, 14 раздел, оценить свою самостоятельную работу и построить планы на будущее в этой сфере саморазвития.

Тематическое планирование самостоятельных работ

№/№	Название текста	Учебное действие	Стр.
1	Needs Analysis	Как написать сочинение	9
2	Learning style testing	Как перевести текст по специальности	19
3	The Importance of Teaching History	Как составить глоссарий	36
4	Learn How to Become a History Teacher	Как найти нужную информацию в тексте	41
5	A Study of Students' Opinions About History Subjects in the Social Studies Curriculum	Как составить аннотацию	48
6	3 Ways to Get Students to Love History	Как подготовиться к пересказу текста	57
7	Establishing Connections: Teaching the Progressive Era	Как написать эссе	60
8	Engaging Students Through Effective Questions	Как подготовить доклад	65
9	Mystery Strategy for Elementary Students	Как подготовиться к реферированию статьи	74
10	Engaging Students in Learning History	Как подготовить учебную презентацию	80

11	Teachers' Experience in Innovative Teaching and Learning of History in Secondary School	Как подготовить реферат	92
12	How to Create an Oral History Rubric	Как подготовить сообщение (монологическое высказывание)	103
13	5 Ways Online Teachers Can Create Engaged Class Discussions	Как составить и оформить статью	107
14	Self-evaluation skills Areas to develop	Как оценить свою работу и составить план по дальнейшему саморазвитию в данной сфере профессиональной деятельности	110

Желаем Вам успехов!!!

Unit 1. NEEDS ANALYSIS
КАК НАПИСАТЬ СОЧИНЕНИЕ

Competencies:

Upon the fulfillment of this unit you'll be able to:
- obtain information about Needs Analysis through reading;
- determine your personal needs in learning English;
- write a composition on the topic under discussion.

ДОКЛАД УЧИТЕЛЯ АНГЛИЙСКОГО ЯЗЫКА ПО ТЕМЕ: "ЗАЧЕМ НАМ НУЖЕН АНГЛИЙСКИЙ ЯЗЫК ИЛИ РОЛЬ МОЕГО ПРЕДМЕТА В БУДУЩЕЙ ЖИЗНИ УЧЕНИКОВ".

Задачи современной школы состоят в том, чтобы сформировать у своих учеников качества, традиционно присущие интеллигентам. Это - порядочность, ответственность, великодушие, потребность в творчестве, стремление к свободе, умение понимать и принимать другого, а так же телесное и душевное здоровье.

Каждый учитель-предметник призван воспитывать и развивать, каждый учебный предмет должен стать, прежде всего, средством развития личности ученика, а характер и профессионализм учителей важным средством воспитания значимых черт характера и качеств личности ученика. Поэтому, как педагог, я ставлю перед собой цель - ориентироваться на активную, разнообразную и посильную деятельность каждого ученика, обучать вести беседу, диалог, умению слышать, слушать, достойно высказываться и понимать других. И я считаю, что школа должна готовить учеников к будущей жизни, учить общаться и соответствующим образом вести себя в обществе.

Ни для кого не секрет, что знание иностранных языков не только открывает новые перспективы, сулит профессиональное развитие, но и обогащает личность. Не зря говорят "Человек столько раз человек, сколько языков он знает". Изучение английского языка дает нам свободу, свободу в общении в современном мире. Английский язык является мировым языком, и, живя в современном мире, появляется острая необходимость изучать его. Я, в свою очередь, стараюсь развить и воспитать у моих учеников

понимание важности изучения иностранного языка и потребности пользоваться им хотя бы в каких-то жизненных сферах и в своей будущей жизни. Иностранный язык, несомненно, развивает у учащихся патриотические и гражданские качества, уважение и толерантное отношение к другим культурам.

А все же, английский язык, зачем он нам нужен? Но куда сейчас без него. Ни один образованный человек не может не согласиться, что знания английского языка сейчас просто необходимо. Английский язык нужен путешественникам, он нужен учащимся, нужен ученым, преподавателям, бизнесменам, даже играя в игры желательно знать английский язык - он нужен всем! Нас везде окружает английский язык. Английский язык так сильно вошел в нашу повседневную жизнь, что некоторые его даже не замечают и не подозревают об этом. Это касается некоторых английских заимствованных слов. Каждый день многие из нас активно используют такие слова. От слов-оригиналов эти слова отличаются только произношением. Например: офис, менеджер, бизнес, голкипер, форвард, тинэйджер, футбол и т д. А вообразите, сколько таких слов Вы знаете и используете, но даже и не догадываетесь об их значении на иностранном языке. Вывески на английском языке в наших городах, названия магазинов, фирм, предприятий - все на английском языке, таких как Глория Джинс, Офис класс, М-Видео, Арт-Лайф, и мн.др. Что не возьмешь в руки (инструкции, описания, состав, ингредиенты, рецепты, названия лекарств, разной бытовой аппаратуры, и т д) – все на английском языке. Английский язык стал международным языком, от этого уже никуда не денешься. Если Вы знаете английский язык, то можете быть уверены, что не пропадете ни в одной стране мира. Конечно, Вы были в интернете, разве можно путешествовать по просторам глобальной сети, не зная английского языка? Интернет, дающий возможность завести новых друзей из разных стран, разве это возможно без знания английского языка? Изучить все языки сразу очень трудно, вернее даже не- возможно, да и зачем? Гораздо проще выучить один английский язык, это будет всегда актуально. Таким образом, можно бесконечно приводить множество примеров необходимости знания английского.

Многие ученики понимают значение всего сказанного. Они осознают, что знание иностранного языка им необходимо для

продолжения обучения, для осуществления профессиональной деятельности, да и просто в жизни.

Чтобы вызвать интерес к предмету, я стараюсь показывать моим ученикам взаимосвязь иностранного языка с другими учебными предметами (с русским языком, литературой, историей). Вместе с учениками сравниваем и находим схожие и не схожие моменты. С помощью такого сравнения можно достичь и быстрого запоминания слова, и вызвать интерес детей.

Также нельзя обходиться на уроках без аудиозаписей. Живая иностранная речь - неотъемлемый момент в изучении любого иностранного языка. Дети в младшем звене очень любят слушать диалоги и проговаривать за диктором, петь и танцевать на уроке под музыку. Со 2 классами мы за 1 полугодие изучили более 5 песен с определенными движениями. Игры и конкурсы так же обеспечивают успех на уроке. Таким образом, запоминание и усвоение нового учебного материала происходит намного легче.

Большой интерес вызывает у учащихся уроки с использованием ИКТ, компьютера и сети интернет. Они дают нам всем свободу и в общении, нахождении нужной информации.

Старшеклассники, которые проявляют большой интерес , стремятся изучать язык глубже занимаются исследовательской деятельностью.

Мною были проведены 2 вида опроса учащихся об их отношении к английскому языку и роли этого предмета в их будущей жизни.

Первый опрос был под названием: «Для чего мне нужен английский язык?» Обучающимся были предложены варианты ответов для выбора. Результаты были таковы:

1) *Необходим для продолжения обучения и приобретении профессии. 26%*

2) *Пригодится в жизни, для общения непосредственно с носителями языка. 78%*

3) *Заставляют родители. 5%*

4) *Не нужен 0%*

5) *Не знаю ответа 5%*

6) *Твое личное мнение. 7% считают, что английский нужен только для общего развития.*

Второй опрос был на тему: «Чем интересен мне английский язык?» Результаты были схожи.

1. *Интересно узнавать о новых фактах, удивительных событиях.*
2. *Интересно узнавать о жизни людей и их деятельности.*
3. *Интересно выяснять причины событий.*
4. *Интересно слушать объяснения учителя по этому предмету.*
5. *Интересно самому находить дополнительные сведения, готовить сообщения, выступать с ними перед классом.*
6. *Интересно, так как учитель преподает необычно и этим привлекает учеников.*
7. *Интересно, так как этот предмет дается мне легко.*
8. *Этот предмет связан с другими предметами, которые входят в круг моих интересов.*
9. *Интересно, так как по этому предмету легко получить отметку.*

Исходя из всего сказанного можно сделать вывод, что потребность в английском языке растет с каждым годом. Английский шагает огромными шагами в нашу жизнь. Приходится учить английский, чтобы быть в ногу со временем. Стоит еще отметить, что учиться никогда не поздно…

Different students have different wants and needs. That's a given. Some want to speak better, some want to write formal letters and some just

want to get by at work with the bare minimum necessary. But of course, who really knows?

Your students know, of course!

But, actually… many times the students themselves don't know what they truly want! They just feel like their English isn't as great as they'd like it to be, but they aren't exactly sure what they want to get out of their lessons (#1 reason ESL adult learners exist, true story).

Sure, you could ask them the simple question "What do you want to get from this class?" or "What results do you want?" but the answers to these questions only say so much. They might not have time or the right guidance to really think that question through and give you the level of personal insight you need as an educator. These questions are like when the guidance counselor asks high school students "What do you want to do?". How do you even start tackling that question when you yourself haven't thought about it much yet?

What students really need is guided reflection. They need to unpack their own thoughts and feelings regarding English learning.

It's up to us to do the guiding, so they can do their reflecting.

Asking some more simple yet purposefully targeted questions could help both the learner and the teacher get to the real meat of the answer. With some deeper, juicier questions regarding much more than abilities, ones geared more towards attitudes and aspirations, you could finally find out what your students truly want. Then you can figure out how the class can best be designed to accommodate the learners themselves.

After all, if you're teaching ESL to adults, chances are you're working with more of a business than a traditional school—making them more your customers than your students. That's quite different than a primary school and the students there. ESL adults are customers and good business tactics tell us to cater to the customer.

For these reasons and more, I've developed the ultimate questionnaire for adult ESL students!

This questionnaire goes deeper than any other into finding out what students want to get out of their English learning experience.

With this in-depth survey, teachers can gain a further insight into the wants, needs and attitudes the students have towards English. Sometimes

students may be unsure themselves why they're taking English classes, which is a big challenge to overcome.

As they say, "how can you score the goal when you don't know where the goalpost is?"

What to Expect When Teaching ESL to Adults

Now, before I go into the questionnaire itself, I'd like to share my own account of what happened while I was trying to find out what my adult ESL students wanted—before it ever occurred to me to create the questionnaire.

I was like most ESL adult teachers, asking the vague question of "What do you want?" to students and getting all sorts of superficial and fuzzy answers.

"I want to speak fluently."

"I want to speak well."

"I want to speak English." (said while talking to me in English)

"I want to watch TV shows without subtitles."

These were some common answers I would receive, which all tell me… almost nothing.

First of all, the definitions of these words and phrases—like "fluently" and "well"—are highly subjective. People have different opinions on what is "fluent," "well" and other buzzwords that come up with learning English. Getting these kinds of answers, I realized the clarity I needed wasn't really there.

That's why I developed this questionnaire, to bring the clarity out of the fog and extract specific, measurable and achievable goals from students.

The Purpose of the Adult ESL Questionnaire

The questionnaire is intended to be given to students before the first class (if possible) or as the first homework assignment, then discussed the next day in class.

It works even better with groups so everyone can collaborate, relate to each other and develop an interest in each other since they may share similar feelings and objectives.

No matter how many students you're working with, the next day's discussion is vital and should be used to explain that the curriculum and rhythm will be catered to them. If there are varying goals and objectives, then it's best to focus on the feelings towards English part and to keep the

class more broadly focused. Then you can create special assignments where students can choose topics or work groups based on particular interests.

For example, if you have one private student who's pretty clear that his only use for English is for his conference calls at work, which currently make him feel nervous every time they come up, then it's best to focus his one-on-one course on helping him to feel more comfortable while speaking and listening, training his ear with different accents and practicing various scenarios of conference calls.

If you have a class of five adults with varying wants ranging from improving confidence to just chatting with their in-laws, it's best to mix a little of each desired aspect into the class and focus more on the emotional aspect, generally helping the students feel more comfortable with the English language. Then you can set up certain classes and assignments to target all their different needs.

Ready to start assessing? All right, then!

Students' Questionnaire:
Why Do You Want to Learn English ?
Name:.........................
Age:...........................
No. of years learning English …
Sex: ....
Nationality: ....
Parents' nationalities: .
No. of visits to an English-speaking country:
 No. of visits to an English-speaking country lasting more than three months:.
Own/use computer ?..............................
Use Internet? ...   In English? ....
Probable Future Occupation:.................
If you could live and work in any European town/city, which one would you choose ? ....

How important is each of the following to you ? (Give each one a mark from 0-5, where 0 means 'not important at all' and 5 means 'extremely important').

I need/use English in order to:

	0	1	2	3	4	5
1. meet foreigners						
2. make friends with foreigners						
3. travel abroad						
4. work abroad						
5. keep in touch with foreign friends						
6. prepare myself for living abroad one day						
7. improve my knowledge of foreign languages in general						
8. think and/or behave like British/American/Australian people do						
9. be similar to British/American/Australian people						
10. get to know various foreign cultures/peoples						
11. learn about the English-speaking world						
12. understand the history and culture of the English-speaking nations						
13. understand cultural/world events better						
14. get to know about the everyday life of the English-speaking nations						
15. be better educated in general						
16. have new experiences						
17. broaden my outlook on life						
18. succeed in life						
19. improve my employment prospects in later life						
20. fulfill my parents'/family's/society's expectations of me						
21. pass the final exams and get a degree						
22. understand English-language films/DVD's/videos						
23. read English-language books						
24. read English-language newspapers/magazines						
25. read instruction manuals in English						
26. surf the Internet						
27. communicate via social media						
28. understand English-language pop music						

I need English …
My personal goal(s) in English is/are …
My professional goal(s) in English is/are …

My expectations in mastering English:

❖ **Vocabulary**

_____

❖ **Grammar**

_____

❖ **Reading**

_____

❖ **Speaking**

_____

❖ **Writing**

_____

Learning Tips:
Как написать сочинение.

Сочинение имеет четкую структуру и состоит из трех частей: введения, основной части и заключения. При этом основная часть может состоять из нескольких абзацев.

Введение: начните с общего представления темы и раскрытия ее двойственного характера. Не повторяйте слово в слово название темы. Дайте собственную интерпретацию предложенной темы, используя перифраз, синонимы, пословицу или афоризм.

Основная часть: в отдельных абзацах(!), высказывается собственная точка зрения и рассматриваются другие точки зрения, а также высказываются мысли по поводу того, почему та или иная точка зрения кажется слабой или неубедительной.

Заключение: необходимо четко подвести итог сказанному, но при этом найти консенсус между противоречивыми точками зрения. Заключение должно строго соотноситься с введением, но не повторять его и соответствовать теме.

Следует помнить, что тематическое высказывание - это не просто набор предложений, а связный текст. Данные ниже

конструкции, слова и фразы могут помочь представить мысли логично и упорядочение.

Для вводной части:
To start (to begin) with...; I'd like to begin by saying that ...; It is well known that...; It is common knowledge that...;It is universally acknowledged that...; One cannot deny that...; The question arises... .

Для связи предложений в цельный текст:
Moreover, ...; Furthermore, ...; Let us know turn to...; With regard to...it should be said that...; It is important to realize that...; It is also important to know (to remember, to state) that...: We must not forget that...; It is worth mentioning that...; It is also important that...; It should be emphasized that...; I'd like to point out that... .

Для противопоставления/сравнения:
On the one hand...: On the other hand...; In contrast (with that),...; To compare with...; On the contrary....

Для представления своей точки зрения:
I believe that...: To my mind, ...; In my opinion,...; From my point of view... .

Для представления примеров:
For example...: For instance...; A case in point is...; I'd like to illustrate this point by describing...; Fm convinced that... .

Для подведения итогов/заключения:
In conclusion...: To conclude/sum up...; All things considered...; Taking everything into account/consideration...: As a result...; To conclude...; Thus, it becomes clear that...; I'd like to finish by saying that...; From what has been said it follows that....

Вот некоторые советы, которые помогут вам написать сочинение:
- Планируя текст, решите, сколько должно быть абзацев и как распределить мнения (свое и других людей) по абзацам.
- В процессе написания текста обратите особое внимание на построение каждого абзаца. Начните каждый из них предложением, которое выражает основную мысль.
- Следует обратить особое внимание на употребление оценочной лексики и использование связующих слов между абзацами.
- Помните, что тематическое высказывание такого типа пишется неофициальным стилем. В нем необходимо четко изложить свои суждения и выразить не столько чужое, сколько свое мнение,

подкрепляя его вескими аргументами.

- Проверяя работу с точки зрения содержания, обратите особое внимание на заключение, которое должно содержать основные выводы из всего текста.

Проверьте, нет ли в работе грамматических ошибок или ошибок в написании слов, и вписывается ли она в установленный лимит слов.

Unit 2. LEARNING STYLE TESTING
КАК ПЕРЕВЕСТИ ТЕКСТ ПО СПЕЦИАЛЬНОСТИ

Competencies:
Upon the fulfillment of this unit you'll be able to:
- obtain information about Learning Styles through reading;
- determine your personal Learning style ;
- translate an ESP text.

Learning styles

From Wikipedia, the free encyclopedia

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals' learning.[1] The many theories share the proposition that humans can be classified according to their 'style' of learning, but differ in how the proposed styles should be defined, categorized and assessed.[1]:8 A common concept is that individuals differ in how they learn.[2]:266

The idea of individualized learning styles became popular in the 1970s,[3] and has greatly influenced education despite the criticism that the idea has received from some researchers.[4]:107–108 Proponents recommend that teachers have to run a needs analysis to assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style.[5] Although there is ample evidence that individuals express preferences for how they prefer to receive information,[4]:108 few studies have found any validity in using learning styles in education.[2]:267 Critics say there is no consistent evidence that identifying an individual student's learning style, and teaching for specific learning styles, produces better student outcomes.[4][6]:33 There is evidence of empirical and pedagogical problems related to forcing learning tasks to "correspond to differences in a one-to-one fashion".[7] Well-designed studies contradict the widespread

"meshing hypothesis" that a student will learn best if taught in a method deemed appropriate for the student's learning style.[4] They further show that teachers cannot assess the learning style of their students accurately.[8] There are substantial criticisms of learning-styles approaches from scientists who have reviewed extensive bodies of research.[1][4] A 2015 peer reviewed article concluded: "Learning styles theories have not panned out, and it is our responsibility to ensure that students know that."[2]:269

Referencies:

1. Coffield, Frank; Moseley, David; Hall, Elaine; Ecclestone, Kathryn (2004). Learning styles and pedagogy in post-16 learning: a systematic and critical review (PDF). London: Learning and Skills Research Centre. ISBN 1853389188. OCLC 505325671. Archived from the original (PDF) on 2016-03-04.

2. Willingham, Daniel T.; Hughes, Elizabeth M.; Dobolyi, David G. (July 2015). "The scientific status of learning styles theories". Teaching of Psychology. **42** (3): 266–271. doi:10.1177/0098628315589505.

3. In one extensive list of learning-styles instruments and theories (Coffield et al. 2004, pp. 166–169), the authors listed three works on learning styles before the 1950s, four from the 1950s, seven from the 1960s, 21 from the 1970s, 22 from the 1980s, and 17 from the 1990s.

4. Pashler, Harold; McDaniel, Mark; Rohrer, Doug; Bjork, Robert A. (December 2008). "Learning styles: concepts and evidence" (PDF). Psychological Science in the Public Interest. **9**(3): 105–119. doi:10.1111/j.1539-6053.2009.01038.x. PMID 26162104.

5. Pritchard, Alan (2014) [2005]. "Learning styles". Ways of learning: learning theories and learning styles in the classroom (3rd ed.). Milton Park, Abingdon, Oxon; New York: Routledge. pp. 46–65. ISBN 9780415834926. OCLC 853494423.

6. Vasquez, Kris (2009). "Learning styles as self-fulfilling prophecies". In Gurung, Regan A. R.; Prieto, Loreto R. (eds.). Getting culture: incorporating diversity across the curriculum. Sterling, VA: Stylus. pp. 53–63. ISBN 9781579222796. OCLC 228374299.

7. Klein, Perry D. (January 2003). "Rethinking the multiplicity of cognitive resources and curricular representations: alternatives to 'learning styles' and 'multiple intelligences'". Journal of Curriculum Studies. **35** (1): 45–81. doi:10.1080/00220270210141891.

8. Papadatou-Pastou, Marietta; Gritzali, Maria; Barrable, Alexia (2018). "The learning styles educational neuromyth: lack of agreement between teachers' judgments, self-assessment, and students' intelligence". Frontiers in Education. **3**. doi:10.3389/feduc.2018.00105.
9. Kolb, David A. (2015) [1984]. Experiential learning: experience as the source of learning and development (2nd ed.). Upper Saddle River, NJ: Pearson Education. ISBN 9780133892406. OCLC 909815841.

HONEY AND MUMFORD LEARNING STYLES

by Ruby Rumson

Honey and Mumford learning styles were developed by Peter Honey and Alan Mumford in 1986. Their work is inspired from and built upon Kolb's learning styles model (Leaver, 2005). however, they produced their own Learning Styles Questionnaire (LSQ) because it was found that Kolb's LSI had low validity with managers.

Therefore instead of asking people directly how they learn, as Kolb's LSI does, Honey and Mumford gave a questionnaire that probes general behavioral tendencies. The rationale behind this is that most people have never consciously considered how they really learn. And to be an effective learner, individuals must know about their learning styles or preferences and find ways to learn using those methods.

To help with finding the correct learning style or preference, Honey and Mumford have developed a questionnaire built on a continuum as the figure shows below. Knowing your learning style helps individuals to make smarter decisions in adjusting the learning opportunities and your preference of best learning, increases the range and variety of experiences which are potential learning opportunities, improves learning skills and awareness (Zwanenberg, 2016).

Learning styles:
The four learning styles are (Mobbs, 2010):
Activists: Activists are those individuals who learn by doing. Activists need to get their hands filthy. They have a receptive way to deal with learning, including themselves completely and without inclination in new encounters. The learning activities can be brainstorming, problem solving, group discussion, puzzles, competitions, role-play etc

Theorists: These learners get a kick out of the chance to comprehend the hypothesis behind the activities. They require models, ideas and truths with a specific end goal to participate in the learning procedure. Like to break down and integrate, drawing new data into a methodical and consistent 'hypothesis'. Their choice of learning activities includes models, statistics, stories, quotes, background information, applying concepts theoretically etc.

