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им. В. Г. Короленко»

М. В. Максимова

**ПРОБЛЕМЫ ОБРАЗОВАНИЯ
В РОССИИ И ЗА РУБЕЖОМ
PROBLEMS OF EDUCATION
IN RUSSIA AND ABROAD**

Учебно-методическое пособие

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Данное учебно-методическое пособие предназначено для студентов специальности 050303.65 – «Иностранный язык» и 050100 «Педагогическое образование» профиль подготовки «Иностранный язык». В пособие вошли современные аутентичные материалы, используемые в ходе изучения темы «Education». В пособии освещаются актуальные проблемы современного образования: востребованность и практическая ценность высшего образования, переход на двухуровневую систему высшего образования, международные экзамены и др. Тексты сопровождаются разнообразными заданиями.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Данное пособие предназначено для студентов специальности 050303.65 «Иностранный язык» и 050100 «Педагогическое образование» профиль подготовки «Иностранный язык». В пособие вошли современные аутентичные материалы, используемые в ходе изучения темы «Education». В пособии освещаются такие актуальные проблемы образования, как востребованность и практическая ценность высшего образования, интеграция России в единое Европейское образовательное пространство (Болонский процесс), международные экзамены по английскому языку и методике его преподавания, новые тенденции в зарубежном образовании, послевузовское образование и др. Кроме того, в пособие вошли упражнения, направленные на усвоение и закрепление тематического словаря. Тексты и статьи сопровождаются заданиями, направленными на развитие речевых навыков студентов, а также стимулирующими их к анализу современного состояния образовательной системы России. В пособии также содержатся ссылки на сайты, позволяющие студентам самостоятельно повышать уровень владения языком. Пособие может быть использовано как в ходе аудиторных занятий, так и при организации самостоятельной работы по курсу «Практика устной и письменной речи».

THE VALUE OF HIGHER EDUCATION

1. Read the text and answer the questions:

- *Why do employers value applicants with degrees?*
- *Will a university diploma guarantee getting a well-paid job?*
- *What are the two important skills in the employment market?*
- *What are financial benefits of having a higher education?*
- *Do employers seek for some skills and competences that are not developed academically? If so, what are they?*
- *In general, what factors can make a university graduate employable?*

Employability means developing a range of skills and competences to meet the requirements of the working world. Employers value applicants with degrees because they «add value» to their organisation. This is a favourite business catchphrase by which employers mean the time you've spent researching, reflecting on, writing and applying the evidence of your studies, all of which demonstrate your ability to question and solve business problems. It is this 'added value' that means you will be rewarded with higher pay. Obtaining an education beyond school will help you find a job in the graduate job market, but it will not guarantee that you get the job, as you will still have to prove yourself to these employers.

There is a direct correlation between having a degree and earning more money. It seems that the saying 'the more you learn, the more you earn' is true. The fact that you have studied for an education beyond school indicates a willingness to continue learning while you are in employment. This demonstrates how flexible you are and that you can multiskill – two very important traits in the employment market.

Not only are graduates likely to earn more, but they are also less likely to experience unemployment. In fact, only about 6 % of graduates are unemployed six months after graduation, and despite the growth in the number of graduates, unemployment levels have generally been reducing, with further drops as graduates settle into a career.

Despite the benefits of having a higher education qualification, it should not be seen as a guarantee for obtaining a good job. Employers look at many other factors. It is up to you to assemble the various skills and competences and convince an employer that you have the know-

ledge, skills and experience that they need. Taking advantage of HE is not all about acquiring knowledge and passing exams. It is about equipping yourself with life skills, about developing a critical mind and about having the time and space to find and develop yourself in all sorts of ways. There is no doubt that employers value those who have higher education qualifications. However, a degree on its own, is NOT your ticket to the high-earning job market. An employer will ask you what you really learned during your time in HE, what you did and why your skills, attributes and experiences make you more employable than the next person [19].