Pragmatists: These individuals have the capacity to perceive how to put the learning into practice in their present reality. Conceptual ideas and recreations are of constrained utility unless they can see an approach to put the concepts practically in their lives. Experimenting with new ideas, speculations and methods to check whether they work is their mode of action. They learn better through taking time to think about how to apply learning in reality, case studies, problem solving and discussion.

Reflectors: These individuals learn by watching and contemplating what happened. They may abstain from jumping in and prefer to watch from the sidelines. They want to remain back and see encounters from various alternate points of view, gathering information and using the opportunity to work towards a suitable conclusion. They like paired discussions, self-analysis questionnaires, personality questionnaires, time out, observing activities, feedback from others. coaching, interviews etc.

Another survey by Peter Honey did not reveal any particular 'e-learning styles', although as a result of his research he speculated that 'Activists' (those with an open-minded approach to learning and wish to involve themselves fully in the experience) would want the pace to be faster and the chunks of time to be shorter than 'reflectors' (those that prefer to stand back and view experiences from an number of different perspectives first).

He also suggests that Activists might find it more difficult to motivate themselves and find time to complete the tasks than 'Theorists' (who like to analyze and synthesize, drawing new information into a systematic and logical theory) and 'Pragmatists' (experimenters, who try out new ideas and techniques to see if they will work) who are likely to be more disciplined and better at planning it into their schedules. Time management skills are particularly important for effective on-line study.

Resources:

1. Honey, P. & Mumford, A. (1982) Manual of Learning Styles London: P Honey
2. Leaver, B. (2005). Learning styles and learning strategies (Chapter 3) – Achieving Success in Second Language Acquisition. [online] Cambridge Core.
3. Mobbs, D. (2010). Honey and Mumford — University of Leicester. [online]
4. Pd-how2.org. (2016). Learning styles. [online]
5. Zwanenberg, N. (2016). Felder and Silverman's Index of Learning Styles and Honey and Mumford's Learning Styles Questionnaire: How do they compare and do they predict academic performance?: Educational Psychology: Vol 20, No 3. [online]
https://www.shmoop.com/teachers/teaching-learning-styles/learning-styles/honey-and-mumford.html

Honey and Mumford

Learning styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences: **Activist**, **Theorist**; **Pragmatist** and **Reflector**. These are the learning approaches that individuals naturally prefer and they recommend that in order to maximize one's own personal learning each learner ought to:

- understand their learning style
- seek out opportunities to learn using that style

To understand your particular learning style Honey and Mumford have developed a Learning Style Questionnaire [see further reading] and with this information you will be in a far better position to do three really useful things [quoting P. Honey]:

1. "Become smarter at getting a better fit between learning opportunities and the way you learn best. This makes your learning easier, more effective and more enjoyable. It saves you tackling your learning on a hit-and-miss basis. Equipped with information about your learning preferences, you'll have many more hits and fewer misses."

2. "Expand the 'band width' of experiences from which you derive benefit. Becoming an all-round learner, increases your versatility and helps

you learn from a wide variety of different experiences - some formal, some informal, some planned and some spontaneous."

3. "Improve your learning skills and processes. Increased awareness of how you learn, opens up the whole process to self-scrutiny and improvement. Learning to learn is your most important capability since it provides the gateway to everything else you want to develop."

Note: However, to be an effective learner you should also develop the ability to learn in other styles too.

Honey and Mumford: Learning Style Questionnaire
Measure employees' preferred style of learning on a self directed basis with the Learning Styles Questionnaire.

"Learning to learn is your most important capability since it provides the gateway to everything else you want to develop. How you learn is a key, if not the key life skill." Peter Honey (2016)

The Honey and Mumford Learning Styles Questionnaire was developed by Peter Honey and Alan Mumford. It has been used extensively within the industry and academia for over 35 years. A highly cost-effective self-development instrument, the Learning Styles Questionnaire (LSQ) is designed to measure learning preferences in individuals aged 16+.

The LSQ is based on David Kolb's Learning Cycle theory which looks directly at how individuals learn, rather than their tendencies to learn.

The questionnaire is available in 40 or 80-items and is designed to stimulate individuals and groups into thinking about how they prefer to take in information and learn from experiences; it follows the learning cycle (do; review; conclude & plan).

Once an individual's preference for learning style has been identified, they are better placed to choose learning experiences that suit their predominant style(s). Helping them learn more easily and more effectively from a range of different learning opportunities.

Benefits

Thousands of organisations globally have benefited from staff completing the Learning Styles Questionnaire by discovering which style of learning they prefer, then attempting to improve less preferred styles.

The LSQ questionnaire is a highly cost-effective self-development instrument. LSQ is a useful tool for supporting the learning and development of individuals.

What does the Honey and Mumford Assessment measure?

The aim of the Learning Styles Questionnaire is to equip you with the skills needed to be an all-round learner in all four phases of the learning cycle – experiencing, reviewing, concluding and planning.

Once someone knows their learning style preferences, they are better equipped to choose learning experiences that suit their predominant style(s). This helps them learn more easily and more effectively from a range of different learning opportunities.

The LSQ measures an individual's preference for a particular type of learning style: Activists, Reflectors, Theorists, and Pragmatics. The highest score indicates the type of learner you are which corresponds to your learning preference.

The output report provides your results as a Raw Score (amount of statements you agreed with), percentile score (comparing your raw score to a group of others who have previously completed the LSQ), and visual graph (indicates the strength of your preference for each style).

Learning Style	Type of Learner	Learning preference
Activists	Hands on	Trial and error
Reflectors	Tell me	Briefed before proceeding
Theorists	Convince me	Clarity – Does this make sense?
Pragmatists	Show me	Likes an expert to demonstrate

There are numerous ways that managers, teams and individuals – can use the information about learning style preferences beneficially. For example, the information can be used to: The output report also contains 'suggestions for action' for each style which will help you identify activities which may help you learn best, and activities which you may prefer to avoid, an overview of the statements you have most disagreed with and a personal development plan to help you improve less preferred, or under-utilised learning preferences.

● Design better blended learning programmes.
● Predict (and identify early) learning difficulties.
● Constitute effective learning groups or teams.

● Allocate roles in role-plays or other participative training exercises.
● Encourage people to produce action plans/personal development plans.

Four key learning styles

There are four learning styles that describe preferences in learning differences. These are:

○ **Activist Learning Style:** Activists like to take direct action. They are enthusiastic and welcome new challenges and experiences. They tend to be flexible, open-minded and enjoy getting involved and participating with others.

■ In contrast to other styles, activists will excel at learning when they are allowed to: generate lots of ideas, or are involved with other people to bounce ideas around. However, they may find it difficult to learn when: learning involves a passive role or are asked to repeat the same tasks on rote.

○ **Reflector Learning Style**: Reflectors tend to be methodical, thorough and careful. They enjoy reading and listening, and undertake a thorough analysis of experiences before drawing conclusions.

■ In contrast to other styles, reflectors will excel at learning when they are allowed to: think or watch over ideas, or are given time to prepare or read the information in advance. However, they may find it difficult to learn when: forced to take centre stage or given insufficient information to draw conclusions.

○ **Theorists Learning Style:** Theorists like to see how things fit into an overall picture. They are logical and objective learners who adopt a sequential approach to problems. They tend to be rational, analytical and perfectionists.

■ In contrast to other styles, theorists will excel at learning when they are allowed to question and challenge assumptions or are given a clear purpose with which to work. However they may find it difficult to learn when: material provided is not methodically sound, or the activity is unstructured and uncertain.

○ **Pragmatist Learning Style:** Pragmatists like to see how things work in practice. They tend to be practical, down to earth and realistic. They like "how-to" hints and techniques and the opportunity to try out learning.

■ In contrast to other styles, pragmatists will excel at learning when they are allowed to: immediately implement what they have learnt, or learn by

demonstration. However they may find it difficult to learn when: methods and decisions are convoluted and stalling, or there are obstacles to implementation.

A sample of 300 managers shows that it's common to have one or two strong preferences (59%) and that it's very unusual to have four strong preferences (2%.)

The <u>Honey</u> and Mumford Learning Cycle

The learning cycle as shown below is based upon David Kolb's Learning Cycle, it demonstrates how our learning preferences whilst learned, can change over time – either because we require them to or due to a change in circumstance (a different job requiring new skill sets).

There are four stages to the learning cycle, each is equally weighted and plays an equal part in the process.

● **Experiencing** – Experiences may be reactive or proactive, being open to new opportunities your potential to learn expands.

● **Reviewing** – to learn from an experience it is vital to review what has happened and find ways of changing the circumstances.

● **Concluding** – Using the raw material from meetings to provide lessons learned, conclusions and answers.

● **Planning** – Being able to use the conclusions to forward plan and create an action plan moving forward.

Honey and Mumford built upon this model by suggesting there is an association between the learning cycle and learning styles. An individual with a preference for the Reflector learning style may excel in reviewing information but find it harder to provide action plans going forward if the information is incomplete. By engaging in all four stages learners can develop new activities and styles that will enable them to become more effective and efficient learners.

Building on the work of Kolb, Honey and Mumford define four learning styles. The model is quite similar to Kolb's, and it has enjoyed considerable uptake in educational circles (Honey & Mumford, 1982).

P – Pragmatists: These individuals are keen to try out ideas, theories and techniques to see if they work in practice. They are pragmatic and grow bored with long discussions. They seek out solutions with determination, and value new ideas if they have practical applications. They prefer to reach decisions and implement actions quickly.

A – Theorists: Theorists enjoy collecting and integrating data to form complex but logically sound solutions. They like to analyze, synthesize and think things through. They can be impersonal, detached people dedicated to rational objectivity.

E – Reflectors: These people like to stand back and ponder experiences, postponing conclusions and ruminating over possibilities. They gather information and think through the experiences thoroughly. They are thoughtful, and they often have a slightly distant, tolerant air towards others.

I – Activists: These people enjoy new experiences. They are gregarious, open-minded and enthusiastic. They thrive on challenge and new experiences, and strongly prefer immediacy and spontaneity to planning or regimentation.

Bibliography

1. Honey, P., & Mumford, A. (1982). *Manual of Learning Styles*. London: P. Honey.

LEARNING STYLE QUESTIONNAIRE

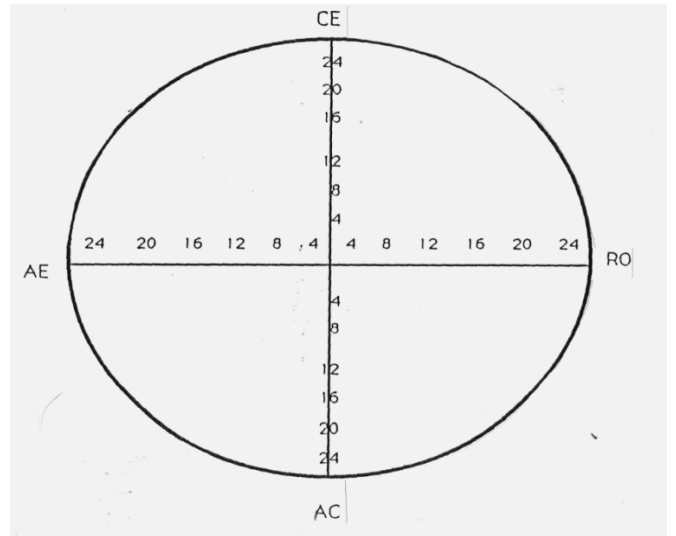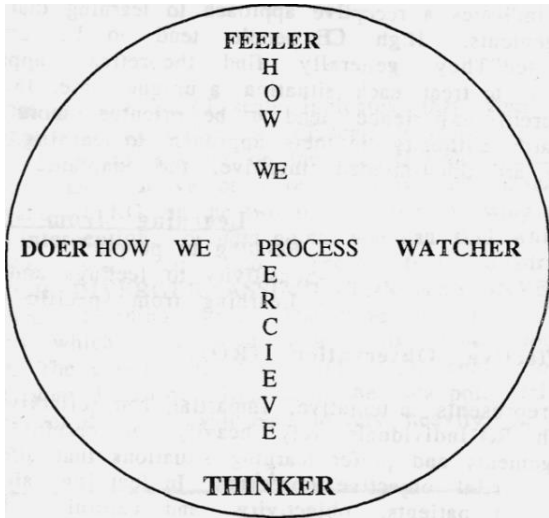Based on David A. Kolb, *Learning Style Inventory*

Finish the sentences,

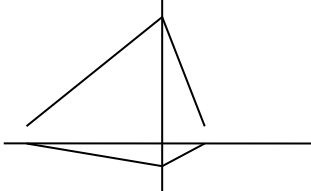**putting numbers from 4 (the most preferable) to 1 (the least preferable)**

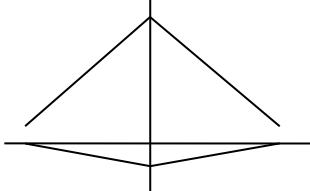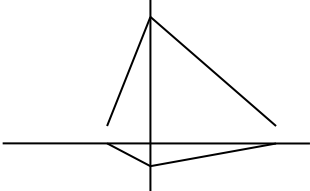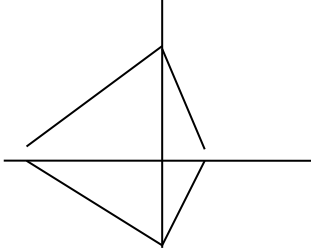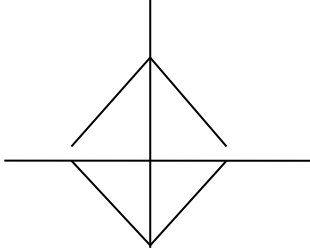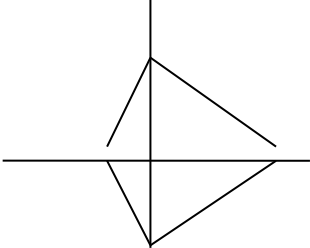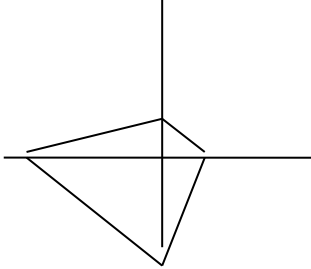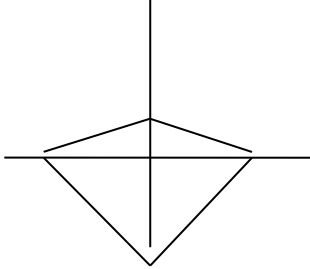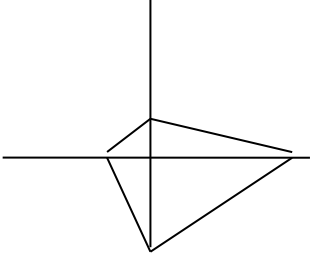**Most ←   → Least**

4   3   2   1

	A	B	C	D
1. As a learner I am …	_ open-minded	_ careful	_ practical	_conceptual
2. While I learn, I like to …	_ consider the meaning	_ work with others	_ analyze	_try things myself
3. I learn best, when I …	_ have strong feelings	_ have time to reflect	_ just do it	_ fully understand the ideas
4. When I learn. I am …	__ reserved	_ sensitive	_ reasonable	_a risk-taker
5. While learning I prefer to …	_trust my intuition	_ watch and listen	_ be active	_ depend on logic
6. When I learn, I …	_ are receptive	_ consider all sides	_ evaluate the facts	_am responsible and get things done

Make necessary calculations and draw the figure in the circle below.

	OE	RO	AC	AE
	1A,2B, 3A,4B, 5A,6B	1B,2A, 3B,4A, 5B,6A	1D,2C, 3D,4C, 5D.6C	1C,2D, 3C,4D, 5C,6D

FEELER

HOW WE PERCEIVE

DOER HOW WE PROCESS WATCHER

THINKER

CE
24
20
16
12
8
4
AE 24 20 16 12 8 4 4 8 12 16 20 24 RO
4
8
12
16
20
24
AC

Initiating

Experiencing

Imagining

Acting

Balancing

Reflecting

Deciding

Thinking

Analyzing

Concrete Experience (CE)

CE indicates a receptive approach to learning that relies heavily on feeling based judgments. High CE people tend to be emphatic and "people-oriented.

They generally find theoretical approaches unhelpful and prefer to treat each situation a unique case. Individuals who emphasize concrete experiences tend to be oriented more towards peers and less towards authority in their approach to learning. In a teaming situation they are open-minded, intuitive and adaptable.

Learning from Feeling

            Relating to people

            Sensitivity to feelings and people

            Learning from specific experience

Reflective Observation (RO)

RO represents a tentative, impartial and reflective approach to learning. High RO individuals rely heavily on careful observation in making judgments and prefer learning situations that allow them to take the role of impartial objective observers. In learning situations, these individuals rely on patience, objectivity and careful judgment, but would not necessarily take any action. They rely on their own thoughts and feelings to form opinions

Learning by Watching

            Careful observation before making a judgement

            Viewing things from different perspectives

            Looking for the meaning of things

Abstract Conceptualization (AC)

AC indicates an analytical, conceptual approach to learning that relies heavily on logical thinking and rational evaluation. High AC individuals tend to be more oriented towards things and symbols and less towards other people. They learn best in authority directed, impersonal situations that emphasize theory and systematic analysis. They are frustrated by and benefit little from unstructured, "discovery" learning approaches.

Learning by Thinking

            Logical analysis of ideas

            Systematic planning

            Acting on an intellectual understanding of the situation

Active Experimentation (AE)

AE indicates an active "doing" orientation to learning that relies heavily on experimentation. High AE individuals learn best when they engage in projects or small group discussion. They dislike passive learning situations such as lectures. AE individuals value getting things done and seeing the results of their influence and ingenuity.

Learning by Doing

> Ability to get things done
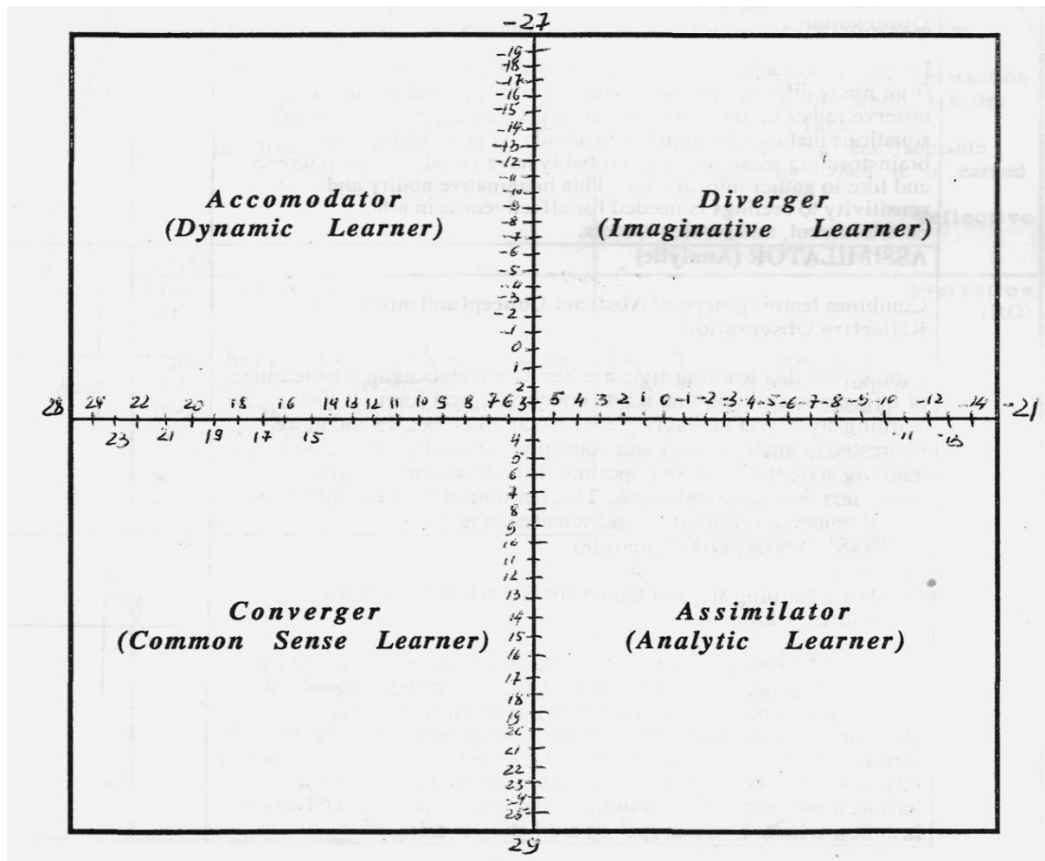> Risk taking
> Influencing people and events through action

Learning Style Type Grid

Take your scores for the four learning modes,AC,CE,AE and RO and substract as follows to get your two *combination scores.*

> AC-CE=   AE-RO=

A positive score on the AC-CE scale indicates that your score is more abstract. A negative score on the AC-CE scale indicates that your score is more concrete. Likewise a score on the AE-RO scale indicates that your scores are either more active or more reflective. By marking your two scores AC-CE and AE-RO, on the two lines of the following grid and plotting their point of interception, or data point, you can find which of the four learning styles you fall into. These four quadrants, labeled ACCOMODATOR, DIVERGER, ASSIMILATOR and CONVERGER represent the four dominant learning styles. The quadrant of the Learning-Style Type grid into which your data point falls shows your preferred learning style. The closer the data point to the center of the grid the more balanced your Learning Style is. If the data point falls near any of the far corners of the grid, you tend to rely heavily on one particular learning style.

The diagram shows a coordinate grid with four quadrants labeled:

- **Accomodator** (Dynamic Learner) — top left
- **Diverger** (Imaginative Learner) — top right
- **Converger** (Common Sense Learner) — bottom left
- **Assimilator** (Analytic Learner) — bottom right

The Four Learning-Style Types

Converger (Common Sense)

*Combines learning steps of **Abstract Conceptualism** and*
Active Experimentation
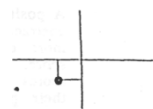
People with this learning style are best in finding practical uses for ideas and theories. If this is your proffered style, you have the ability to solve problems and make decisions based on finding solutions to questions or problems. You would rather deal with technical tasks and problems than with social and interpersonal issues. Theses learning skills are important for effectiveness in specialist and technology career.

Diverger (Imaginative)

*Combines learning steps of **Concrete Experience** and*
*Reflective Observation*
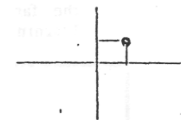
People with this learning style are best at viewing concrete situations from many different points of view. Their approach to situations is to observe rather than take action. If this is your style, you may enjoy situations that call for generating a wide range of ideas, as in brainstorming sessions. You probably have broad cultural interests and like to gather information. This

imaginative ability and sensitivity to feelings is needed fro effectiveness in arts, entertainment, and service career.

Assimilator (Analytic)

*Combines learning steps of **Abstract Conceptualization** and **Reflective Observation***
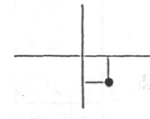
People with learning style are best at understanding a wide range of information and putting it into concise logical form. If this is your learning style, you probably are less focused on people and more interested in abstract ideas and concepts. Generally people with this learning style find it more important that a theory have logical soundness than practical value. This learning style is important for effectiveness in information and science career.

Accommodator (Dynamic)

*Combines learning steps of **Concrete Experience** and **Active Experimentation***
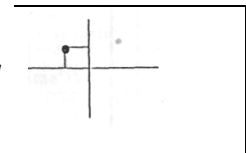
People with this learning style have the ability to learn primarily from "hands-on" experience. If this is your learning style, you probably enjoy carrying out plans and involving yourself in new and challenging experiences. Your tendency may be to act on "gut" feelings rather than on logical analysis. In solving problems, you may rely more heavily on people for information than on your own technical analysis. This learning style is important for effectiveness in action-oriented careers such as marketing or sales.

Based on David A. Kolb, *Learning Style Inventory*

Learning Tips
Как перевести текст по специальности

**Методические рекомендации по самостоятельной работе
с текстом**

При работе с текстами студент должен обладать умением извлечь информацию из специальных текстов, т.е. должен иметь определенные навыки и умения в области иностранного языка вообще и в области технического перевода в частности.

Работа над техническим переводом включает в себя два этапа:
1. Подготовительная работа к переводу:
1) просмотровое чтение оригинала;

2) разметка текста (на полях);

3) использование словарей и справочников;

4) консультация у специалистов.

2. Работа над переводом текста:

1) обдумывание перевода;

2) перевод и запись его;

3) проверка соответствия перевода оригиналу;

4) редактирование перевода без обращения к иностранному тексту с целью освобождения текста от несвойственных русскому языку выражений и оборотов;

5) переписка готового варианта перевода.

Методические рекомендации по переводу текста

1. Текст, предназначенный для перевода, следует рассматривать как единое смысловое целое.

2. Начинай перевод с заглавия, которое, как правило, выражает основную тему данного текста.

3. Постарайся понять содержание всего текста, прочитай его целиком или большую его часть, а затем приступай к отдельным его предложениям.

4. Старайся понять основную мысль предложения, опираясь на знакомые слова и выражения, а также на слова, схожие с родным языком или о значении которых можно догадаться из содержания.

5. Выполни перевод всех неизвестных тебе слов.

6. Отредактируй переведенные предложения так, чтобы они были построены на русском языке грамматически и стилистически верно.

7. Когда текст переведен полностью, прочитай его весь целиком и внеси необходимые стилистические поправки.

Чтобы понимать читаемую литературу по специальности необходимо овладеть определенном запасом слов и выражений:

1) для этого регулярно читайте на английском языке учебные тексты, газеты, оригинальную литературу по специальности;

2) точное и полное понимание текста осуществляется путем изучающего чтения, которое предполагает умение самостоятельно проводить лексико-грамматический анализ текста;

3) при этом развивайте навыки пользования отраслевыми терминологическими словарями и словарями сокращений;

4) используйте имеющийся в тексте иллюстративный материал, схемы, формулы и т.п.;

5) применяйте знания по специальным, общетехническим, общеэкономическим предметам в качестве основы смысловой и языковой догадки;

6) при обсуждении текста вам могут быть заданы вопросы не только по содержанию, но и на расширение информации в пределах ваших знаний по специальности. Знания по специальным дисциплинам помогут понять английский текст по специальности.

Unit 3. THE IMPORTANCE OF TEACHING HISTORY
КАК СОСТАВИТЬ ГЛОССАРИЙ

Competencies:
Upon the fulfillment of this unit you'll be able to:
- read about the importance of teaching history;
- develop terminology glossary.
- comment on the topic under discussion.

The Importance of Teaching History

By vpaulose, 25th Nov 2010 | Follow this author |
RSS FeedPosted in Wikinut>Guides>History

History is a very important part of teaching. But in the consumer world of today it is losing its importance. The necessity of history is to be considered.

History teaching is losing its status in the computer world. It is a sad fact that many of the elementary school children in the United States do not like to study history. Some time back one of my American friends wrote to me that his child in third grade complains about history as a "boring subject." Another felt that there is no use in studying about people and events of past. But it is a wrong notion that undervalues the studies of history.

Why should our elementary school children study history?
There is no doubt that the primary purpose of schooling is to prepare students to function effectively in the world, and thereby to assist society to function effectively as well. We study the past in school not because students need to know a collection of old facts, but because history helps them understand how the world works and how human beings behave. Knowledge of the past is required for understanding present realities. When people share some common knowledge of history, they can discuss their understandings with one another.

What does history give?
Human self-awareness is the very essence of history. Arnold Toynbee said, "History is a search for light on the nature and destiny of man." R.G. Collingwood wrote, "History is for human self-knowledge…the only clue to what man can do is what man has done. The value of history, then, is that it teaches us what man has done and thus what man is. Psychologist Bruno Bettleheim asserted that human self-knowledge is the most important role of education." Most of all, our schools ought to teach the true nature of man, teach about his troubles with himself, his inner turmoil and about his difficulties in living with others. They should teach the prevalence and the power of both man's social and asocial tendencies, and how the one can domesticate the other, without destroying his independence or self-love."

Why history in the elementary level?
In this age of the World Wide Web, globalization and international terrorism, knowledge of the larger world is seen as increasingly important even at the elementary school level. We have identified three basic principles of schooling. It should:
1) Prepare students for the future.
2) Focus on meaningful understanding.
3) Be realistic in its expectations.

This is perhaps the most often-cited practical reason for studying history, and it was foremost in the mind of Thomas Jefferson when he wrote that schooling in America's new democracy should be "chiefly historical." He said, "the people…are the ultimate guardians of their own liberty. History by apprising them of the past will enable them to judge of the future. It will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of Hammurabimen."

History teaching is losing its status in the computer world. A century later Woodrow Wilson agreed that history endows us with "the invaluable mental power which we call judgment." Now, some two centuries hence, Diane Ravich, a contemporary education policy analyst, affirms the continuing relevance of Jefferson's view, "History doesn't tell us the answers to our questions, but it helps to inform us so that we might make better decisions in the future."

History with Pleasure for the Development of Imagination and Good Understanding

The use of historical examples is ancient and no doubt predates written language. We can imagine cave dwellers sitting around the evening campfire sharing stories of admired ancestors worthy of emulation. Nietzsche said people need models, and historical examples are especially powerful models because they actually existed. Joan of Arc demonstrates the power of individual belief and action. Galileo symbolizes the fight against authority for freedom of thought. Thomas Becket and Thomas More represent integrity in the face of deadly intimidation. Horatio Nelson exemplifies qualities of courage and duty. Hitler personifies evil. While it is not the province of American educators to tell students what their values should be, students can – by judging the actions of historical figures to be admirable or malevolent – advance the construction of their own moral belief systems. Studying the stories of the past in elementary school will surely make them better thinkers, enable them support common cultural understanding and dialogue. It will satisfy their need for identity. Above all, history can give them pleasure in their studies.

How to Make Teaching History in Elementary School More Interesting?

Teaching history in elementary schools can be and should be made more interesting than other subjects. Children like stories. It can carve out the future of humanity from its past experiences. It should be made a part of their life experiences. Historical knowledge about their family, their surroundings, etc. can keep history alive. Collecting pictures, coins, etc. can kindle the historical curiosity in children. role models, plays, innovated games with historical themes like time games, field trips, etc. can make history more joyful to the elementary school children. Part of their joy comes from visiting foreign mental landscapes, part from discovering new

things about themselves and a big part is simply the love of a good story. For those with an historical turn of mind, history supplies an endless source of fascination.

History With Other Subjects

Teaching history can be more practical and interesting when it is coordinated with other subjects. We can now narrow our focus to the special role played by history within the educational scheme. Over the course of the twentieth century, schools developed a structure that addresses five broad and fundamental realms of knowledge: History: understanding the human world, Science: understanding the physical world, Mathematics: understanding the world quantitatively, Language: communicating about the world and Arts: expressing human creativity. History can be easily interlinked with other subjects and made more easy digestible.

Let Teaching and Learning History Become a Joyful Sharing

A democracy needs citizens with good judgment and wisdom, and the past is the only place to find it.

Scholars say that teaching history to kids has many important benefits. History provides identity. Studying history improves our decision making and judgment. History shows us models of good and responsible citizenship. History also teaches us how to learn from the mistakes of others. History helps us understand change and societal development. History provides us a context from which to understand ourselves and others. And so let us make efforts to teach history interesting to our children so that they may yearn to learn the subject with great enthusiasm.

Learning tips:

Как составить глоссарий.

Глоссарий — двуязычный словарь, содержащий перечень специализированных терминов, расположенных в строго алфавитном порядке с переводом на другой язык. Глоссарий предоставляет широкому кругу читателей правильный перевод терминов, относящихся к профессиональной сфере.

Методические рекомендации по составлению глоссария

Для начала необходимо создать таблицу из трёх столбцов.

№ п/п	EN	RU

Далее следует составить список наиболее часто встречающихся профессиональных терминов и занести их в колонку таблицы с названием **EN** (английский вариант).

3. После этого необходимо найти точный перевод термина на русский язык и занести его в колонку с названием **RU** (русский вариант) напротив соответствующего термина.

Методические рекомендации по самостоятельной работе с лексикой

1. При составлении списка слов и словосочетаний по какой-либо теме (тексту), при оформлении лексической картотеки или личной тетради-словаря необходимо выписать из англо-русского словаря лексические единицы в их исходной форме, то есть:

- имена существительные – в именительном падеже единственного числа (целесообразно также указать форму множественного числа, например: shelf - shelves, man - men, text – texts;

- глаголы – в инфинитиве (целесообразно указать и другие основные формы глагола – Past и Past Participle, например: teach – taught – taught, read – read – readи т.д.).

2. Заучивать лексику рекомендуется с помощью двустороннего перевода (с английского языка – на русский, с русского языка – на английский) с использованием разных способов оформления лексики (списка слов, тетради-словаря, картотеки).

3. Для закрепления лексики целесообразно использовать примеры употребления слов и словосочетаний в предложениях, а также словообразовательные и семантические связи заучиваемых слов (однокоренные слова, синонимы, антонимы).

4. Для формирования активного и пассивного словаря необходимо освоение наиболее продуктивных словообразовательных моделей английского языка.

5.

Методические рекомендации при работе со словарем

1) Ознакомьтесь по предисловию с построением словаря и с системой условных сокращений, принятых в данном словаре.

2) Слова выпишите в тетрадь в исходной форме с соответствующей грамматической характеристикой, т.е. существительные в единственном числе; глаголы – в неопределенной форме (в инфинитиве), указывая для неправильных глаголов основные формы.

3) Обратите внимание на многозначность слов:

- омонимы (разные по значению, но одинаково звучащие слова);

- конверсия – образование новых слов из существующих без изменения написания слов; наиболее распространенным является образование глаголов от соответствующих существительных;

- интернационализмы – слова заимствованные их других языков, в основном из латинского и греческого;

- словообразование – суффиксы и префиксы.

Unit 4. LEARN HOW TO BECOME A HISTORY TEACHER
КАК НАЙТИ НУЖНУЮ ИНФОРМАЦИЮ В ТЕКСТЕ

Competencies:
Upon the fulfillment of this unit you'll be able to:
- use different reading strategies depending on your needs;
- compare data on the topic in different countries.

Learn How to Become a History Teacher

Whether the subject is William the Conqueror or Prince William, Duke of Cambridge, the enjoyment of a history class rests largely upon how their history teacher recreates past and current events and historical biography. It can be lifeless or brought to life, thrilling or rote. Who hasn't had a dynamic history teacher who helped us to understand the significance of the Industrial Revolution or the cultural impact of the Renaissance?

Good history teachers are storytellers as well as instructors, and they usually teach at middle school, high school and college levels. Although classroom curricula vary depending on the level and course you're teaching, you'll have plenty of opportunities to share your knowledge of American and world history, and your passion for learning.

Like any other teacher, a history teacher creates a fun and productive learning environment using textbooks and outside resources, including primary and secondary materials, and relevant interactive media. More and more, history teachers are moving toward technology to help recreate worlds and events, so keep reading to find a list of some of the top classroom apps.

Other typical duties may include the following types of activities:

- Preparing lesson plans, and grading homework, tests and essays
- Compiling notes and delivering engaging, coherent lectures
- Accumulating specialized materials for outside reading and homework
- Coaching teens and young adults individually and in group settings
- Studying and utilizing the most appropriate learning strategies
- Engaging the class in stimulating discussions
- Conducting research and publishing your findings
- Staying abreast of current and significant historical events
- Delivering lectures on ancient history, postwar civilizations, and histories of specific regions
- Evaluating student progress, class work and assignments
- Administering exams and preparing grades for students

Depending on your institution's curriculum, school size and budget, and the age of your students, you may end up teaching history as well as social studies or political science courses.

Where Can I Expect to Work?

Although teaching history is a competitive field and may require a nationwide job search to find employment, giving yourself the flexibility to teach social sciences alongside history will greatly improve your chances of finding a job. As a history teacher, you may find yourself in one of these settings:

- Secondary schools, such as middle and high schools
- Community colleges
- Four-year colleges and universities

If the classroom isn't your cup of tea, educators with a degree in history may also use their skills in settings such as these:

- Libraries
- Historical societies and museums

- Test creation for schools companies
- Editing, authoring and publishing companies
- Tutoring facilities
- Historical preservation societies
- Legal study agencies
- Education program development departments

Common Degrees History Teachers Hold

Most history teachers earn a bachelor's or master's degree in history or education. You can specialize in areas such as archaeology, women's studies, American history, world history, or African American history, among others, which are popular specialties within the field and often have departments or classes based upon them.

What Skills Can Help Me Succeed as a History Teacher?

Being a teacher takes enthusiasm, passion and patience, no matter what subject or age level you teach, but there are a few skills you can cultivate to help you do a better job than the competition.

O*Net Online's Summary Report for postsecondary history teachers suggests these skills, styles and abilities to excel in the field:

- Have integrity
- Be dependable
- Have a strict attention to detail
- Be able to exercise analytical thinking skills
- Have good speaking, writing and reading comprehension and expression skills
- Be an active listener

Steps to Becoming a History Teacher

The path to becoming a teacher is pretty much the same no matter what, but depending upon the grade levels and subject you're going to teach, you'll need to hone your education to fit. Here is a step-by-step guide to becoming a history teacher.

STEP 1. Assess which level you want to teach.

History teachers generally have three institutional level options for teaching: high schools, community colleges and universities. You'll need

to decide where you want to teach so you can complete your education accordingly, as the requirements differ.

STEP 2. Earn your bachelor's degree.

To become a high school history teacher at any level, you'll need a bachelor's degree in education along with a major or minor in history or social science. This is the minimum requirement to teach at a middle or high school level. If you already have a bachelor's degree without an emphasis in history, you will most likely need to take additional history and teacher-training courses to meet your state's teaching requirements. Some states may require you to earn your master's degree in education in order to teach.

STEP 3. If you want to teach at a community college, earn your master's degree.

Some states require all teachers to earn a master's degree. Check with the Department of Education in your state for requirements in your area.

To teach history at the community college level, you will need a minimum of a master's degree, so you'll want to make sure you plan for at least an additional two years of postgraduate education beyond your bachelor's degree program.

STEP 4. Teaching at a college or university requires a PhD or Doctorate.

Doctorate or PhD programs not only prepare you to teach at public and private universities, but for a career as a researcher, analyst or writer at an advanced level. Doctorates take anywhere from two to five years to complete and require you to work with an advisor and prepare a dissertation on a specific topic, which you will defend at the end of your program.

Online Options

Fortunately, you can find a large number of accredited online bachelor's, master's and PhD programs in history. This flexible options can be a

lifesaver if you need to continue to work while you attend school or have restrictions, such as family obligations, live remotely, or live with a disability that prevents you from readily attending a physical classroom.

Your coursework will be the same as a traditional program, and you'll have assignments and exams that you'll need to schedule with your professor, and as long as you earn your degree from an accredited program, any future employer should honor your credential.

Some online bachelor's degree programs may offer the option of choosing an emphasis, such as a choice between U.S. History or World History, or regional area such as Russian or Middle Eastern history, but most will require the same extensive overview of modern and ancient eras and survey classes. Many online programs also require you to complete a capstone project at the end.

Other Ways to Get Into the History Classroom
If you hold a degree in another area, such as health care or business, but have always felt the pull toward teaching history, you may still be able to transfer your degree but you'll need to take the required amount of credits to fulfill history specific requirements. Most likely you'll need to complete one year of additional schoolwork that equals a master's degree in history, and take classes in education that will met the requirements you'll need to teach.

Are There Certification Requirements?
Although each state has its own teacher certification guidelines, teaching history in middle or high school always begins with a four-year degree. If you already hold a bachelor's degree but lack the history and/or teaching credentials, you can earn a fifth year master's degree in one year or simply complete state requirements at a local college or university.

Some states require completion of continuing education courses to stay certified. These course requirements differ from state to state. Some states also require you to sit for a competency exam such as the PRAXIS II, in history, and each state will have its own set of requirements to enable you to do so. No matter, continuing education is a great way to improve your skills, maintain certification and increase your salary.

More important, history never sleeps and evolves on a daily, even hourly basis. Taking classes or CEU credits in your field of expertise keeps you

current and relevant as events happen, as well as ensuring that you'll maintain your state certification.

Here's a random sampling of the types of courses you may be able to take to earn and keep your certification:

- Social Studies Teaching Methods
- World History to the 16th Century
- World History from the 16th century
- U.S. History to 1865
- Contemporary U.S. History from 1865

History Teacher Salaries

History teachers can earn a healthy salary, says the U.S. Bureau of Labor Statistics. They cite a median annual salary of $71,820, with the highest 10 percent of history teachers in the postsecondary arena making over $125,000 annually. They also have good news about job growth for this discipline of teacher, citing a 15 percent job growth through 2026, which is faster than average for all careers combined.

Tools for the New History Teacher

Maps and charts, chalkboards, globes and textbooks are fine and well but these old staples of the history classroom are moving to the cupboard and making way for technology-savvy students and teachers. The BBC compiled a list of apps that add dimension to the job of imparting history, and make it interactive, fun and fascinating. History teachers are leaving old standbys in the dust and moving toward these types of classroom tools:

1. **Timeline World War 2 with Dan Snow**–Allows students to view events of WWII in a timeline and map view.
2. **Virtual History Roma**–Virtual immersion tour, photos and interactive timelines and maps make this ideal for secondary pupils.
3. **Pyramids 3D**–3D tour of chambers and corridors within the pyramids.
4. **Streetmuseum: Londinium**–Video and audio recordings, maps and an excavation tool to dig up artifacts from Roman London times.
5. **Timeline Battle Castles**–Medieval castles and the battles that waged, siege warfare and weapon demonstrations make this app unique.

6.   **History: Maps of the World**–Called "a wonderful teacher's aid," this is an impressive array of historical maps dating from the 4th century to the 20th

7.   **Civil War Today**–Everything, from old newspapers, letters and diaries to battle maps, pertaining to the American Civil War.

8.   **The British Monarchy**–The complete reference guide to the Kings and Queens of England and Scotland beginning in the 8th

9.   **GCSE Modern World History: My Revision App**–Written by a history teacher, this app is a good prep tool for tests, containing activities and quizzes about modern history.

10.   **Back in Time**–Crosses over into geography territory, but still a modern textbook guide to life and civilization on earth.

Take the Next Step
Now that you've read a comprehensive overview about the road to becoming a history teacher and everything you can do with your degree, why not get started researching programs that can help you shape your own history and destiny? We've got the <u>accredited</u> degree programs that can put you on the path to a career in the classroom.
https://www.alleducationschools.com/teaching-careers/history-teacher/

Learning Tips:
Как найти нужную информацию в тексте.
Ознакомительное и просмотровое виды чтения

В зависимости от цели просмотрового чтения и степени полноты извлечения информации выделяют четыре подвида просмотрового чтения:

1. *Конспективное* - для выделения основных мыслей. Оно заключается в восприятии только наиболее значимых смысловых единиц текста, составляющих логико-фактологическую цепочку.

2. *Реферативное* - для выделения основных мыслей. При этом читающего интересует только самое основное в содержании материала, все подробности опускаются как несущественные для понимания главного.

3. *Обзорное* - для определения существа сообщаемого. Оно направлено на выделение главной мысли текста, причем задачи

сводятся в основном к ее обнаружению на основе структурно-смысловой организации текста. Интерпретация прочитанного ограничивается вынесением самой общей оценки читаемому и определением соответствия текста интересам читаемого.

4. *Ориентировочное* — для установления наличия в тексте информации, представляющей для читающего интерес или относящийся к определенной проблеме. Основная задача читающего —установить, относится ли данный материал к интересующей его теме.

Алгоритм ознакомительного и просмотрового чтения:

1. Прочтите заголовок текста и постарайтесь определить его основную тему.

2. Прочтите абзац за абзацем, отмечая в каждом предложения, несущие главную информацию, и предложения, в которых содержится дополняющая, второстепенная информация.

3. Определите степень важности абзацев, отметьте абзацы, которые содержат более важную информацию, и абзацы, которые содержат второстепенную по значению информацию.

4. Обобщите информацию, выраженную в абзацах, в смысловое (единое) целое.

5. Сформулируйте ответ на вопрос: «О чем повествуется в тексте?».

Unit 5. A STUDY OF STUDENTS' OPINIONS ABOUT HISTORY SUBJECTS IN THE SOCIAL STUDIES CURRICULUM
КАК СОСТАВИТЬ АННОТАЦИЮ

Competencies:
Upon the fulfillment of this unit you'll be able to:
- understand a structure of a scientific paper in English;
- determine your personal attitude to the problem;
- write an abstract on your paper in English.