1a. Look at the list of skills that can help you to find a good job. Which of them are necessary to make a good teacher? In pairs, complement the list and describe a well-equipped and competitive teacher of foreign languages.

You are more likely to get a good job if you can demonstrate a range of skills and experiences. What are they?

Brainpower: a suitable level of intellectual capability.

Ability to communicate: writing for and presenting to a wide range of audiences is vital. It is not much use having the brainpower if you can't convey your ideas.

Problem solving and analytical skills: the ability to gather and interpret data in an accurate, logical, clear and concise manner.

Teamwork: businesses operate by solving problems in teams. Working with others, showing personal organisation and time management, imagination and open-mindedness are vital. Teamwork also includes networking: making contacts and using your interpersonal skills.

Technical ability: some jobs need this more than others. It ranges from understanding computer packages to familiarity with modern laboratory equipment and techniques.

Self-awareness: this involves an understanding of your strengths and weaknesses as well as a belief in your ability to go on learning. It covers being able to focus and reflect and encompasses motivation.

Business awareness: you should have some awareness of how companies work and their expectations in terms of the changing nature of the industry and the posts you apply for.

Flexibility: this involves a positive reaction to change, versatility and the ability to be multi-skilled and adaptable. Your job could change many times to reflect customer demands and as technology, products and processes advance.

This is not a complete list, but reflects the type of competencies an employer is likely to look for.

2. Render the article into English:

Образование и карьера, оказывается, не являются взаимосвязанными: такой вывод можно сделать, изучив результаты опроса, проведенного исследовательским холдингом «Ромир». Граждане России потеряли веру в эффективность отечественной системы образования: 88,4 % респондентов считают, что получить желаемую работу после окончания вуза невозможно, т. к. для этого необходимы опыт и усовершенствованные профессиональные навыки. Лишь 7,8 % опрошенных оптимистичны и надеются запросто трудоустроиться.

Те же почти 90 % респондентов полагают, что полученных в вузе знаний явно недостаточно для работы в реальной жизни. Стоит напомнить, что российскую систему образования уже не первый год упрекают в оторванности от жизни, излишней теоретичности, но, как видим, воз и ныне там. «Это подтверждает мнение, что программы отечественных вузов отличаются большим академизмом и существенно оторваны от профильной практики», – делают такой же вывод эксперты «Ромир». Только 7,6 % участников опроса искренне полагают, что необходимый багаж знаний возможно приобрести по итогам обучения в вузе.

Неудивительно, что 93,7 % респондентов намерены продолжать образование, причем 51,3 % из них будут это делать в целях карьерного роста. 2,7 % опрошенных собираются расширять и совершенствовать свои знания лишь за рубежом. Исследование показало, что в желании получить еще одно высшее образование наиболее активна возрастная группа 36–40 лет – 62 %. Видимо, к этому возрасту граждане России либо хотят перемен в жизни (хотя маловероятно, что сложившийся в профессиональном плане человек пожелает начать все с нуля), либо перспективы дальнейшего карьерного роста требуют очередной «корочки». Также можно предположить, что стремятся к переквалификации и те, кто получал первое высшее образование неосознанно, «за компанию», потом, после метаний на «не своем» месте, вновь делают выбор и получают статус студента.

В целом, если отойти от предположений, почему респонденты ответили так, а не иначе, вывод по результатам опроса весьма неутешителен: российские граждане, понимая бесперспективность и неэф-

фективность отечественных образовательных стандартов и программ, но за неимением лучшего (на заграничное образование нужны немалые средства) получают диплом как необходимость, однако не дающий гарантий дальнейшего карьерного роста. В связи с этим они готовы и собираются вновь учиться, повышать свой образовательный уровень. Хотя зачем еще один документ об образовании, который станет лишь способом шагнуть по карьерной лестнице? Получается своеобразное коллекционирование дипломов, которые лишь при возможности можно разложить веером перед новым работодателем или использовать как самоутверждение [3].