A Study of Students' Opinions About History Subjects in the Social Studies Curriculum

Hamza AKENGİN
Marmara University, Istanbul, Turkey
Meltem Elif CENDEK
Social Studies Teacher, Istanbul, Turkey

Abstract

Social studies combines social sciences and the humanities, and has the purpose of raising effective citizens. There are many different areas integrated in social studies including history, geography, philosophy and psychology. Social studies is the presentation of the information produced by these areas in framework of a curriculum. Social studies curriculum is a multi-dimensional program. One of the objectives of this program is to raise individuals who know about their past and shape their future with the help of the lessons they learn from history. In this context, the aim of this study is to determine sixth grade students' perspective to the history subjects in social studies curriculum, learn the place of history in their lives and see how history subjects are taught in classrooms. This study is limited to the 2014-2015 academic year. The participants were identified using random sampling, a probability-based sampling method. This is a qualitative study. The study includes interviews with eight sixth graders, of whom four were female and four were male. The study data were collected in semi-structured interviews. The interviews were recorded and transcribed. The data were analyzed using descriptive analysis. The study found that the students enjoyed learning history, had positive opinions about their history grades and their teachers continued to teach history using traditional methods. They also felt that history contributed to their lives. Based on the data collected, the study makes specific suggestions.

Keywords: history topics, social studies, students' opinions

1. Introduction

Social studies is a primary and middle school course. The objective of the course is to teach citizenship skills. Social studies aims to make students learn about their past, present and future and understand human relations as well as their responsibilities as a citizen (Ulusoy & Gülüm, 2009, p. 86).

The social studies curriculum was initially developed in the US in the twentieth century to facilitate the assimilation of immigrants and help immigrants gain experience in common rules. This course was added to Turkish curricula in 1968 (Aktan, 2006, p. 97). Social studies is an interdisciplinary course, and its content is derived from social sciences and humanities (Öztürk, 2009, p. 4). Social studies includes history, geography, sociology, psychology, philosophy, economics and law. Social studies is a specific way of teaching the social sciences in a simplified and restructured curriculum. The aim of this course is to teach basic information produced by the social sciences. History is one of the foundational branches of social studies. History has been one of the underpinning fields of social studies since the beginning of the twentieth century because it conveys cultural heritage to upcoming generations and contributes to citizenship education (Öztürk, 2006, p. 41). Teaching history is important for the continuity of the state and national culture and because it helps students to make sense of past events. Students should have a deep understanding of past social and economic events to be able to adapt to the needs and requirements of the present (NME, 2006, p. 34). History subjects should have a special place in the social studies curriculum to ensure cultural unity and convey thoughts and feelings to future generations. History will teach students skills that will help them build a connection between the past, present and future, make reasonable comments and more successful decisions in their social lives (NME, 2006, p. 34). Social studies teachers play a major role in teaching

history subjects and making students like them. There is a need for new instructional strategies in history teaching. History should be taught as causal relationships, allowing students to understand and interpret historical events. The examinations in the education system as well as the traditional understanding in education lead to the perception of history as a set of information to be memorized. This makes students regard the content of history courses as hard and boring. Students will be entertained while learning and will permanently retain what they learn if this course is taught using strategies and techniques that encourage the students to participate actively in their lessons. Students' thoughts about and perspectives on history are shaped in social studies courses. Thus, the fundamental dimensions this study tried to determine are students' opinions about

history, their evaluations about the teaching of history and how they use the information and experiences they obtain while learning history.

2. Study Objective

The objective of this study is to determine sixth graders' opinions about the teaching of history in the social studies course, perspectives on history and thoughts about the value of history in their lives. Accordingly, these are its four research questions:

(1) What are students' opinions about history?

(2) What do students feel when learning history?

Do students like learning history?

Do students get bored learning history?

(3) What do students say are the methods used to teach history?

(4) What do students think about the contributions of history education to their lives?

This study used the qualitative research method. Qualitative research is used in the social sciences and humanities. In the social sciences, "There is need for multiple perspectives to be able to have a holistic understanding of any phenomenon" (Yıldırım & Şimşek, 2008, p. 28). Qualitative research methods make it possible for a study to do deep analyses.

4. Study Sample

The sample of the study was determined using random sampling, a probability-based sampling method.

Random sampling is the selection of random participants from a given universe to create a sample that is large enough to represent that universe (Yıldırım & Şimşek, 2004a, p. 32). The study sample included eight sixth graders (four females and four males). Since it is unethical to reveal their real identities, the female participants were encoded as A1, A2, A3 and A4, and the male participants were encoded as B1, B2, B3 and B4. The study data were collected in casual conversations to enable students to give sincere responses to the research questions.

5. The Collection and Analysis of the Study Data

The study data were collected in interviews. The data collection tool was a semi-structured interview form.

Interviewing is a data collection method that is used to learn about individuals' thoughts, behaviors and attitudes and helps to see the deeper meaning of what they say (Karasar, 2005, p. 45). A semi-structured interview form is a flexible interview form that facilitates the work of the

researcher and makes it possible to clarify unclear responses by asking additional questions (Yıldırım & Şimşek, 2004b, p. 233). The research questions were written based on a review of the relevant literature. The interview questions were finalized based on the opinions of two experts, and pilot interviews were held with two students to test the applicability of the questions. The data collection tool was revised and finalized considering the feedback from the pilot test. The researcher held interviews with the eight students included in the study sample. The pilot interviews with the two students were not included as data. The interviews were held in June 2015. The interviews were recorded and transcribed. The collected data were analyzed using descriptive analysis. The encoding was performed after reading the interview transcriptions and determining the themes for each question. In this study's descriptive analysis, the qualitative data in the documents were processed primarily, and quotations from the data were described and interpreted as findings (Yıldırım & ªimºek, 2008, p. 140).

6. Findings

This study inquired about sixth graders' opinions about the history subjects in the social studies curriculum, and the data were evaluated in the framework of the research questions. These are presented below.

6.1. What Are Students' Opinions About History?

The researcher asked students their opinions about the history subjects in the social studies curriculum.

History is described as, "the branch of science that analyzes past events referring to their places, dates and actors based on resources in a framework of causal relationships" (Metin, Date Not Mentioned). Comparing their opinions with the description of history revealed that students did not have sufficient information about the content of history. They had an adequate opinion about history for their grade level. The study found that a majority of female and male students thought that history is made up of past events.

Of the male students: B3 said, "History is the events and wars in old times."

Of the female students:

A3 said, "It is events that have occurred in the past and present, and it teaches us our history."

6.2. What Do Students Feel When Learning History?

6.2.1. Do students' like learning history?

The interviews revealed that all the students liked learning history. Students have a liking for history since the subjects include past events and make students curious. Female students like learning history since it increases their knowledge, they like the homework and it helps them improve themselves, too. Male students like learning history due to its wars since they get curious and excited about the subjects in the history curriculum.

Of the female students:

A1 said, "Yes, it contributes to my knowledge both in the course and in my relationship with my friends."

A2 said, "Yes, I like it, and I think it is fun. I also like doing the homework."

Of the male students:

B1 said, "I like it very much; when the teacher says that the Ottoman Empire won the war, I feel like I won it myself."

B2 said, "Yes, it contributes a lot to my life and I am interested in history. I also like the wars."

6.2.2. Do students get bored when learning history?

The study found that most students did not get bored learning history. The most remarkable reason for this was that students liked history and thought that the subjects interested them and aroused their curiosity. The students said that they liked learning history in general. However, they also got bored from time to time. The

greatest reason for students getting bored was that teachers explained the subjects using the same methods and the same voice all the time. This alienates the students and prevents history from being easily understood.

Of the female students:

A1 said, "No, it makes me very happy. I get very excited while the teacher is explaining the subjects. I wonder what will happen next, and I don't get bored because we play games."

A2 said, "No, the courses are very entertaining. I like playing games while the subjects are explained. I like the 'Magic Bag' game."

A3 said, "It depends on how the teacher explains the subject. I usually get bored because the subjects are usually narrated, and there is a lot of repetition."

A4 said, "I get a little bored because it is not exciting or fun to listen to the teacher."

Of the male students:

B1 said, "I never get bored. The teacher is exciting to listen to, and I picture the subjects in my mind."

B2 said, "I get a little bored. We always read books and have to listen to what the teacher says."

B3 said, "No, I don't get bored. I love history, and I'm interested in the subjects in the history curriculum."

B4 said, "No, I learn more about the past, and my teacher has a good way of explaining the subjects."

6.3. What Do Students Say Are the Methods Used to Teach History?

The findings from the interviews showed that most teachers tried to teach history using traditional methods.

Lecturing and the question and answer method are most commonly used teach history. Some teachers apply the methods of drama, concept maps, the station method and role playing. The subjects in the history curriculum should be taught using modern instructional methods and techniques to make them more fun and understandable.

When the students are active during the learning process, the instruction will be more professional and comprehensible. Students also provided their opinions about the teaching of history lessons.

Of the female students:

A1 said, "The teacher lectured, then asked questions and we responded to the questions."

A2 said, "The teacher used the role playing method, and then asked questions."

We also did puzzles. The teacher also used puzzles, the station method and concept maps."

Of the male students:

B1 said, "The teacher uses lectures and demonstration, makes us write down the information, and also uses the role playing method."

B2 said, "Our teacher uses lectures and the question and answer method."

6.4. What Do Students Think About the Contributions of History Education to Their Lives?

History education teaches individuals how to understand the past, interpret events and make evaluations about the future. All the participating students

thought that learning history would make contributions to their lives. They also said that learning history would increase their achievement at school and in social life. This shows that students care about history and are eager to learn history. Here are the students' opinions about the contributions of learning history to their lives:

Of the female students:

A1 said, "Yes, it contributes to my life. It makes me a hardworking person in society."

A3 said, "Yes, we can learn about the past and tell our friends or the future generations about it."

A4 said, "Yes, it helps me be more successful in exams and make connections between historic events and places."

Of the male students:

B1 said, "Yes, it makes me excited to learn about how we came to the present and about heroes in the past. It also makes me more ambitious."

B2 said, "Yes, it contributes to our lives. It makes us more careful and improves our opinions."

B3 said, "Yes, it contributes to our lives. It helps us become more knowledgeable than our friends. It is necessary to know about history to be a good person."

B4 said, "Yes, it contributes to our lives. It helps me be more successful."

7. Interpretation and Discussion

This study inquired sixth graders' opinions about learning history at school. According to the study results, students have certain opinions about history. They know that history analyzes the wars, events and artworks in the past.

The findings indicate that the sixth grade students like learning history. Kaya and Güven conducted a study entitled "Seventh Grade Students' Opinions About Teaching History In Social Studies Course and the Value of History," and found that students enjoyed learning history (Kaya & Güven, 2012, p. 180). There are many reasons why students like learning history. Some of these reasons include their love for history, enjoying learning about their ancestors and wars in the past. A study by Kaya and Güven entitled, "Seventh Grade Students' Opinions About Teaching History In Social Studies Course and the Value of History," found that students liked learning history since they thought the courses were enjoyable and entertaining, and they liked learning about their past, their

ancestors and past events (Kaya & Güven, 2012, p. 680). This study's results are consistent with their results.

This study also found that students did not get bored as long as their teachers performed enjoyable activities that helped students be active during classes. This means that teachers should use more constructivist methods to

https://www.researchgate.net/publication/319985919_A_Study_of_Students'_Opinions_About_History_Subjects_in_the_Social_Studies_Curriculum

Learning Tips:
Как составить аннотацию

Аннотация – это краткое изложение содержания статьи или текста и т.п., часто с критической оценкой их.

Методические советы по составлению аннотации:

1) внимательно прочитайте работу;

2) осмыслите ее содержание;

3) сформулируйте вывод о том, чему посвящена данная работа, в чем ее новизна, практическая значимость;

4) для обосновании аннотации используйте выписки – цитаты из прочитанной работы.

Аннотацию можно использовать в ходе доклада, при дополнении чьих-либо выступлений, в ходе беседы. Аннотации играют важную роль при обосновании проблемы исследования и анализе литературы по теме реферата.

Памятка по составлению аннотации:

 - запиши заглавие аннотируемой работы вместе с указанием её автора и источника, откуда взят материал, год (меся, номер) издания, количество страниц;

 - пронумеруй абзацы текста;

 - просмотри текст и определи его тему;

 - определи тему и подтемы каждого абзаца;

 - сделай заключение о значимости полученных автором результатов;

 - дай описание выделенных тобой пунктов плана;

 - прочитай составленный текст аннотации и отредактируй его;

 - укажи свою фамилию, группу и дату выполнения работы.

Клише для составления аннотаций

1. The article is headlined…
2. The headline of the article I have read is …
3. The main idea of the article is …
4. The article is about / deals with / is concerned with…
5. The article opens with…
6. At the beginning of the article the author depicts / dwells on / touches upon / explains / introduces / mentions / comments on / underlines / criticizes / makes a few critical remarks on / gives a summary of…
7. The article /the author begins with the description of / the analysis of …
8. Then / after that / next / further on / the author passes on to / goes on to say / gives a detailed analysis of…
9. In conclusion the author…
10. The author concludes with…
11. The article ends with…
12. At the end of the article the author draws the conclusion that…
13. At the end of the article the author sums it all up by saying…
14. I found the article interesting / informative / important / dull / of no value…

Unit 6. 3 WAYS TO GET STUDENTS TO LOVE HISTORY
КАК ПОДГОТОВИТЬСЯ К ПЕРЕСКАЗУ ТЕКСТА

Competencies:
Upon the fulfillment of this unit you'll be able to:
- give a detailed summary of the text.

3 Ways to Get Students to Love History
Students often complain that history class is boring, but there are several strategies teachers can use to engage students in learning history.
A good starting point is to use historical fiction, trivia, puzzle games and artwork projects in class. There also are other creative methods that educators can use to excite students about history and bring the past to life.

Multimedia approach

Combining audio and visual materials is an excellent way to engage students. Multimedia materials do not necessarily have to include the latest technological advancements; rather they can include films, books, artwork, documents and maps. The most important aspect of this approach is that the materials be combined with a historical analysis, says John Fielding of Queen's University. Showing a film and later introducing maps, census records and correspondence gives students something tangible they can hold. Discussion should involve actions taken by the characters in the film, decisions they made and how the students would handle similar situations. If the topic is the westward expansion in American history, combine a film screening with research about Native American warfare, land contracts with the government and the building of railroads. Ask students how everything blends into one story.

Debates and reenactments

For history class to really come alive, students need to feel like they are at the point and time of the historical event. Cast students as historical figures in a reenactment or debate. Similarly, a reenactment of a historic debate can include students portraying the key players. This will help students gain a greater understanding of the past.

Field trips and community history projects

Just as a kids' summer class may have a local archaeological dig, some history teachers have engaged their students by taking on local historical projects. At American University, the newly formed Student Historical Society is working on a project to restore Washington D.C.'s original boundary marker stones. Students are working with civil engineers to rehabilitate the 36 surviving stones, which are circa 1790, and give the stones plaques that note their significance. A greater awareness of past events in locations that students are familiar with can be extremely interesting to them and can further pique their curiosity about history.

Learning tips:
Как подготовиться к пересказу текста

1) При подготовке к пересказу текста сначала составьте его краткий логический план. Для этого внимательно прочтите (возможно, и не один раз) текст, выделяя в нем основную информацию и ориентируясь на абзацы. При необходимости воспользуйтесь составленным вами списком значений незнакомых слов.

2) Поставьте вопросы к тексту, обращая внимание не только на их правильную грамматическую форму, но и на логическую последовательность. Ответьте на эти вопросы с опорой на текст, а затем не глядя в текст.

3) Перескажите текст, пользуясь его кратким логическим планом, составленным вами письменно. При этом не пытайтесь слово в слово запомнить все, что вы поняли в прочитанном тексте. Для этого сложные и длинные предложения разделите на несколько простых, перефразируйте лексически трудные места, сложные грамматические конструкции упростите.

4) Если вы хотите употребить при пересказе впервые встретившиеся английские слова, то напишете их при соответствующем пункте вашего плана.

5) Пересказывая текст, следите за тем, чтобы, начиная английскую фразу, вы четко представляли, как вы ее закончите.

6) Пересказывайте основные положения текста в их логической последовательности, при желании опуская второстепенную информацию.

Как адаптировать прочитанный английский текст.
 1. Прочитайте внимательно текст.
 2. Выпишите незнакомые слова, найдите их перевод.
 3. Переведите текст.
 4. Разбейте текст на смысловые группы.
 5. Выделите главные предложения в каждой группе.
 6. Попробуйте рассказать о том, что прочитали на русском языке, обратив внимание на выделенные вами основные предложения в английском тексте.

7. Попробуйте перевести самостоятельно эти предложения на английский язык.
8. Сверьте их с текстом.
9. Проделайте пункты 6,7,8 несколько раз.

Unit 7. ESTABLISHING CONNECTIONS: TEACHING THE PROGRESSIVE ERA
КАК НАПИСАТЬ ЭССЕ

Competencies:
Upon the fulfillment of this unit you'll be able to:
- write an essay on the topic under discussion.

Establishing Connections: Teaching the Progressive Era

By Molly Myers
Molly Myers has taught high school history for 10 years. She earned her BA from the University of Arkansas, attended graduate school at Clemson University, and received a MAT from the University of Illinois-Chicago.

Question

What teaching strategy would you suggest for covering the Progressive era? I would like something to engage both my students and myself.

Answer
Essential Questions Are Key

I always start my planning with what I want students to know and be able to do at the end of the unit. Once I have identified my objectives, then I create an essential question that is worded to get students excited about the unit based on what they already know about themselves and the world and how this new information might enrich those understandings. A few books to help understand why and how to write essential questions are (1) *Teaching History with Big Ideas* and (2) *What's the Big Idea?*

Essential Question Ideas:

Essential questions should have multiple answers and provide some connection to students' lives right away without any background knowledge. They should promote passionate debate that grows richer as more information is learned. In other words, these questions help engage students while simultaneously challenging them. Some examples include:

° Is the history of America one of progress or regress?

° What role, if any, does the federal government have in ensuring the safety and well being of its citizens? (from Twitter user teacherromeyn)

° How do societies respond to economic change? (from Twitter user 7askretting7)

Once you've developed your essential questions, build your lesson plans around them. My students have found both of the following example activities engaging, and they can lead to a more in-depth investigation of the Progressive movement.

Idea #1: Progressive Awards
Description:

Your class has been chosen to serve as the awards committee for the "Progressive Awards." The final product is an awards show and live Twitter reflection to highlight the people—past and present—who have best championed the ideas of the Progressive movement.

Knowledge objectives: Students will . . .

• Describe the main people, events, and ideas of the Progressive Era; and

• Identify the living legacy of the Progressive movement today.

Skill objectives: Students will . . .

• Evaluate the various people based on the awards criteria identified by teacher or by class;

• Defend a position using evidence and historical context; and

• Reflect on learning process.

Background information (context): You will . . .

• Present an in-class lecture or flipped class video; and

• Guide students through text or supplemental reading about the time period.

Preparation for awards show (research and writing):
You will . . .

• Define the award criteria beforehand or as a class (see <u>handout</u> for examples).

• Have each student research four people (two past and two present) for a specific category and serve as their advocate at the selection committee meeting. Research can be assigned as homework or spend one class day in the computer lab. Students can consult books and websites. Pre-selecting useful resources may be necessary depending on your students' experiences and abilities with research).

• Conduct a selection committee meeting where students present their three-minute speeches to small groups based on specific award (i.e., Social Justice Award, Government Transparency Award, Muckraker Award, etc.). Another idea is to have students record their three-minute arguments and the teacher can post them for viewing as a homework assignment.

• Select four finalists.

Awards show (product and reflection):

This will be . . . A final review of the information along with a way to summarize the basic categories of each award.

Roles for students:

○　Master of Ceremonies ("emcee");

○　Finalists (two past and two present), who reread their three minute presentations (or replay the videos they made);

○　Voters, who vote via <u>Poll Everywhere</u> or another voting tool; and

○　Live tweeters using backchannel hashtag.

Follow-up:

　　　You can . . . Present the complexities within each movement in the Progressive era. For example, you could discuss the racism within the women's movement or the anti-immigrant position within the prohibition movement. I like to get students to think one way for a whole day and then confront them with information that challenges what they've previously learned. Spending one follow-up day on the contradictions within a particular movement creates the constructive discomfort that leads to real learning for students.

Idea #2: Progressive University
Description:
Your class must create a "Progressive University." Students use their knowledge of the Progressive era to choose the departments at the

university, the classes within these departments (along with the outline of a syllabus with readings), and the professors who will teach each class. One example might be the Department of Social Justice with classes on Labor Rights, Women's Rights, and Racial Equality taught by Samuel Gompers, Carrie Chapman Catt, and W.E.B. DuBois respectively (see <u>handout</u>).

Knowledge objectives: Students will . . . Describe the main people, events, and ideas of the Progressive era.

Skill objectives: Students will . . . Organize information into categories and assess importance of people and ideas.

Background information (context): You will . . .

• Provide in-class lecture or flipped-class video; and
• Offer text or supplemental reading about the time period.

Classwork:

Students will . . .

• Decide on departments by assessing which causes were considered most important at the time;
• Decide on the courses by breaking down the larger causes into smaller pieces;
• Decide on the professors by selecting the most important actors for a cause; and
• Select which course to highlight for the course outline and readings, and seek out contemporary readings (readings from the time) that would support the course topics.

Possible products:

Students will . . .

• Create a <u>screencast</u> of their university, course outlines, and readings, explaining their choices;
• Film a television advertisement for their university; or
• Write an essay on the essential question that guides the project, drawing on what they've learned in their research.

Learning Tips:
Как написать эссе

Эссе - это сочинение небольшого объема и свободной композиции, которое передает индивидуальные впечатления и соображения по конкретному поводу или вопросу.

Любое эссе состоит из трех частей: введение, основная часть и заключение.

Во введении необходимо обозначить ключевую мысль, идею или проблему, о которой вы будете говорить в основной части.

В основной части эссе на английском языке полагается представить какие-либо доводы, доказательства или опровержения вашей основной мысли, которые бы выражали лично ваше мнение по данному вопросу. Можно привести примеры, которые будут иллюстративно отображать вашу точку зрения. При написании эссе на английском языке постарайтесь избегать заумных или книжных фраз, которые превратят вашу работу в скучное творение. Лучше используйте простой, но одновременно хороший, грамотный, качественный английский. Употребляйте больше прилагательных и наречий.

В заключении завершите все ваши рассуждения и сделайте выводы, которые и будут финальной частью вашего эссе на английском языке. Все части эссе должны плавно переходить одна в другую, все мысли должны быть логически связанными. В этом вам поможет специальная лексика, которая и существует для того, чтобы вы последовательно излагали свои мысли.

Например, при добавлении можете воспользоваться такими словами, как moreover (кроме того, более того), as well as (так же как, а так же), furthermore (кроме того, к тому же). Если хотите отобразить контраст или противопоставление, обращайтесь к but (но), however (однако), on the other hand (с другой стороны), yet (даже, пока, уже), on the contrary (на самом деле, наоборот, напротив). Ограничить можно с помощью слов despite / in spite of (несмотря на), выразить причину или итог чего-либо получится при помощи следующей лексики: therefore (поэтому, по этой причине), so (итак, поэтому), as a result (вследствие этого, таким образом), consequently (следовательно, поэтому), this results in (в результате), this leads to (получается). Обратите внимание и на наречия порядка и последовательности - then (потом), next (затем, в следующий раз), after (после), finally / lastly (наконец).

Unit 8. ENGAGING STUDENTS THROUGH EFFECTIVE QUESTIONS
КАК ПОДГОТОВИТЬ ДОКЛАД

Competencies:
Upon the fulfillment of this unit you'll be able to:
- learn more how to engage students in studies;
- enlarge your ESP vocabulary
- prepare and speak out with the report on the topic

Engaging Students Through Effective Questions

by Mary-Anne Neal

Mary-Anne Neal, MEd, taught secondary school for 15 years and is now an Associate Faculty member of Royal Roads University, where she teaches school principals in the *Master of Educational Leadership and Management* program, online and face-to-face, in Canada, the U.S. and China.

Good teaching is more a giving of right questions than a giving of right answers.
– Josef Albers (1888-1976)

My youngest son Robbie, aged 12, often asks thought-provoking questions. Every few days he surprises me with a topic that seems to come out of the blue. Responding appropriately and respectfully can be a real challenge for me. Here are some examples of questions he has posed recently:

- Who invented the alphabet?
- Do dogs have feelings like we do?
- How do people measure the height of a mountain?
- Why do we use the same word ("love") to describe what we feel for family members and also to describe romantic feelings?
- If you were alone in the house, and the phone was disconnected, and a robber was coming in, what would you do?
- Which way will my paper airplane fly farther – if I point it up or if I point it sideways?
- How do painkillers work?
- What would you do if you knew you only had two days to live?

and many, many more, often beginning with "What would happen if …?"

There are no easy answers to any of the above questions, and they are great conversation-starters. What I like about Robbie's questions is that they open up ways to explore what other people might think, not just about the question itself, but also about related topics. Thanks to Robbie's open-ended questioning technique, he and I have discussed ancient Egypt, the nature of emotions, the scientific process, the use of drugs, personal values, slide-rules, mathematical principles, safety procedures, and many other assorted subjects. Often I respond to Robbie's query with another question, such as "What do you think?" He is quick to divulge his opinion, and the great debate begins.

One of the reasons I am so intrigued by Robbie's questions is that, somewhere along the way to adulthood, I began to forget how to ask wide-open questions. When I was a student in school, I was so busy learning the answers, I forgot how to ask the really deep questions. As a teacher, I had to re-learn questioning techniques in order to engage students in their learning. That's because I couldn't help noticing the students' eyes glaze over when I went off on a long-winded tangent. A thought-provoking question could bring them back to the subject, though, and that's when I saw the wheels start turning. The right questions can get learners talking, discussing, reflecting, and writing their thoughts. That's when they really begin to "own" their learning.

In what ways might questioning techniques improve student learning? What kinds of questions enable educators to tap into different parts of the cognitive domain? How can questions engage students when their attention begins to wander?

Student Engagement

Like many teachers, I have seen my students begin to doodle or show signs of boredom as I explained a point or waxed eloquent about the subject under discussion. When I first saw this happen during the early years of my teaching career, my initial response was to talk faster or louder, gesticulate, write on the board, or otherwise enliven my performance. But I've changed. Now, when I notice the students' attention waning, I immediately reconnect with them in a very different way. How? Instead of trying to keep the focus on my message, I reverse the focus so it is squarely with the students. I stop talking and start asking questions.

For example, I was recently teaching communications students about the changes that have taken place in the English language over the past hundred years. When I detected some of the students losing interest, I stopped right in the middle of a sentence. I waited a moment, and then I asked them: "Turn to the person next to you and, together, make a list of ten words that you think are recent additions to the English language. You have five minutes for this exercise. Then we will compare your ideas. Go!"

The students looked at each other and started talking. Those who had been daydreaming immediately got down to work because of the immediate attention from their "shoulder partners."

Asking secondary students insightful questions has many benefits for professional teaching practice. Whether the response is intended to be written, spoken, dramatized, or conveyed in some other manner, it will provide feedback on how successful the lesson was in stimulating their thought processes. The students will reflect on their learning through higher-level thinking processes such as analysis, synthesis, comparison, or summation. Finally, students are more likely to remember what they have learned when they explore the implications of their learning.

Benjamin Bloom is credited with developing a way to categorize levels of reasoning skills in the 1950s. His taxonomy of questions is a widely-accepted framework that many teachers use to guide their students through the learning process. Though not necessarily sequential, the hierarchy of Bloom's Taxonomy is often depicted as a pyramid, with simple knowledge-based recall questions at the base. Questions higher on the pyramid are more complex and demand higher cognitive skills from the students.

Bloom's Taxonomy provides a structure for developing questions that encourage students to think on different levels. In order, the levels are:
• Knowledge (facts, recall, recognition)
• Comprehension (translation, interpretation, extrapolation)
• Application (to new or unfamiliar situations)
• Analysis (break into parts)
• Synthesis (combine elements into a new pattern)
• Evaluation (apply criteria to defend the conclusion)

Within each level, closed-ended and open-ended questions can be constructed to engage students in different kinds of cognition.

Closed-ended and Open-ended Questions

Let's consider two common forms of questions: closed-ended and open-ended. A closed-ended question (sometimes called a convergent question) is a way to find a specific answer. These questions can usually be answered with one or two words. Closed questions work well for simple recall, to determine whether students understand a concept or for review.

Closed-ended questions are common in everyday communication situations. We use them when we need specific information quickly:

- What time is dinner?
- How much did that cost?
- Have you finished your work?
- Who won the soccer game?

Closed-ended questions and statements are appropriate on a pop quiz, to check for understanding, or to determine whether students completed their homework. However, for other purposes, their effectiveness is limited. For example, they are not effective when you want students to open up and freely express feelings or ideas. Closed questions do not usually encourage reflective dialogue or creative thinking. Faced with a barrage of closed-ended questions, students sometimes feel that they are being interrogated. Similarly, they may interpret a series of closed questions as an attempt by the teacher to control the direction of the discussion.

Another often-overlooked danger in closed-ended questions is that the question itself could be misleading. For example, young children will ask, "Is Santa Claus real?" Phrasing the question in this manner suggests that Santa Claus has physical characteristics; taken as a closed-ended question, it precludes discussion of the spirit of Christmas or the nature of contemporary Christmas traditions. Indeed, most children who ask this question are just becoming aware of symbols and metaphors, so I prefer to interpret the query as a child's effort to begin a discussion about Christmas and gift-giving. It is an opportunity to enter into an open-ended dialogue about who or what Santa Claus represents, the reason(s) that people give gifts, whether a true gift needs recognition of the giver, our own roles in our families and communities, and other related ideas as the conversation unfolds.

Many questions at the lower levels of Bloom's Taxonomy – particularly knowledge and comprehension – are closed-ended questions. Higher order reasoning such as synthesis and evaluation is stimulated through the use of open-ended questions.

Asking an open-ended question (sometimes called a divergent question) is a way to elicit discussion, brainstorm solutions to a problem, or create opportunities for thinking outside the box. The highest-order open-ended questions engage students in dynamic thinking and learning, where they must synthesize information, analyze ideas and draw their own conclusions. Some examples are:

- Why did the Vietnam War take place?
- How did you solve the numbers problem?
- What do you think will happen in this experiment?
  Open-ended questions can also be phrased as commands or statements:
- Describe how photosynthesis works.
- Please explain the main character's motives.
- Discuss the fairness of Canada's judicial system.

When students believe that you have a "correct answer" in mind, they are slow to respond. On the other hand, a true open-ended question sincerely invites authentic reflection and discussion.

Questions such as the above invite the students to elaborate on their thoughts without limiting the direction of the discussion. That's because, like the response to Robbie's questions, a respectful answer will be longer than a word or phrase. Instead, an appropriate response requires at least a few sentences or paragraphs. Beware! Answers to open-ended questions can surprise and baffle even the most experienced educators.

Engaging Students at a Deeper Level

For the purpose of student engagement, an open-ended question is a powerful tool that any teacher can employ. I am not talking about an occasional question thrown out to the class. Nor do I mean a rhetorical question, to which the teacher has a pre-conceived answer. When students believe that you have a "correct answer" in mind, they are slow to respond. On the other hand, a true open-ended question sincerely invites authentic reflection and discussion.

In the larger community outside the classroom walls, few issues are black-and-white. That's why, in order to become fully contributing members of our society, adolescents need to become critical thinkers, find

their own voice, and be recognized for having opinions that matter. Innovative thinking is valued in our fast-changing society, and our classroom questioning techniques can help prepare young adults for what lies ahead.

Formulating open-ended questions is often more difficult than designing closed-ended questions. Open-ended questions or statements are most appropriate when you want to:

- Brainstorm ideas
- Problem-solve
- Look for lots of information
- Encourage thinking "outside the box"
- Resolve conflict
- Negotiate agreement
- Elicit higher-level thinking such as application, analysis, synthesis and evaluation

Effective teachers use a combination of open and closed questions, depending on their purpose. In designing lesson plans, we keep in mind learning outcomes. As our lesson plan becomes more specific and detailed, we ask ourselves, "What is my objective?" or "What kind of question will help achieve the learning outcome?"

Let's say that you are teaching a lesson on poetry. You have already motivated the students by linking poetry with music. Perhaps you have discussed how the lyrics and melody of a song reinforce the theme. Now it's time to see if the learners understand a poem that was assigned for homework. Whether you ask the initial questions orally or in writing, you want to "warm up" your students with some relatively straightforward, closed questions (simple recall) such as:

- What is the name of the poem you read last night?
- Who is the author?
- What is the subject of the poem?
- Did you understand it? Did you like it?

After three or four such closed questions, students are ready to think about and respond to some open-ended, higher-level questions, such as:

- Why do you think the author wrote this poem?
- What mood did he intend to convey?
- What did you like or dislike about this poem?

A similar technique can be utilized in designing quizzes. In setting the questions, I usually begin the quiz with relatively straight-forward recall or recognition questions before moving to more complex, open-ended questions.

Once students are familiar with different questioning styles, they can be asked to design their own questions. For example, students who are dissecting a frog might be required to compose three closed-ended questions and three open-ended questions about that activity. The nature and depth of their questions will often surprise even the most experienced educators. They might be ready to explore the concept of metacognition and/or Bloom's taxonomy of questions.

Since the term "metacognition" was coined by John Flavell in the 1970s, the concept has become an important part of the ongoing dialogue about student learning. Metacognition – i.e., an individual's awareness of his or her thought processes – requires an ability to stand back and observe oneself. Most adolescent learners are mature enough to review their progress, identify their achievements, and chart their direction.

Inside and outside the classroom, we all need to be mindful of open-ended questions that masquerade as closed questions. When a student asks me, "Should I go to college?" he has phrased his question as if it is closed-ended. In reality, this is an example of an open-ended question disguised as a closed question. The person asking the question does not want a one-word answer "Yes" or "No." The underlying message I take from this question is that the student wants to talk about the implications of pursuing a post-secondary education, whether making the commitment is a good idea, how much it will cost, and who knows what else.

Parent-Teacher Communication

Meeting parents in person is an ideal time to ask open-ended questions. The purpose? To learn something unique about each student from the parent's perspective. On Parent-Teacher night, parents sometimes have to wait in line to meet their child's teacher. Those few minutes are precious. How can they best be utilized? I have engaged parents and learned more about my students by having paper and pens handy, with open-ended questions or statements that will provide insight into my students' needs and abilities, or parental expectations – questions such as:
- What would you like me to know about your son/daughter?
- What are your thoughts about homework?

- What do you hope your son/daughter will achieve in this class this year?

Of course, questions should be tailored to meet different objectives or to reach out to specific communities of learners.

Conclusion

When we ask open-ended questions of ourselves and our students, the answers sometimes surprise us. Here are some sample questions you might ask of yourself or your students to explore your thoughts:

If I were not in school right now, I would be ….

The most amazing thing that happened to me …

I think school could be …

I wish people would …

My idea of happiness is …

In five years, I want to …

In moments of weakness I …

My worst fear is …

My greatest hope is …

I'm good at …

I'm not good at …

I live by this principle:

So, go ahead. Ask an open-ended question and explore the cognitive domain. You never know what you might learn.

https://www.edcan.ca/articles/engaging-students-through-effective-questions/

Learning Tips:
Как подготовить доклад

Довольно часто встречающейся формой творческой работы в учебных заведениях является **доклад**. Доклад - вид самостоятельной научно - исследовательской работы, где автор раскрывает суть исследуемой проблемы; приводит различные точки зрения, а также собственные взгляды на нее. Различают устный и письменный доклад (по содержанию близкий к реферату).

Можно выделить следующие этапы работы над докладом:

1. Подбор и изучение основных источников по теме (рекомендуется использовать не менее 8 - 10 источников).

2. Составление библиографии.

3. Обработка и систематизация материала. Подготовка выводов и обобщений.

4. Разработка плана доклада.

5. Написание.

6. Публичное выступление с результатами исследования.

В работе над докладом соединяются три качества исследователя:

- ❖ умение провести исследование,
- ❖ умение преподнести результаты слушателям,
- ❖ умение квалифицированно ответить на вопросы.

Отличительной чертой доклада является научный, академический стиль, т.е. совершенно особый способ подачи текстового материала, наиболее подходящий для написания учебных и научных работ. Данный стиль определяет следующие нормы:

- предложения могут быть длинными и сложными;
- часто употребляются слова иностранного происхождения, различные термины;
- употребляются вводные конструкции типа "по всей видимости", "на наш взгляд";
- авторская позиция должна быть как можно менее выражена, то есть должны отсутствовать местоимения "я", "моя (точка зрения)".

Общая структура доклада может быть следующей:

- Формулировка темы исследования (должна быть не только актуальной, но и оригинальной, интересной по содержанию.
- Актуальность исследования (чем интересно направление исследований, в чем заключается его важность, какие ученые работали в этой области, каким вопросам в данной теме уделялось недостаточное внимание, почему учащимся выбрана именно эта тема).
- Цель работы (в общих чертах соответствует формулировке темы исследования и может уточнять ее).
- Задачи исследования (конкретизируют цель работы, "раскладывая" ее на составляющие).
- Гипотеза (научно обоснованное предположение о возможных результатах исследовательской работы, формулируется в том случае, если работа носит экспериментальный характер).

- Методика проведения исследования (подробное описание всех действий, связанных с получением результатов).
- Результаты исследования (краткое изложение новой информации, которую получил исследователь в процессе наблюдения или эксперимента, при изложении результатов желательно давать четкое и немногословное истолкование новым фактам, полезно привести основные количественные показатели и продемонстрировать их на используемых в процессе доклада графиках и диаграммах).
- Выводы исследования (умозаключения, сформулированные в обобщенной, конспективной форме, они кратко характеризуют основные полученные результаты и выявленные тенденции, выводы желательно пронумеровать: обычно их не более 4 или 5).

К оформлению доклада предъявляются следующие требования:

➢ Титульный лист
➢ Оглавление (в нем последовательно указываются названия пунктов доклада, указываются страницы, с которых начинается каждый пункт).
➢ Введение (формулируется суть исследуемой проблемы, обосновывается выбор темы, определяются ее значимость и актуальность, указываются цель и задачи доклада, дается характеристика используемой литературы)
➢ Основная часть (каждый раздел ее доказательно раскрывает исследуемый вопрос)
➢ Заключение (подводятся итоги или делается обобщенный вывод по теме доклада)
➢ Список литературы.

Unit 9. MYSTERY STRATEGY FOR ELEMENTARY STUDENTS КАК ПОДГОТОВИТЬСЯ К РЕФЕРИРОВАНИЮ СТАТЬИ

Competencies:
Upon the fulfillment of this unit you'll be able to:
- learn more how to engage elementary students in studies;
- enlarge your ESP vocabulary
- render an article

Mystery Strategy for Elementary Students

by Lisa Cooper
Lisa Cooper is a former elementary classroom teacher. She currently writes about history and history education under the name "ElementaryHistoryTeacher" at her weblog, History Is Elementary.

What Is It?

Using the premise of a mystery to solve, elementary students act as history detectives as they explore a historical question and analyze carefully chosen clues to formulate and test hypotheses.

Rationale

This strategy depends on our need to solve mysteries. Students are given an opportunity to be active learners as they solve a historical mystery. This strategy relates to what historians do and the process of historical inquiry. Students must work with evidence, form hypotheses, test those hypotheses, and report their findings.

Goals

The goals of the mystery strategy are to learn to: 1. gather, organize, and process information; 2. formulate and test hypotheses; 3. think creatively and analytically to solve problems; and 4. develop, defend, and present solutions to problems.

Teacher Preparation

1. Choose an topic that contains a mystery such as "Why did the American beaver almost become extinct in the 1840s?" Other examples of appropriate historical mysteries include: "How did flooding in Mississippi in 1931 hinder the Civil Rights Movement?"; "Who really invented the cotton gin?"; and "Was the Boston Massacre really a massacre?"
Data should tease the student without revealing too much.
2. Gather primary and secondary sources that will serve as clues for students such as letters, diary entries, maps, statistical tables, political cartoons, images, artifacts for students to touch (in this case beaver fur or felt), and web articles. These sources should pique students' interest and provide them with clues that will help them generate theories. For example, if students are given a clue regarding the habitat and species

characteristics of the beaver and then also told John Jacob Astor was the wealthiest man in America in 1848 it is hoped they conclude that Astor's wealth had something to do with the beaver. Maps indicating trade routes should confirm this conclusion. Though they may be encountering names in the clues for the first time, making educated guesses is an essential ingredient to the mystery strategy. Students should not be afraid of making guesses or presenting ideas to the larger group. The learning goal is about what it takes to arrive at a hypothesis rather than ending up with a right answer.

3. Decide student grouping. If using small groups, keep individual needs in mind such as reading levels, ability to work with others, and Individual Education Plans (IEPs).

4. Decide how to present the clues to students (strips of paper within envelopes at stations, single sheets of paper for them to cut apart, etc.). See examples of clues for additional clues. Teachers should read through materials to pull clues that fit students' needs and abilities.

In the Classroom

1. Students read through clues and sort them according to common elements. Once the clues are sorted, students begin to work on their hypothesis. 2. As students analyze the clues and arrive at a hypothesis, use guiding questions such as, "Tell me how the two things relate" and "What's your reason for thinking that?" to keep students focused on solving the mystery. Avoid guiding them in a direction. The goal is for students to work with the clues and arrive at their own hypothesis. Students can use the Mystery Writing Guide Worksheet to record ideas. 3. In a whole group, have small groups share their hypotheses and evaluate them. Are they logical based on the clues? Do they make sense? Write group responses on the board so students can track their findings as they move through the evidence. The goal is to test each group hypothesis and arrive at the best conclusion. For example, if one group understands there is a connection between the mountain men and the beaver yet they also think the railroads had a role in the problem, do the clues support or refute these ideas? Remind students they are like historians looking at information to form a hypothesis, test it, and arrive at a conclusion.

Students are asked to think about the process of historical inquiry and how it relates to the steps they followed to arrive at a hypothesis

4. Assign each student a written reflection piece on the content learned and the process used to uncover the mystery. This is the most important part of the mystery strategy and should go beyond merely reporting content. Prompt students with questions such as: What happened in the activity? What things did you do well? Most importantly, ask, Which hypothesis best answers the mystery question? Why?

Common Pitfalls
* Data should tease the student without revealing too much.
* Data should hone inference skills.
* Clues should provide information not an explanation (see Mystery Strategy Clues Worksheet).

Example

Students are presented with the following problem: Why did the American beaver almost become extinct in 1840? Write the question on the board so it is visible throughout the activity. **Anticipatory Set:** Begin by employing a student's knowledge of science and ecosystems learned earlier. Give a short presentation about the American Beaver. This would include the fact that beavers maintain dams that create ponds. The water level in these ponds is constant, encouraging the growth of vegetation that supports many other types of animals. The dams also keep summer rains and resulting erosion in check. The presentation could end with figures about the number of beavers estimated to be in North America from European settlement to today (see links below). Students would see a significant decline in the population during exploration and settlement. This decline leads students to the essential question and they can begin working with the clues to make hypotheses.

Clues: Clues can be obtained from….
* images from fashion catalogs from the mid-1800s;
* real beaver pelt and/or beaver trap, scraps of commercial felt, or images of beaver fur and hats;
* short biographical sketches of mountain men such as Kit Carson, John Liver-Eating Johnston, and William Sublette;
* Advertisements for beaver products such as top hats and ads from trading companies seeking hunters. Scroll down through each page for the aforementioned images.

- newspaper accounts regarding skirmishes/battles between the Iroquois Confederation/other tribes in the Great Lakes region in the <u>Beaver Wars</u>;
- Quotes from all parties involved in the fur trade (Native American chiefs, trading company owners such as Manuel Lisa, mountain men, etc.)
- Pictures of people wearing beaver hats;
- <u>John Jacob Astor</u>.

Be sure to use some visuals!

Reflection: Students reflect on the original question by presenting their hypotheses in written form. Along with their response about the disappearance of the beaver, students are asked to think about the process of historical inquiry and how it relates to the steps they followed to arrive at a hypothesis.

Learning Tips:
Как подготовиться к реферированию
статьи на английском языке

При работе над реферированием статьи происходит осмысление отдельных положений, представляющих основу текста оригинала, сокращение всех малозначащих сведений, не имеющих прямого отношения к теме, обобщение наиболее ценных данных и их фиксирование в конспективной форме.

Общепринято излагать содержание работы при реферировании объективно, без критической оценки материала со стороны референта.

Заголовок при реферировании всегда оставляется на языке оригинала. Если используется другой язык, то после названия произведения в скобках даётся перевод.

Объём реферирования статьи зависит от объёма оригинала, его научной ценности, языка на котором он опубликован. Работы на иностранном языке могут быть более подробными. Максимальным объёмом реферирования принято считать 1200 слов при сокращении текста оригинала в 3, 8, 10 раз.

Процесс реферирования заключается не просто в сокращении текста, а в переработке содержания, композиции и языка оригинала. Необходимо выделить главные факты и изложить их в краткой форме. Второстепенные же факты, детальные описания, примеры, исторические экскурсы необходимо опустить, однотипные факты

сгруппировать, дать их общую характеристику, цифровые данные систематизировать и обобщить. Язык и стиль оригинала в этом случае меняется в сторону нормативности, нейтральности, простоты и краткости.

Таким образом, реферирование статьи – это не простой набор ключевых фрагментов текста, на базе которых он строится, а новый, самостоятельный текст.

Для связности изложения используются специальные клише, которые можно сгруппировать по следующим принципам:

1) для выражения общей оценки источника, его темы, содержания: «статья посвящена…», «целью статьи является…», «статья представляет собой…»;

2) для обозначения задач, поставленных и решаемых автором: «в первой (во второй…) главе автор описывает (отмечает, анализирует и т. д)…»;

3) для оценки полученных результатов исследования, для выводов «результаты подтверждают…», «автор делает вывод, что…» и т. д.

Следующие основная схема поможет вам в реферировании статей из газет, журналов, книг и других источников:

1. The Moscow Times dated the 10th of May carries an article headlined …	- В газете … от 10 мая помещена статья, озаглавленная…
2. The article deals with…	- В статье говорится о…
3. Here is something about …	- Вот некоторая информация о…
4. The article is devoted to the analysis of the situation in …	- Статья посвящена анализу обстановки в …
5. The article discusses (points out, stresses on, reviews)…	- В статье обсуждается (указывается на, подчёркивается, что, рассматривается)…
6. The article goes on to say …	-Далее в статье говорится…
7. It should be noted that … -	- Следует отметить, что…
8. In conclusion the article says…	- В заключение в статье говорится…
9. That's about all I wanted to say.	- Это, кажется, всё, о чём мне хотелось вам сообщить.

Клише для составления аннотаций и реферирования статей

1. The article is headlined…

2. The headline of the article I have read is …

3. The main idea of the article is …

4. The article is about / deals with / is concerned with…

5. The article opens with…

6. At the beginning of the article the author depicts / dwells on / touches upon / explains / introduces / mentions / comments on / underlines / criticizes / makes a few critical remarks on / gives a summary of…

7. The article /the author begins with the description of / the analysis of …

8. Then / after that / next / further on / the author passes on to / goes on to say / gives a detailed analysis of…

9. In conclusion the author…

10. The author concludes with…

11. The article ends with…

12. At the end of the article the author draws the conclusion that…

13. At the end of the article the author sums it all up by saying…

14. I found the article interesting / informative / important / dull / of no value…

Unit 10. ENGAGING STUDENTS IN LEARNING HISTORY КАК ПОДГОТОВИТЬ УЧЕБНУЮ ПРЕЗЕНТАЦИЮ

Competencies:

Upon the fulfillment of this unit you'll be able to:
- learn more how to engage elementary students in learning history;
- enlarge your ESP vocabulary
- make a power-point presentation on the topic

Engaging Students in Learning History

John Fielding
Queen's University (Retired, 2002)

Abstract

There are two distinct sections to this article. In the first part, the author's relates, in a personal way, his conviction that the teaching of

history is about the engagement and development of the "historical imagination". In the second part Fielding presents not only many strategies for teaching history but also his analysis of these various activities in terms of how effectively they engage students' "historical imagination."

The context

It is easier to comment on how not to teach history than it is on how to teach it. I only have to recall the hundreds of negative reactions from adults when I told them I am a history teacher. "Oh! That was my worse subject." "I hated history." "History was boring." "Names and dates, that's all it was." and "I can't remember any of it!"

To my question, why didn't they like history, their response was one of the following: memory work, recall, list of names and dates, not relevant, didn't interest them, teacher talked all the time, and we didn't do anything.

On the other hand, one can also learn how history was taught effectively from the 1 or 2 people out of 10 who loved history in school. Their teachers took them on field trips, they recreated history through drama, the teacher was a great storyteller, they had great discussions - the teachers made it interesting. These people often described their history learning with the word engaging.

Here is the reason I studied history and why I became a History teacher. In grade four an austere woman teacher, who slapped with a ruler any unsuspecting child who looked sideways, one day did a very unusual thing. She told us to get out of our seats and go to the huge windows at the side of the classroom. There we were instructed to observe the Grand River. Paris Central School sat on a hill overlooking the Grand, which flowed through the little town of Paris, Ontario. She said, "Try to imagine Father Marquette and his partner in exploration Louis Joliet in their birch bark canoes paddling down our river through the forested wilderness past our school."

"Of course our school would not have been there," she exclaimed!

After a few minutes of scene setting, dreamy gazing for some, but rather intense imaging for me, (probably a first, since I was a very weak student in my early school years, 1 even failed grade 2) we were smartly whisked back to our desks. Here the rest of the story with dates and details continued. From that moment on, however, I was fascinated with these

explorers. I had imagined that I actually saw them. My historical imagination had been engaged and it has never been turned off. History came alive for me that day! Later in grade 12 and 13 when I was confronted with deciding what to do for the rest of my life I couldn't get that moment with history out of my head. That unusual day, the teacher did 4 important things. She made history active - we moved out of our desks. She asked us to use our imaginations. She told the story of Marquette and Joliet's travel and explorations. And she made it real and relevant - we looked at the river in our own community.

I think that the first priority in how to teach history effectively is to develop learning strategies that arouse and engage the historical imaginations of our students. How we do that is by providing them with opportunities to do and to talk about history. We need to encourage students to take on the role of the historian in a creative and critical way. It is not by filling them with a narrative of names and dates for recall and test purposes. They will learn lots of solid history, including names and dates, just as I have, but they will learn it through involvement. Ever since I read the results of a memory study conducted by Danielle Lapp of the University of Texas which revealed that "we remember only 10% Of what we read, 20 % of what we hear, 30% of what we see, 50% of what we see and hear, and 90 percent of what we do and say", I could no longer lecture or present history in "the old way".

What I have also learned by talking with students who enjoyed History was that they continue to study and learn history throughout their lives. They continue, in most cases, not by studying history in the academic sense but more likely by how they choose to use their leisure time. They will read history for pleasure, take it up as a hobby by researching their family's genealogy, collecting stamps or antiques, telling stories of the past, or traveling and visiting museums and historic sites. What we do know is that they will have richer more interesting lives as a result of their interest and enjoyment of history. The challenge for teachers of history is to get them curious, interested, and engaged. It is almost a case of, "do no harm". Then they will want to learn history and enjoy it.

Interesting but not effective strategies

I like most history teachers have searched for a variety of strategies to make my lessons interesting. I also used some of these strategies before I understood the difference and importance of making my lessons not just

interesting but engaging and effective. Here is my list of interesting but not effective strategies:

- **Cross word puzzles, word searches, and fill in the blanks:** Sure they can keep students busy and for some students they may coincidently reinforce a few dates or terms. But they don't learn any historical context, it doesn't involve an imaginative recreation of an era or event and it doesn't involve any of the skills or critical thinking of the historian. In fact I don't think it does much at all for the learning of history.

- **Trivia pursuit:** With the popularity of various forms of trivia pursuit games and the
annual Dominion Institute survey report about how little Canadians know about their history there has been a push to get young people to know more history facts. History trivia pursuit games can serve a purpose for review purposes and maybe concluding a lesson with some "what facts do you know now". For too many students it just reveals how weak they are at memory work. I don't think it reveals any real understanding of history.

- **Posters:** I have noticed a lot of teachers, desperate to break up the same old routines, resort to asking students to create posters. Their favourites are posters encouraging immigration to Canada at the beginning of the 20th century or recruitment for World War 1. If History class were Art class it would be a good assignment. Students who like to draw or paint think it is fun and different. But too often it involves little or no research, turns into a copying exercise and involves no critical thinking about the use of propaganda and why certain images appealed to people at that time in history. Without these latter dimensions it is really a waste of time in a History class.

Interesting and sometimes effective strategies

All of these activities have wonderful potential to engage students and are certainly excellent to create variety, develop skills, including critical thinking and decision-making. What they lack, however, is that component of engagement of the historical imagination.

- **Watching films, videos or DVD's:** Videos can help students to visualize an era or event. Too often, however, they are used as a passive process without any analysis of what is being presented, why it is being presented and how it is being presented. They may stimulate an interest but unless students engage in some questioning of the experience we have to

ask ourselves what the students are learning and if this is really an effective way of learning history.

- **Field trips:** How can anyone be critical of a good old field trip? Students love them. They provide a change of scenery, some free time, and are entertaining. I suggest, without totally ruining the fun, we need to engage students in some learning of the context of the place we are visiting. We need to challenge our students to think about what they are experiencing, why a site is important, maybe why it was designated a national site, even who was involved in the designation. Pre and post field trip research and exercises can make the difference between an entertaining outing and a significant learning experience.

- **Debates:** They are also a favourite of some teachers who like the idea of controversy and competition. I have steered clear of them since I learned about **Edward DeBono's PMI. P** stands for plus or positive, M for minus or negative, and I for interesting or I wonder if. The concept is that groups of students brainstorm an issue and record the plus, minus and interesting aspect of an issue. The problem with debates is students are more interested in winning their argument than creatively researching or looking at an issue, decision or event in history. Debates produce convergent rather than divergent thinking. PMI's can lead to great discussions, excellent critical thinking and thoughtful reflection on the past.

Another alternative to the debate is the **"U-shape" forum.** Many teachers are replacing this adversarial, closed-minded format with more open-ended discussions where students are encouraged to see the merits of all sides and to accept positions along a continuum. To facilitate this approach, class discussions may be configured in a "U-shape." Students with polar views (either strongly agreeing or strongly disagreeing with the proposition) seat themselves at either tip of the "U;" students with mixed opinions sit at appropriate spots along the rounded part. At varying stages in the discussion, students are encouraged to move along the spectrum as their intellectual positions on the issue change. In this way, less dogmatic attitudes are encouraged: the implicit messages of the traditional debate - black or white, fixed opinions with the objective of winning the argument - are supplanted by different messages of the "U-shaped" discussion - provisionally held positions as one tries to figure out the most defensible personal stance from a continuum of options.

- **Mind Map:** The sounds of moaning, when we ask students to write, can be painful. For quite a few of them writing a report or essay is their worse nightmare. Yet when you do show them a video or ask them to read a book or essay you want them to show what they understood from the exercise. This is when I have found that for many students a mind map assignment works best.

A mind map is a visual representation of the student's thoughts and thought process. It can show how they connect ideas and reveal an understanding of cause and effect relationships. I have also discovered that students, using their mind maps, can explain their ideas and what they have learned quite effectively. In fact better than when they attempt to simply read what they have written. Mind maps have shown me that some students who floundered badly when I asked for a written report could not only think but could also talk.

- **Events graph:** I use to dread starting a new topic such as the French Revolution or World War 2. How can students understand what was happening without having some knowledge of the sequence of events? But I certainly didn't want to give a lecture unless I wanted them to sleep for 40 minutes. Finally I got an idea - give them a timeline of key events and ask them to evaluate the significance of the events according to a set of criteria established by the class. For example, how many people were affected by the event? Did it cause subsequent changes? Did it cost lives or save lives? Was the impact of the event short or long term? Students have to do some reading and research to learn more about the events. I usually did this as a group assignment so that the students could divide up the research, pool their knowledge and talk about their ranking of the events. Finally, they made a bar graph ranking each event between 0 and 10, with ten being most important. Then the students presented their findings using their graphs. The presentations led to many a lively discussion, as the students' interpretations of events were never the same. Once we understood the timeline then we could move on to study many other issues and concepts. Is there a pattern to revolution? How significant is the role of any one person? What was the role of women in this revolution or war? Do we have enough solid information to reconstruct what really happened? How is our present day view of the world affected by this event?

Interesting, imaginative, and effective strategies

I do believe teachers can effectively engage students in learning history through teaching strategies that employ a whole range of learning styles. The most important element for a strategy to be effective is, however, that it must activate the historical imagination of the student. Some strategies that are not just interesting but actively engage students in an effective and creative manner are described here. One word of caution, however, there are no guarantees - these activities can go wrong. Good research habits are needed to avoid blatantly inaccurate false history. Differences in interpretation are, of course, encouraged but factual errors and imposing present day thinking and values on the past are not.

- **Role-playing, re-enactments, tableaux and simulations:** I made sure my students participated in at least one of these a semester. Why? Because year after year, for over 20 years, when I asked my students to rate their favourite lesson, most said the re-enactment or simulation. Simulations, such as re-enacting the Quebec City Conference of 1865, or playing the part of immigrants with passports and immigration officials armed with the rules of entry for a specific year, put students into decision-making situations. [Most of the components of the learning resource *We Are Canadians* involve some form of role-playing.] Students learn not only about the event, rules, dates, and people but they learn even more about process. In the case of a Confederation conference, students learn how to negotiate, compromise, and even make a good impression. In the case of the immigration simulation students not only learn about the process of immigrating by going through some aspects of it but they also feel some of the emotions that are a big part of the whole debate about immigrants, immigration, immigration rules and restrictions.

- **Tableau:** A tableau is a striking scene or picture created by people posing, often in costume. A series of tableaux can be used effectively to recreate an event, especially when a narrator is used to describe the various scenes and/or progression of events. Another variation on role-playing, tableaux can be less intimidating because not everyone needs to speak but everybody can participate.

Not the most important fun but the most important aspect of this activity is the debriefing. What was portrayed, why was it important, is it a reasonably accurate recreation of the event, what aspects do we need to

learn more about, are there other interpretations of what happened, and, of course, what have we learned from this activity?

- **Stepping into the picture** (a combination of role-playing and tableau): This is a concept I developed after participating in a History Alive! workshop presented by Bert Bower from the California Teachers Institute. Basically it involves students role-playing people in a picture. Some of my favourite photographs for this strategy are famous ones, such as; "The Last Spike" or "Fathers of Confederation at the Charlottetown Conference". The idea is to assign roles based on the people in the picture, students research their person, and then they create a conversation about the issue that is the subject or reason for the photograph. For example, in the two photos I mentioned, the issues are obviously, the building of the transcontinental railway and Confederation. This exercise is excellent for stirring up the historical imagination, researching, discussing issues, and identifying people and places. It can, with thoughtful help from the teacher, involve some excellent critical thinking. The teacher will need to encourage students to ask some penetrating questions in order to recreate a realistic or accurate historical context. Students do tend to want to impose the present on the past. There are opportunities for some imaginative but not authentic dialogue -that is neither good history nor good history teaching. A complete, ready-to-use "Stepping into History" lesson with the "Last Spike" photograph is available on the histori.ca website: www.histori.ca/teachers/lessonPlan.do?ID=10086&sl=e

I have not made a clear distinction between role-playing and a simulation although some people do. They see simulations as remaking not re-enacting or trying to recreate history. I think of a simulation as a more formalized or structured and involved role-playing. I am interested in historical accuracy not remaking history.

- **Postcards from the Past:** Students get bored and frustrated with writing essays and reports. Here is an interesting alternative. When you are studying a unit of time or about an event, whether it is the Loyalists, Confederation or Settling the West, ask the students to create postcards from the perspective of that time period. The postcard should be as historically accurate as possible - we may have to suspend some historical accuracy for the Loyalists since they were far too busy and disoriented to be writing postcards even if they had them back in the 1780's. The postcards should, of course, be written in the first person and have proper

postcard format, including a representative picture on the front. I think this is a much more useful exercise than simply writing a letter or drawing a picture. This will involve the student in doing some research, which too often is not what Jhey do if you ask them to simply draw a picture or create a poster. I found that to motivate my students to do the research I made it clear that I expected accuracy in factual information as well as to their character's opinions about what was happening. I required that some answers to the 5 W questions, what, where, who, when and why and some aspects of how had to be included in the postcard narrative.

This exercise includes all my criteria for an effective lesson: it calls on the imagination, requires research, appeals to different learning styles and is creative, active learning.

• **Heritage or history minutes:** This is a strategy that developed very naturally out of the popular television advertisements called "Heritage Minutes" produced originally by The CRB Foundation Heritage Project and more recently by Historica (www.histori.ca). The length is just right for a student project. Organize the class into small production teams and ask them to write a storyboard for a history minute. You don't actually have to do a video although the students usually want to and it does teach them other skills in a real, worthwhile way. It is great for learning across the curriculum or integration of skills. It is especially effective if you are studying an era, such as the 1920's or even the 1960's or an event such as Confederation. You can allow the students to choose to do a person, event, even a popular product of the time and do the research necessary to tell the story. It is active, creative learning at is best, especially when you can show an actual Heritage Minute and critically analyze it before using it as a model. Information about this type of lesson plus background information about the real Heritage Minutes can be easily found on the Historica website: www.histori.ca/teachers/lessonPlan.do.

• **Historical fiction:** Most people enjoy reading historical fiction. In fact the sales of historical fiction novels have never been greater. So why not introduce your students to the genre and let them be creative while they still learn some real history. You can also encourage the use of primary documents as the source of the information for the students' fictional creations. I am encouraged in my thinking that it is okay to let young students of history write historical fiction by an article in the The Archivist, No. 121, 2003, page 14. The author Dale Simmons writes,

Aspiring writers are often cautioned to write only about "what they know." But if writers followed this advice, there would be no fantasy or science fiction writing, and not much historical fiction either. Far better advice would be "know what you" write. The question is... how do you get to know about events in the past? The answer can be summed up in one word: research.

What we want is for students to get engaged in story telling but to be as accurate as possible. Good research, application of the imagination, and writing a story about an historical event or person - it sounds like an excellent strategy to me and there are lots of examples that you can use to provide the students with models.

- **Obituary or Eulogy:** I have lots of friends who read the obituaries every day - of course I am older and so are my friends. An obituary is a wonderful summary and interpretation of a person's life. There are excellent models in most newspapers, especially the "Lives.Lived" column in the Globe and Mail. I like the idea of finding primary documents on famous people, such as Winston Churchill, Sir John A. Macdonald or Billy Bishop and asking the students to write the obituary from them rather than secondary sources where most of the work is already done. Of course, this suggestion will depend on the age and ability level of the students. Even writing an obituary or eulogy from secondary sources takes research, creativity, storytelling ability and writing skills. The students can practice their public speaking skills by presenting their eulogy. This is not a skill most of us want to use very often but even our students will some day get old - imagine that.

When it comes right down to it students want variety with a dependable structure. They want to be challenged yet not to be overwhelmed. They want to be able to think, talk, and do history. They also need to be given the opportunity to make some decisions, walk in another person's shoes for a while, and use their imaginations.

John Fielding is an Adjunct Professor of Education at Queen's University (Retired, 2002).

He can be reached by email at john.fielding3(a).sympatico.ca.

Как подготовить компьютерную презентацию

Компьютерная презентация

Любая технология, в том числе и создание компьютерной презентации, имеет свои правила, принципы, приемы.

Что такое компьютерная презентация?

Презентация (от английского слова - представление) – это набор цветных картинок-слайдов на определенную тему, который хранится в файле специального формата с расширением РР. Термин «презентация» (иногда говорят «слайд-фильм») связывают, прежде всего, с информационными и рекламными функциями картинок, которые рассчитаны на определенную категорию зрителей (пользователей).

В чем достоинство презентаций?

1. Последовательность изложения. При помощи слайдов, сменяющих друг друга на экране, удержать внимание аудитории гораздо легче, чем бегая с указкой меж развешанных по всему залу плакатов. В отличие же от обычных слайдов, пропускаемых через диапроектор, компьютерные позволяют быстро вернуться к любому из уже рассмотренных вопросов или вовсе изменить последовательность изложения.

2. Конспект. Презентация — это не только то, что видит и слышит аудитория, но и заметки для выступающего: о чем не забыть, как расставить акценты. Эти заметки видны только докладчику: они выводятся на экран управляющего компьютера.

3. Мультимедийные эффекты. Слайды презентации — не просто изображение. В нем, как и в любом компьютерном документе, могут быть элементы анимации, аудио- и видеофрагменты.

4. Копируемость. Копии электронной презентации создаются мгновенно и ничем не отличаются от оригинала. При желании слушатели могут получить все показанные материалы.

5. Транспортабельность. Дискеты с презентацией гораздо компактнее свертка плакатов и гораздо меньше пострадает от частых путешествий то на одно, то на другое «мероприятие». Более того, файл презентации можно переслать по электронной почте.

Если весь процесс работы над презентацией выстроить хронологически, то начинается он с принятия решения о проведении презентации и планирования, затем — отбор содержания и создание презентации, проведение и заключительная работа после ее окончания — анализ.

Некоторые правила организации материала в презентации

- Главную информацию — в начало.
- Тезис слайда — в заголовок.
- Анимация — не развлечение, а метод передачи информации. Анимация — еще и средство привлечения и удержания внимания.
- Трансформация одного слайда в другой позволяет не терять логику визуального рассказа.
- Если что-то устроено просто, рисовать надо еще проще.
- Визуальная привлекательность и эмоциональность.

Хорошее исполнение — это ключ к вниманию и пониманию, уважение к аудитории, приятные впечатления от просмотра

Методические рекомендации по созданию презентации на иностранном языке

1. Подумай, о чем ты хочешь рассказать в своей презентации. Составь план презентации.

2. Проанализируй необходимую литературу. Подбери цитаты, иллюстративный материал.

3. Повтори слова, необходимые для составления комментария к презентации.

4. Текст слайда должен состоять из кратких и простых по грамматической структуре предложений.

5. Иллюстрации должны отражать содержащуюся на слайде информацию.

6. Слайды должны быть логически последовательными.

7. Не забывай, что при представлении презентации комментарии к слайдам должны содержать больший объем информации, чем отражено на самом слайде.

8. Дизайн слайдов должен быть выдержан в едином стиле и не мешать восприятию содержащейся на нем информации.

Unit 11. EXPERIENCE IN INNOVATIVE TEACHING AND LEARNING OF HISTORY IN SECONDARY SCHOOL КАК ПОДГОТОВИТЬ РЕФЕРАТ

Competencies:

Upon the fulfillment of this unit you'll be able to:
- learn about innovative teaching History in secondary school;
- enlarge your ESP vocabulary;
- reference an article.

Teachers' Experience in Innovative Teaching and Learning of History in Secondary School

by Chisomo Gracious Mwale
Independent Researcher
International Journal of Engineering Science and Management (IJESM)
Vol. 1, Issue 1, December 2018
Chisomo Gracious Mwale*
*Lecturer II, Department of School of Education;
DMI St. John the Baptist University, Mangochi, Malawi
Email: graciousmwale@gmail.com

Abstract

Student Centered Methods have been the benchmark for assessing teaching and learning in the New Malawi Secondary School Curriculum. However, teaching of History has for a long period of time been associated with presentation of facts, otherwise known as teaching in a traditionalway. Such teaching involves reading chapters and listening to lectures while making students copy huge chunks of notes henceforth, denying them critical thinking and interpretations of historical facts. Apparently, it does not come as a surprise to observe limited number of students enrolling for History subject for Malawi School Certificate of Education a situation that is worrisome. However, teaching of History in innovative way describes a kind of pedagogy that ensures students do not only understand other peoples' interpretations, but also help them learn to construct their own interpretations of past. Therefore, it is against this background that this study investigated the teachers' experiences on what involves teaching of History in innovative way, the challenges encountered and solutions to

deal with such challenges while implementing these new student-centered methods. The study is both quantitative and qualitative in nature with Purposeful and later Simple Random Sampling Technique used to sample History teachers from various secondary schools in Mangochi District, Malawi.The results revealed that, Innovative Teaching Methods are crucial in producing critical thinking, socialization, decision making and analysis among students. However, the study reveals lack of learning resources to be the main challenge with the need for all stakeholders to endeavor on mobilizing resources and foster professional development for History Teachers.

Key Words: Critical Thinking, Historical Thinking, Historical Interpretation, Innovative Teaching Methods

1. INTRODUCTION

The study of History in secondary school is of great importance as it help to students to understand the past for posterity, develop a sense of nationalism and nurture reasoning skills (Namamba & Rao, 2017).However, for this to be achieved, a great deal of work needs to be done by teachers. Various student-centered techniques are the precursor for attaining such skills by students.

However, in developing countries like Malawi,it has been found that teachers still cling to the old way of teaching with perceivable undue use of lecture method (Nyamwembe, Ondigi, & Kiio, 2011). Consequently, this among others does not only demotivate students to take the subject, but also deprive them of entertainment and reasoning skills that the subjects assume to champion. Thus, such method of teaching History is void of the critical thinking needed for historical interpretation of events among students. Studies in India reveal that excessive use of lecture methods in History classes deter students from studying History (Tok, 2016). In Morocco, similar experiences have been documented with teacher centered methods being dominant in teaching History. Unfortunately, such methods of teaching History have been found to hardlyarouse creativity in students as they are subjected students to only listen, copy and memorize with little or no room for questions (Stegers, 2012). Ideally, History has been widely described as a subject where historical interpretation is practiced by students. Interpretation form the basis for constructivists theorists whopropose that students need

to be active thinkers, continually trying to create a more complex understanding of their own world (Sablonnie`re, Taylor, & Sadykova, 2009). Therefore, teaching of History as Interpretation isa kind of method synonymously referred to as Innovative Teaching Methods. Stegers (2012) observed that Innovative Teaching Methods brings about Innovative History Education. this is a kind of education that render student's challenge the basic stories since they are demanded to have an open mind, empathic understanding as well as think critically through questioning, analyzing, interpreting and judging the themes being imparted in History lessons. With Innovative Teaching Methods, students construct their own learning through active participation in classroom activities. Subsequently, the absence of Innovative Teaching Methods results in History being relegated to a subject that is not worthy to be studied in comparison with to other subjects (Fru, 2015) in the 21st Century. Sablonniere, Taylor, and Sadykova, (2009) gives an account of innovative teaching in History as the one that encourage class participation with greater teacher student interaction. Here, assessment is not based on memorization but application of what one has learnt in the real-world. Suslov, Salimgareev and Khammatov (2017) observed problem-based, design and game methods, case-study, debate as well as discussion as examples of Innovative Teaching Methods used in teaching History. Similarly, Maloy and LaRoche (2010) mention small group work, primary sources and role play to be Innovative Teaching Methods used in teaching History. Consequently, such Innovative Teaching Methods have been found to attract attention, offer vivid understanding of what happened and excitement to students.

Although small group work and role play have been found crucial, they are associated with shyness among students with primary sources facing language barrier of the sources of materials used. All along, the idea of Innovative Teaching Methods has been embraced due to a historical thinking it creates from students. This thinking makes students examine historical evidence, reflect on perspective, context as well observe beyond the written words by authors (VanHover & Yeager, 2005).Such methods make students learn through engagement and teachers create a dynamic environment for practice for students (Bulger, Mohr, & Walls, 2002). Furthermore, allowing History be taught in innovative way, it let students develop historical thinking and reasoning skills

(Fru, 2015). Consequently, due to ethical dilemmas in events, such Methods support students to make right judgment based on their right decisions in History (ADACS, 2000).Fru (2015) further narrates that, Innovative Teaching Methods make students understand other people's culture other than just idolizing the culture of the dominant group in a country. It also let students develop into critical thinkers as well as good decision markers assessing their decisions and choices made in the past to interpret the present (Maloy & LaRoche, 2010).Besides, Innovative teaching in History to help students develop critical judgment on historical matters and comprehend existing events in the proper historical context (Boadu, 2015).The use of innovative teaching in classroom aids in interpretation of History where students acquire kills of organization through diverse and conflicting interpretations(Stearns, 2013). This further make them come up with arguments with regard to historical issues presented before them. Students are for instance, set to have the ability to argue historical arte facts other than accept or reject what is being taught with this attitude being crucial in preparing them for a democratic society (vanDrie & vanBoxtel., 2007).Innovative Teaching Methods have thus been described to encourage shared understanding between a teacher and a student providing cooperative solution of educational tasks, arouse cognitive skills as well as acquisition of positive communicative skills among students (Suslov, Salimgareev, & Khammatov, 2017).

Therefore, in the year 2015 A.D., Malawi, took a deliberate measure to have History included as a core subject in the New Malawi Secondary School Curriculum. However, it remains to be seen whether Innovative Teaching Methods which the curriculum advances are being adhered; besides the various challenges teachers face in pursuit for its implementation. For instance, in pursuit for Innovative Teaching Methods, History teachers are faced with several difficulties. It has been observed that cultural, teacher related, student and school related factors have been some of the challenges in the implementation of Innovative Teaching Methods in History (Jackson, 2005).Similarly, Jackson further observed that, these methods are further affected by ridged examination-oriented and inflexible curricula, evident in History curriculum in Malawi secondary schools. Furthermore, the unavailability of audio-visual aids has been found to impair teaching of History with

innovation among teachers with observable lack of vivid pictures to demonstrate the past (Boadu, 2016).However, as a way of cultivating Innovative Teaching Methods in History, a study by Boadu (2015) observed that, schools need to work on being resourceful. Teachers need to include as much relevant resources as possible to ensure that teaching of History is interesting while at the same time inculcating knowledge and skills to students (Boadu, 2015). Furthermore, with the overloaded syllabus (Boadu, 2016),there has been no room for greater teacher-student interaction hence negatively impacting Innovative Teaching Methods in History. Nevertheless, as a way of embracing Innovative Teaching Methods it has been observed that teacher preparation through supporting deep knowledge of History and comprehending how to teach historical thinking (VanHover & Yeager, 2005) would be ideal.

Furthermore, Stegers (2012), found the need to foster professional development of History teachers to be significant in the establishment of Innovative Teaching Methods in Secondary schools.

2. METHODS

The study takes the paradigm of both Quantitative and Qualitative. Through Purposeful and later Simple Random Sampling Technique, data was collected from 40 secondary school History teachers in Mangochi, Malawi.Through Semi-Structed Questionnaires the study collected data ontheir experiences in implementation of Innovative Teaching Methods in History lessons. Data analysis was done using SPSS, Microsoft Word and Excelby grouping themes generated from results of the study. Tables and graphs were used to present the results of the study.

3. RESULTS AND DISCUSSION

A. Sex of Respondents

The study revealed that 18 representing 45% of the participants were male whereas 22 representing 55% were female. Thus, with simple random sampling technique, both male and female history teachers had equal chance of being selected to provide data for the study.

B. Respondent's Sex

Frequency	Percent	Valid Percent	Cumulative Percent	Valid
				Male
18	45.0	45.0	45.0	

Female

	Frequency	Percent	Valid Percent	Cumulative Percent
22	55.0	55.0	100.0
Total	40	100.0	100.0

C. Level of Education

The study also collected data on the level of education of participants. The results revealed that 10participants representing 25% were Degree holders whereas 30representing 75% were Diploma holders. Therefore, the participants presumed to be qualified teachers to teach History at secondary school level.

Level of Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Degree	10	25.0	25.0	25.0
Diploma	30	75.0	75.0	100.0
Total	40	100.0	100.0	

D. Observable Skills in Students After Undergoing Innovative Teaching Methods

The study sought to investigate on observable skills students demonstrate after undergoing Innovative Teaching Methods. Consequently, results revealed that,critical thinking, socialization, decision making and analysis as some of the skills gained by students after employing Innovative Teaching Methods by History teachers in their lessons. These results concur with that of Maloy and LaRoche (2010)who observed that, Innovative Teaching Methods make students critical thinkers as well as good decision markers assessing their decisions and choices made in the past to interpret the present. Similarly, these methods have been found to make students active hence letting them be autonomous, self-directed and creative students (Stegers, 2012).

E. Challenges Encountered While Implementing Innovative Teaching in Schools

The study also sought to understand the challenges History teachers encounter in their quest for innovative teaching. Generally, it was found that approximately 55%of participants see shortage of teaching and

learning resources as the main challenges in implementing Innovative Teaching Methods in History. These results concur with that of Boadu (2016) where unavailability of audio-visual aids impaired teaching of History lessons with lack of vivid pictures to demonstrate the past. Besides, results of this study equally revealed other challenges namely; curriculum being too wide, large classes, poorly arranged classrooms, lack of interest in the subject, shyness to participate, inability to complete discussion by students and time consuming. On the curriculum being too wide, Stegers (2012) reveal the experiences in Morroco where History curriculum has been found to be too wide and very strict, with History teachers left with the task of teaching to test students hence depriving creativity needed. Furthermore, the study reveals shyness to be a challenge by teachers in executing Innovative Teaching Methods a development also cited by Maloy and La Roche (2010). However, it is in the professional interest of the teacher to fully engage such shy students by inculcating the assertiveness skills good enough for them to participate in lessons.

F. Solutions to Challenges to Deal with Innovative Teaching and Learning Methods

The study also sought to find out the suggested solutions from teachers on how they endeavor to overcome challenges to deal with implementation of Innovative Teaching Methods in History. Consequently, participants revealed the need for teachers and government to be resourceful, develop a sense of use of Teaching and Learning Using Locally Available Resources (TALULAR), use of multimedia and proper planning as crucial in alleviating the challenges that affect implementation of Innovative Methods of Teaching in History. Thus, while schools operate on resource constraints, Boadu (2015) contend that, schools need towards resourcefulness with availability of relevant resources which ultimately make History entertaining and educative. However, the use of TALULAR would require the need for orientation and training of teachers on how to develop and its use in Classrooms. The study also revealed that employing of qualified teachers to be crucial in implementation of innovative methods, with teachers having updated knowledge on how to implement students centered methods. As echoed by Stegers (2012) professional development to educators is crucial in

preparing History teachers implement Innovative Teaching Methods in their lessons.

4. CONCLUSION

This study has highlighted the context in which Innovative Teaching Methods are being used among History teachers in schools. The study has established that, Innovative Teaching Methods has a profound effect on teaching and learning of History with it producing critical thinking, socialization, decision making and analysis among students. However, among other challenges, the study reveals lack of learning resources to be the main obstacle teachers face while
implementing Innovative Teaching Methods. Consequently, the study recommends the need for government and Non-Governmental Organizations to endeavor on mobilizing resources; specifically, for teachers to engage the technology of TALULAR in teaching History. Furthermore, the need to foster professional development in History Teachers on Innovative Teaching Methods would perhaps help in ensuring that students graduating in such systems would be important in achieving the democratic norms of the 21st century.

REFERENCES
[1] ADACS. (2000). New methods in teaching history in present-day secondary schools in the Russian Federation". Volgograd.
[2] Boadu, G. (2015). Effective Teaching in History: The Perspectives of History Student-Teachers. International Journal of Humanities and Social Sciences, 3(1), 38-51.
[3] Boadu, G. (2016). Teachers' perceptions of the problems faced in the teaching of history in senior high schools. Journal of Arts and Humanities, 5(7), 38-48. Retrieved from http://www.theartsjournal.org/index.php/site/index
[4] Bulger, S. M., Mohr, D. J., & Walls, R. T. (2002). Stack the Deck in Favor of Your Students by Using the Four Aces of Effective Teaching. The Journal of Effective Teaching, 5(2).
[5] Fru, R. N. (2015). History education at the crossroads: Challenges and prospects in a Lesotho context. Yesterday&Today,, 67-82.

[6] Jackson, N. (2005). Creativity In History Teaching And Learning. Subject Perspectives On Creativity In Higher Education Working Paper April 2005.

[7] Maloy, R. W., & LaRoche, I. (2010). Student-centered teaching methods in the history classroom: Ideas, issues, and insights for new teachers. Social Studies Research and Practice, 5(2). Retrieved from http://www.socstrp.org

[8] Namamba, A., & Rao, C. (2017). Teaching and learning of history in secondary schools: History teachers' perceptions and experiences in Kigoma region, Tanzania. European Journal of Educational Studies, 3(3), 172-196. doi:10.5281/zenodo.290606

[9] Nyamwembe, E. O., Ondigi, S., & Kiio, M. (2011). Attitudes of students toward studying history and government in some selected secondary schools in Mosocho Division, Kisii County.Kenya. Journal of Education and Practice, 4 (11), 17-26.

[10] Sablonnie`re, R. d., Taylor, D. M., & Sadykova, N. (2009). Challenges of applying a student-centered approach to learning in   the context of education in Kyrgyzstan. International Journal of Educational Development. doi:10.1016/j.ijedudev.2009.01.001

 [12] Stegers, S. (2012). History and Citizenship Education in the North Africa and the Middle East: Challenges and Opportunities for History and Citizenship Education from the Viewpoint of Educators from the Region. Budapest:

EUROCLIO – Euro pean Association of History Educators. Retrieved from www.euroclio.eu/mediterranean-dialogues

[13] Suslov, A. Y., Salimgareev, M. V., & Khammatov, S. S. (2017). Innovative methods of teaching history at modern universities. 19(9), 70-85.

Learning Tips
Как подготовить реферат

Реферат – это письменный доклад на определённую тему, обобщающий информацию из различных источников. Кроме того, так называют краткое содержание научной работы. Для получения высокой оценки за работу, важно не только раскрыть тему, но и правильно её оформить.

Реферат должен иметь:
- Титульный лист;
- Содержание;
- Введение;
- Основную часть;
- Заключение;
- Список литературы.

Титульный лист

Первую страницу реферативной работы называют титульным листом – здесь должна быть отражена следующая информация:
- Наименование вышестоящей организации (его нужно писать сразу после верхнего поля, прописными буквами);
- Следующая строка – название учебного заведения, которая оформляется так же;
- Чуть выше середины страницы, прописными буквами и жирным или полужирным шрифтом, необходимо написать слово «РЕФЕРАТ»;
- Затем, строкой ниже, с большой буквы пишут тему работы;
- После этого следует отразить данные об исполнителе (их принято печатать со смещением вправо);
- Строкой ниже должны идти данные о руководителе – их оформляют так же, как и в предыдущем пункте;
- Далее на предпоследней строке листа пишут название города;
- И последний пункт титульного листа – год выполнения работы.

Содержание

На второй странице реферата требуется оформить содержание работы, в котором должны быть указаны названия глав и номера страниц, на которых они находятся.

Введение

Прежде чем начать раскрывать тему реферата, необходимо сделать небольшое вступление (обычно пишут об актуальности проблемы, методах исследования и задачах, которые ставит перед собой автор).

Основная часть

В основной части реферата нужно логично и последовательно раскрыть тему, используя специальную литературу.

Заключение

В заключительной части обобщают обработанную информацию и пишут краткие выводы.

Список литературы

На последней странице необходимо в алфавитном порядке оформить пронумерованный список использованной литературы, содержащий следующие данные:

- Фамилия и инициалы автора;
- Название работы (его пишут без кавычек, с большой буквы);
- Выходные данные книги в следующем порядке: город издания, название издательства, год и количество страниц;

Для удобства восприятия, текст реферата принято писать на одной стороне листа 12-м шрифтом через полуторный интервал. Обязательно нужно делать абзацные отступы, а новые главы и части начинать на следующей странице. Заголовки и подзаголовки выделяются жирным или полужирным текстом, при этом точку в конце ставить не нужно. Нумерация страниц обязательна – она должна быть сквозная (титульный лист не нумеруется, но считается). Материал желательно излагать в настоящем времени. Следует избегать сложных предложений и грамматических оборотов, употребление личных и указательных местоимений свести до минимума, но при этом можно широко использовать неопределенно-личные предложения. Сообщая о теме или предмете исследования, необходимо пользоваться в первую очередь формами настоящего времени Present Indefinite), а в тех случаях, когда нужно подчеркнуть законченный характер действия, — Present Perfect. Форма прошедшего времени Past Indefinite используется при описании проделанной работы. В работе не допускается использование разговорной или неформальной лексики, разговорных конструкций. Составленный реферат вместе с русским вариантом представляется преподавателю на проверку.

Стандартные обороты, используемые в реферате.

При составлении реферата следует использовать определенные клише:

The object of this study is ... research/investigation/study area

Цель и задачи исследования:

The aim of this study is ... to analyze

The purpose (the task) of the study is .. .to calculate/to observe/ to analyze …

Актуальность выбранной темы:

As analytical surveys show that the problem hasn't been solved yet.
The problem hasn't been thoroughly analyzed.

Для основной части реферата:

The purpose of the work is to give some information about...

Then the author goes on to say that...

Для заключительной части реферата:

The analyses proved the advantages of...

Unit 12. HOW TO CREATE AN ORAL HISTORY RUBRIC
КАК ПОДГОТОВИТЬ СООБЩЕНИЕ
(МОНОЛОГИЧЕСКОЕ ВЫСКАЗЫВАНИЕ)

Competencies:
Upon the fulfillment of this unit you'll be able to:
- learn about innovative teaching History in secondary school;
- share your ideas on how to engage students in History lessons;
- report on the topic under discussion.

How to Create an Oral History Rubric

In history education, teachers often will find a way to help students understand what the expectation is for particular projects by providing an oral history rubric to follow.

A rubric, in general, is a tool used by teachers that sets up criteria for grading assignments and projects submitted by students. It allows students to go into a project with all the areas in which they will be graded so they can plan and mark off each section as they go along.

Why is using rubrics important?

Defining for the students and parents what the teacher expects for quality work will give the students the opportunity to work independently and judge their own work based on specific guidelines issued by the teacher beforehand. It is also a way to explain the reason for the grade the student received and make the grading feel less subjective.

In a learning atmosphere, this oral history rubric allows students to identify the areas in which they need to work and improve their skills.

How do you make a rubric?

Setting up guidelines for students to use in creating their projects can be time-consuming and can also be ineffective if they are not done well. The following are guidelines for making an effective rubric:

- Identify the most important aspects of the student's performance
- Explain the outcomes that need to be measured in the project
- Include some technology skills
- Include a grade measure to help the students gauge the detail of their work
- There are some websites that can help teachers create a rubric for their specific topic or project
- The rubric must be clear. Trying it out on samples with several other teachers is a good way to gauge its effectiveness… as long as the scores are comparable on the same work

What's included in an oral history rubric?

The first thing is to determine what qualities are important for evaluation purposes. Formatting, mechanics, the use of a specific literary device, general organization, and spelling or grammar are very common criteria. There should be between three and five criteria for younger students to focus on. Older students can handle seven or more criteria.

In creating the rubric rating scale, it is important to decide whether the grading will include point values, grades A through F, or even a word rating like "Exceptional," "Successful," "Improving," or "Needs Improvement."

The oral history rubric grading chart will have the set criteria along the left side of the page and the performance ratings along the top. The middle of the grid will be for performance descriptions and extra notes for each student's individual progress report.

For instance, if one of the criteria is spelling and the teacher has rated the student's performance a Grade C, the teacher may wish to fill in a personal comment on the grid like "Repeated spelling errors throughout the essay."

Using precise language to help create a more absolute grading system can help decrease the feeling of subjectivity. It is easier to assess a student's progress if there are specifics like "Always" or "Seldom" used in the oral history rubric.

Conclusion

As a whole, teachers are close-knit communities that have the ability to share and create better ideas for their students. Finding ways to implement

an oral history rubric within the classroom will not be too difficult to do with the widespread help and support programs found in online education forums, teacher blogs and on Pinterest pages.

<div align="right">

Learning Tips:
Как подготовить сообщение
(монологическое высказывание)

</div>

Сообщение - это информация, часто краткая на сравнительно узкую тему, главная цель которого — обнародовать факты, предварительные результаты изысканий без претензий на широкие и глубокие научные обобщения.

В композиции сообщения выделяются три части: вступление - выступающий называет тему сообщения; основная часть - сообщаются факты, данные и т.п.; заключение -обобщается все сказанное, делаются выводы.

Заранее продумайте свое сообщение, составьте примерный план своего высказывания. Отработайте отдельные слова и устойчивые фразы в материале по теме. Материалом для подготовки устного высказывания могут служить готовые темы, которые можно найти в учебных пособиях.

Любое монологическое высказывание характеризуется целым рядом качеств. Вот те из них, которые наиболее специфичны именно для монологического высказывания.

1) Целенаправленность. Она проявляется в том, что у говорящего всегда есть определенная цель.

2) Логичность. Под нею понимается такое свойство высказывания, которое обеспечивается последовательностью изложения материала.

3)Структурность или связность.

4)Относительная завершенность в содержательном, тематическом плане.

5)Продуктивность, т. е. продукция, а не репродукция заученного.

6)Непрерывность, т. е. отсутствие ненужных пауз, осмысленная синтагматичность высказывания.

7) Самостоятельность. Это одно из важнейших качеств высказывания, которое проявляется в отказе от всяческих опор — вербальных, схематических, иллюстративных.

8) Выразительность — наличие логических ударений, интонации, мимики, жестов и т. п.

Как подготовить сообщение.

1.Составьте список вопросов для обсуждения с воображаемым или реальным собеседником.

2.Составьте тезисы для беседы или устного сообщения в заданной ситуации общения.

3.Составьте тезисы, подберите письменную информацию на карточках, фактический и цифровой материал для устного сообщения по определенной теме и проблеме, его программе или плану.

4.Подготовьте на основе письменных заметок (конспекта) устное выступление для тематической или проблемной дискуссии, пресс-конференции или других форм группового общения и обучения.

5.Подготовьте сообщение по предварительно подготовленному конспекту, используйте различную письменную наглядность (записи на доске, кодограммы, таблицы).

6.Подготовьте устное сообщение, используйте печатные и письменные материалы, соответствующие теме или проблеме.

7. Подготовьте и сделайте устное сообщение (реферат) по записям, конспектам тематических, проблемных, обзорных письменных материалов.

При подготовке сообщения целесообразно воспользоваться следующими рекомендациями:

1) уясните для себя суть темы, которая вам предложена;

2) подберите необходимую литературу(старайтесь воспользоваться несколькими книгами для более полного получения информации);

3) тщательно изучите материал учебника по данной теме, чтобы легче ориентироваться в необходимой вам литературе и не сделать элементарных ошибок;

4) изучите подобранный материал, выделяя самое главное по ходу чтения;

5) составьте план сообщения;

6) напишите текст доклада.

Помните:

1) выбирайте только интересную и понятную информацию;

2) не используйте неясных для вас слов и специальных выражений;

3) информация должна относиться к теме;

4) не делайте сообщение очень громоздким.

В конце сообщения, по возможности, перечислите литературу, которой вы пользовались при подготовке.

Никогда не читайте сообщение! Чтобы не сбиться, пользуйтесь планом. Говорите громко, отчетливо и не торопитесь. В особо важных местах делайте паузу или меняйте интонацию – это облегчит ее восприятие для аудитории.

Unit 13. 5 WAYS ONLINE TEACHERS CAN CREATE ENGAGED CLASS DISCUSSIONS
КАК СОСТАВИТЬ И ОФОРМИТЬ СТАТЬЮ

Competencies:
Upon the fulfillment of this unit you'll be able to:
- learn about Online opportunities of teaching and learning History;
- write a scientific article on the chosen matter

5 Ways Online Teachers Can Create Engaged Class Discussions
One of the most challenging tasks that online teachers face today is creating an engaging environment that encourages student participation. An effective lesson plan incorporates online class discussions that complement the course objectives and targets skill development.
Designing pedagogy for engagement
An ideal discussion assignment includes a thought-provoking problem or issue, sufficient time for students to thoroughly explore the issue and feedback from the instructor if the discussion veers off topic or to clarify difficult concepts.
Professor Emerita Donna Reiss (Tidewater Community College) cautions against intervening in the discussion. Along with colleagues Katherine Fischer and Art Young, Reiss published an article titled *Ten Tips for Generating Engaged Online Discussions*. In the article, Reiss suggests that educators provide feedback via email or as a class-wide message board

post to encourage additional reading, critical thinking and continued conversation among students.

Providing relevant topics

Research findings suggest that students are more likely to engage in active learning if the subject matter is relevant to their lives. Moving toward a more "open-ended" teaching style requires educators to embrace the bidirectional learning aspect of online class discussions.

Online courses often include students from a variety of socioeconomic backgrounds, diverse cultural groups and multiple levels of academic achievement. Dividing students into small groups for part of the discussion assignments encourages pupils to consider alternative viewpoints more thoroughly.

Asking students to discuss how a topic directly or indirectly impacts their educational goals promotes critical thinking. The primary objective of discussion board assignments should be to create an opportunity to explore many facets of the topic or proposed challenge.

One way to highlight relevance is to encourage students to use examples from personal experiences, connections to other classes and current news stories in their posts.

Discussion posts must be mandatory, not optional

According to Chad Shorter, University of Wisconsin-Madison, many students will not participate in optional discussion forums. In an article about guidelines for effective online discussions, Shorter says that educators must not assume students will voluntarily participate if they are not required to do so.

Shorter suggests that online teachers consider revising the course syllabus by eliminating other assignments in order to incorporate online discussion activities. In addition to modifying the syllabus, teachers should provide a "getting-to-know-you" or "water cooler" thread for students to engage with each other about non-classroom issues.

Defining expectations and modeling

Although online discussions by nature tend to provide a casual atmosphere, online teachers should establish clear guidelines for posting. Structure and accountability set the tone for higher levels of engagement.

1. Establish a minimum word count for posts. A well thought out discussion should be at least 250 words.

2.   Establish a code of conduct that promotes a free expression of opinions, views and ideologies while prohibiting offensive language and bullying.

3.   Provide an example of acceptable work or include a resource link for students who are unfamiliar with forums and discussion boards.

4.   Participation requirements should include both original posts and responses to classmates.

5.   Include questions about discussions on weekly quizzes.

Encourage proper format

Incorporate guidelines for posting that include proper citations, MLA or APA format, along with correct grammar and syntax. Encourage students to gather information from credible academic sources, textbooks and published works from experts in the field of study.

Engaging students in online classes is challenging for educators. Early research studies found that discussion boards did not significantly improve student outcomes. However, as online teachers explore the exciting opportunities that this educational component provides, more positive results are expected to emerge.

Learn More: Click to view related resources.

<div align="center">

Learning Tips:
Как правильно оформить статью на английском языке

</div>

Структура англоязычной научной статьи
- ➤ **Title - заголовок**
- ➤ **Abstract - аннотация**
- ➤ **Key words – ключевые слова**
- ➤ **Introduction - введение**
- ➤ **Materials and Methods – материалы и методы**
- ➤ **Results - результаты**
- ➤ **Discussion – обсуждение результатов**
- ➤ **Conclusions - выводы**
- ➤ **References – ссылки на источники цитирования**
- ➤ **Acknowledgments, Appendixes – приложения**

For more information see:

1. О.С. Потанина Основы научной работы: подготовка научной статьи на английском языке.
2. Т.Ю. Полякова, А.А. Каменецкая Особенности написания научных статей на английском языке
3. Э.Б. Калинченко, О.В. Романова Учебно-методическое пособие для магистров «English for Science

Unit 14. SELF-EVALUATION SKILLS. AREAS TO DEVELOP
КАК ОЦЕНИТЬ СВОЮ РАБОТУ И СОСТАВИТЬ ПЛАН ПО ДАЛЬНЕЙШЕМУ САМОРАЗВИТИЮ В ДАННОЙ СФЕРЕ ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Competencies:
Upon the fulfillment of this unit you'll be able to:
- evaluate your progress in English
- focus on your personal area to develop in mastering English for Specific Purposes (ESP)

Self-Evaluation

In order to become lifelong learners, students need to learn the importance of self-evaluation. They can do this by filling out self-evaluation forms, journalizing, taking tests, writing revisions of work, asking questions, and through discussions. When students evaluate themselves, they are assessing what they know, do not know, and what they would like to know. They begin to recognize their own strengths and weaknesses. They become more familiar with their own beliefs, and possibly their misconceptions. After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves.

- Teachers should encourage self-evaluation because self-assessment makes the students active participants in their education (Sloan, 1996). There are a variety of ways for teachers to provide the students with self-assessments. Research suggests that the simplest tools to encourage student self-assessment are evaluative questions that force students to think about their work (Hart, 1999). Some examples of these questions include the following:
  1. How much time and effort did you put into this?
  2. What do you think your strengths and weaknesses were in this assignment?

3. How could you improve your assignment?

4. What are the most valuable things you learned from this assignment? It is important for teachers to model self-assessment too. Teachers need to show their students that it is important for everybody to self-evaluate by doing their own self-evaluations. One thing teachers can do is to ask their students for feedback on how the class is going and what the teacher is doing well and not so well. In this way the teacher is showing that they want to make improvements where needed. Teachers could put up a suggestion box, and they can hand out evaluation forms at different times of the year. This shows the students that continuous improvement is important.

https://www.nde-ed.org/TeachingResources/ClassroomTips/Self-evaluation.htm

After Self-Studies on this Guide, please evaluate your progress in English

My progress in mastering English:

❖ **Vocabulary** _____
❖ **Grammar** _____
❖ **Reading** _____
❖ **Speaking** _____
❖ **Writing** _____

5 Reasons Self-Development is Key to Your Success

Self-Development or personal development is the result of taking steps to improve yourself. There is no single area of focus. In fact, the process of personal self-development is very personal. Each of us must evaluate ourselves, either with or without the help of a professional, and then use that evaluation to decide where we need to make improvements. Engaging in personal development helps us to improve soft skills such as:

  ▪ Being a good listener

- Having more empathy towards others
- Becoming more efficient
- Learning to feel more confident
- Becoming more focused and organized
- Setting goals – personal and professional – for ourselves.

Somebody who is struggling with the self-improvement process may wonder if it is worth it. They may wonder if they are wasting all of the emotional energy that it takes to successfully use self-development techniques. The answers to these this questions is that yes, it is absolutely worth it, and no it is not a waste of emotional energy. A high level of self-development can make a huge difference when it comes to obtaining success on the job and in other areas of life. Here are just a few reasons this is the case.

1. **You Will be Conscious of Your Weaknesses**

Sometimes it seems as if people are either completely unaware of their weaknesses, or they are so hyper aware of them that they lose all sense of self confidence. This isn't the case with people who have worked hard on self-development. They are aware of their weaknesses while still maintaining a high self-esteem. This means that they can constantly work to reduce their weaknesses or work around them when they need to. For example, a person with a deficit in their ability to communicate calmly when they are frustrated will acknowledge that deficit, work around it by committing to take 2 minutes before responding to any email. A person who had no idea they had that weakness in the first place might have sent off an offensive email in that situation. A person who was aware, but hadn't developed a good sense of self-esteem, would have simply remained silent. Finding the right tools to compensate for a weakness can be a long-term task, but with each success, it gets easier.

2. **Self-development is an Exercise in Getting to Know Yourself More**

Self-awareness is the key component of self-development. If you do not know yourself, you cannot improve yourself. If you know yourself well, you will know what it is that will make you happy, and you will understand the gifts that you have for making others happy as well. A big part of this is understanding the relationships, life situations, and even job conditions in which we will be the happiest. This knowledge is the foundation upon which true success is built.

Many people remain in relationships that are not fulfilling; many remain in jobs that are equally so. And often the reason is that they have accepted that this is how they are just meant to live and work. It has not occurred to them that there can be another "life" out there. This acceptance of the "status quo" is, unfortunately, all too common. Here's what can happen when a person embarks on a path of self-awareness:

- The person digs deep and uncovers his/her values. What are the really important things in life?
- Once values are identified, it is time to assess the current life situation and determine if the things in one's life right now really relate to those identified values. For example, someone might identify a value of being of service to others. And yet, his/her current job has nothing to do with that. Another value might be a relationship in which both partners are equally supportive of one another. The current relationship may be one in which the individual is a "giver" and the partner is a "taker."
- The next step is to identify changes that need to be made so that one's life aligns with one's values. This is really a goal-setting process.
- Once goals are set, the "action plans" are put into place. Take the unfulfilling job, for example. What is the ideal job? That is the goal. How will the person get to that ideal job? It may not be quitting a current job right now (everyone does have to eat), but it may involve going back to school or getting into the job market. As to the relationship, this may involve some serious work with a partner to make the changes that are necessary. And, more than one relationship has "died" because the changes are just impossible. One has to be prepared for that possibility, but ending an unfulfilling relationship also results in a new freedom.

3. **You Can Use Self Development to Help Yourself Set Career and Life Goals**

The pursuit of personal development means that you have a highly developed sense of what will make you happy. This clarity is very important when you set goals. The reason for this is that you have a better sense of what is going to work for you, and <u>what it is that you should be working towards</u>. People who have not worked on personal development often set goals, work towards achieving them, and then when they have succeeded in doing so, realize that they have arrived at a place that they never wanted to be in the first place. This is the time to go back to #2 on this list and begin the process of self-awareness.

Change can be scary. We all get comfortable, even in our lack of fulfillment, and avoid taking risks that put us in new "places." The way to begin is one small step at a time. Take a course; join an organization that is related to your new career goal; volunteer in the field you hope to enter. These small steps give you confidence and motivation to continue.

4. **People Who Have Engaged in Self Development Often Have The 'X' Factor**

The 'X' Factor is a phrase that is used in the entertainment industry. It describes a trait that many entertainers have that goes beyond simple talent. It is the wow factor that draws people in and keeps them interested. People with a high level of self-development often develop the type of magnetic personality that could be described as possessing the same 'X' Factor that entertainers do. The more well developed your personality is, the more people will want to be around you, and that is definitely something you need in order to become a successful person.

Much of the 'X' factor is the result of confidence. And that is developed over time, as you meet with small successes and realize that you can actually make change happen for yourself. With each new success, no matter how small, you stand a little taller; you walk a bit more forcefully; you smile more; and you engage others more. The positive outlook you develop is contagious and attracts others.

5. **Your Relationships Will Improve**

If you go through a self-development process, you will learn to recognize certain patterns and behaviors that you engage in with regard to your relationships with other people. This might include:

- A tendency to engage in high conflict relationships or
- The avoidance of commitment.
- A selfishness that takes advantage of others
- A need to please others to please others that sacrifices what is important to you.

You may also learn that you have a tendency to engage in conflict in ways that are unfair and unhealthy. When you are aware of these things, you will make better decisions. You will pick better friends and partners, and you will do a better job of keeping the relationships that you are in as healthy as you possibly can. You will also notice that your relationships with employers, coworkers, and business partners will improve as well. These positive and fulfilling relationships will play a major role in your success.

Self-development should really be seen as a life-long process. We should always have new goals, things to look forward to, new experiences we want to have. All of these things make us a more rounded person – and the more rounded we are, the more successful we will be.

_____

Ethan Dunwill is young entrepreneur from Hong Kong, his main goal in life is to inspire and motivate others, so people can make themselves a little happier. Connect with Ethan at Facebook, Twitter, Google+ or visit his blog at Medium.

https://www.pickthebrain.com/blog/5-reasons-self-development-key-success/

What is the best method of self study (study of oneself)?

1.   Is it easier to learn from someone else or to self teach yourself a subject?

2.   What is a good system to use to teach yourself a subject?

3.   What are some subjects that are impossible to teach yourself?

4.   How do you learn how to teach yourself something? Especially when your not in a position to be able to formally take classes to receive help on a subject.

5.   Who are some self-taught experts?

6.   What is the best way to self teach yourself math?

When I study I like to teach myself, but what is an effective way of doing this?

7.   How long does it take to learn anything?

8.   What skills are you trying to teach yourself?

9.   Why do some people learn better by themselves?

10.   What are some subjects I should teach myself?

11.   How do you teach yourself mathematics?

12.   How good is it to self-teach?
        https://www.quora.com/What-is-the-best-method-of-self-study-study-of-oneself?no_redirect=1

Today's era is a very competitive one, where only ones unique qualities can bring you to the top most category of successful bunch of people. So, to stand against the crowd one has to work on cultivating those special skills. However, the individual's eagerness and willingness to learn new things always proved boon in the self development criteria. Development skills that will help you build a strong personality and as said "the change starts with you", so start preparing in order to face the world.

ЗАКЛЮЧЕНИЕ

Современные теоретики и практики профессионального образования в своих трудах обращают внимание на изменение целей и задач профессиональной подготовки будущего специалиста. Остается актуальным поиск эффективных психолого-педагогических условий подготовки специалистов к будущей самостоятельной профессиональной деятельности. При этом происходит смещение акцентов с овладения студентом профессиональными умениями и навыками в ходе профессионального обучения на развитие личности, становление у будущего специалиста определенной жизненной позиции, позволяющей ему эффективно впоследствии осуществлять профессиональную деятельность.

Максимально способствовать раскрытию внутреннего потенциала личности – главная задача правильной организации деятельности студента, в том числе и внеучебной. Приобретение выпускниками компетенций, сформулированных в ФГОС ВО и в основной образовательной программе, невозможно без высокоэффективной самостоятельной деятельности студента. Самостоятельная работа становится ведущей формой организации учебного процесса, поскольку она:

- формирует готовность к самообразованию,
- стимулирует познавательные и профессиональные интересы,
- развивает творческую активность и инициативу,
- способствует росту мотивации учения.

Здесь роли преподавателя и студента должны быть качественно пересмотрены. Нужны партнерские отношения, чтобы сделать студента активным действующим лицом учебного процесса. Для этого студент должен обладать развитой субъектной позицией, которая формируется в том числе посредством осознанной самостоятельной деятельности.

Целью обучения и самостоятельной работы в частности становится развитие субъектной позиции студентов в учебно-профессиональной деятельности (в мотивах деятельности, способности личности к целеполаганию, свободе выбора цели деятельности, способов и средств ее реализации).

Формирование профессиональной субъектной позиции должно стать доминантной целью современного профессионального образования, а самостоятельная деятельность – инструментом ее становления.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

Основная литература

1. Ожгибесова Н.Ю. Деловой иностранный язык (английский): учебно-методическое пособие для самостоятельной работы ОП магистратуры естественнонаучных направлений/Н.Ю. Ожгибесова, О.А. Бабич, Е.А. Лобанова.. - Шадринск, 2017. - 77 с.
2. Сухарева О.Э. Communicating in Business. Деловой иностранный язык (английский): Учебно-методическое пособие для студентов направления 09.04.03 «Прикладная информатика» (магистратура) очной формы обучения/О.Э. Сухарева, Л.В. Сизова. - Тюмень: Издательство Тюменского государственного университета, 2017, 79 с.
3. Брунова, Е. Г. Иностранный язык (английский) = Verbals : учеб.-метод. пособие для студентов ИМЕНИТ очной и заочной форм обучения/ Е. Г. Брунова, Е. Ю. Шутова. - Тюмень : Изд-во ТюмГУ, 2012. - 80 с.

Дополнительная литература

1. Агабекян, И. П. Деловой английский = English for Business/ И. П. Агабекян. - 5-е изд. - Ростов-на-Дону: Феникс, 2008. - 318 с.
2. Маньковская З.В. Английский язык в ситуациях повседневного делового общения : учеб, пособие / З.В. Маньковская. - М. : ИНФРА-М, 2017. — 223. - Режим доступа: http://znanium.com/catalog.php?bookinfo=752506 (дата обращения: 29.08.2017)
3. Сухарева, О. Э. Деловой английский язык: учеб.-метод. пособие для магистрантов напр. 230700.68 "Прикладная информатика"/ О. Э. Сухарева. - Тюмень : Изд-во ТюмГУ, 2011.-72 с.
4. Brieger, Nick. The language of business english: Grammar. Functions/Nick Brieger, Simon Sweeney. - London: Longman, 2001. - 250 p.
5. English, L.M. Business across Cultures: Effective Communication Strategies/L.M. English, S. Lynn. - London: Longman, 1995. - 182 p.

Рекомендуемые Интернет-ресурсы

1. Советы по написанию аннотации - http://old.utmn.rU/sec/2142
2. Научные журналы, конференции - http://old.utmn.ru/sec/2240
3. World Science - Science News - http://www.world-science.net/
4. The Open University - http://www.open.ac.uk/skillsforstudv/index.php
5. Примеры деловой документации - http://owl.english.purdue.edu
6. Academic degree http://en.wikipedia.org/wiki/Academic_degrees
Visionlearning/Scientific Communication: The How and Why of Scientific Meetings - http://www.visionlearning.com/library/module_viewer.php?mid=186&l
7. Как правильно написать эффективное резюме. How to organize an effective resume - http://www.ehow.com/how_5097328_organize-effective-resume.html
8. Подсказки для написания резюме. QuintCareers.Com http://www.quintcareers.com/cumculum_vitae.html
9. Банк вопросов при собеседовании. Interview Question Bank. - http://www.job-interview.net/Bank/JobhiterviewQuestions.htm
10. Средства коммуникации. Communication tools. http://www.myownbusiness.org/s3/index.html#l
11. Межкультурные коммуникации в деловом мире. World Business Culture. - http://www.worldbusinessculture.com
12. Wikipedia, the free encyclopaedia - http://ru.wikipedia.org
13. Образцы презентаций и научно-исследовательских работ студентов на сайте преподавателя английского языка Михальковой Т.Л.: http://nsportal.ru/mikhalkova-t-l
14. Полезные веб-ресурсы и материалы в помощь преподавателям [Электронный ресурс]- http://www.britishcouncil.org/japan-trendukukcities.htm.
15. http://www.alleng.ru/english/top.htm - Английский язык. Образовательные ресурсы Интернета. –2
16. 2http://lengish.com/media/audioarticles+with+translation-32.html - Обучающие инструкции на английском языке с аудио.

Электронные и онлайн словари

1. Мультитран онлайн словарь [Электронный ресурс]. Режим доступа: http://www.multitran.ru. Многоязычный пополняемый онлайн словарь, содержит более пяти миллионов терминов и предоставляет возможности алфавитного, морфологического и фразового поиска.
2. Яндекс словари онлайн [Электронный ресурс]. Режим доступа: http://slovari.yandex.ru. Многоязычный пополняемый онлайн словарь, включает общие и специальные словари разной направленности. Содержит ссылки на другие словари и энциклопедии. Есть возможность прослушать слово.
3. ABBYY Lingvo онлайн словарь [Электронный ресурс]. Режим доступа: http://www.lingvo-online.ru. Многоязычный онлайн словарь, включает общие и специальные словари разной направленности.
4. Acronymfmder Online [Электронный ресурс]. Режим доступа: http://www.acronymfinder.com. Онлайн словарь сокращений английского языка.
5. Cambridge Dictionaries Online [Электронный ресурс]. Режим доступа: http://dictionary.cambridge.org. Многоязычный онлайн словарь, включает толковые словари английского языка: American English, Learner's, Phrasal Verbs, Dictionary of Idioms и др.
6. Oxford Dictionaries Online [Электронный ресурс]. Режим доступа: http://www.oxforddictionaries.com. Многоязычный онлайн словарь, включает толковые словари английского языка, указывается этимология слова, есть возможность прослушать слово.

ОГЛАВЛЕНИЕ

SELF-STUDY FOR STUDENTS MAJORING IN HISTORY

Методические рекомендации к самостоятельной работе
студентов-магистрантов по английскому языку

Составители:
БОЛОТОВ Дмитрий Евгеньевич
ДАТЧУК Наталья Юрьевна

Издаются в авторской редакции