3. Read a part of a review of the film «Educating Rita». Think what the main problem touched upon in it is.

- Frank Bryant is a professor of literature and Rita is his newest student. She's a hairdresser who thinks Peer Gynt is a new type of perm lotion.

He's a failed writer who has given up on his life. She's determined to change hers by getting an education.

Rita embarks on a course of evening classes with Frank as her English tutor. His disillusioned outlook on life has driven him to the bottle.

The effects are both amusing and dramatic as her fresh, intuitive approach becomes clouded and stifled as she grapples with the problem of a formal education, while Frank also learns something – to believe in himself again.

But who ends up teaching who in this comedy about love, learning and finding a better song to sing?

- Willy Russell's classic two-hander gets a straightforward and engaging reading, with the necessary laughs and emotion – *The Advertiser*.

- Educating Rita is as fresh today as when British playwright Willy Russell first unveiled it back in 1983 – *Sunday Mail*.

- Dave Simms, as Frank, is fantastic. Nicole Ruddy, as Rita, shows exactly the right mix of bravado and vulnerability – *Adelaide Theatre Guide* [18].

3a. Write your own review after watching the film at: http://vk.com/video_ext.php?oid=1602428&id=137997120&hash=49d9556fbf197e4f.

RUSSIAN EDUCATION IN THE FRAMEWORK OF THE BOLOGNA PROCESS

4. What do you know about the Bologna Process?

4a. Explain the meaning of the following words and expressions: the European higher Education Area, the Bologna Declaration, a Bachelor's degree, a Master's degree, Doctoral degree, credits, vocational and academic higher education.

4b. Read the text about the Bologna Process:

The purpose of the Bologna process is to create the European Higher Education Area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe. It is named after the place it was proposed, the University of Bologna in the Italian city of Bologna, with the signing in 1999 of the Bologna Declaration by Ministers of Education from 29 European countries.

Framework

The basic framework adopted is of three cycles of higher education qualification. The cycles are defined in terms of qualifications and European Credit Transfer and Accumulation System (ECTS) credits:

- 1st cycle: typically 180–240 ECTS credits, usually awarding a Bachelor's degree.
- 2nd cycle: typically 90–120 ECTS credits (a minimum of 60 on 2nd-cycle level). Usually awarding a Master's degree.
- 3rd cycle: Doctoral degree. No ECTS range given.

In most cases, these will take 3, 2, and 3 years respectively to complete. The actual naming of the degrees may vary from country to country.

One academic year corresponds to 60 ECTS-credits that are equivalent to 1,500–1,800 hours of study. The new model gives greater weight to practical training and to intensive research projects. The way credits are measured reflects how hard a student has worked. The new evaluation methods reflect not only a student's performance on exams, but also his or her lab experiments, presentations, hours spent on study, innovation capacities, and so forth.

Goals

With the Bologna process implementation, higher education systems in European countries are to be organized in such a way that:

- it is easy to move from one country to the other (within the European Higher Education Area) – for the purpose of further study or employment;

- the attractiveness of European higher education has increased, so that many people from non-European countries also come to study and/or work in Europe;
- the European Higher Education Area provides Europe with a broad, high-quality advanced knowledge base, and ensures the further development of Europe as a stable, peaceful and tolerant community benefiting from a cutting-edge European Research Area;
- there will also be a greater convergence between the U.S. and Europe as European higher education adopts aspects of the American system.

Criticism

The new changes were closer to the UK and Ireland's models than those used in most of Continental Europe. In many countries the process was not implemented without criticism.

In much of continental Europe, the previous higher education system was modelled after the German system, in which there is a clear difference of vocational and academic higher education. This mostly has an impact on the old engineer's degrees. The conflation of the two types of degrees can be counterproductive in the following cases:

- The vocational three-year degrees are not intended for further study, so those students who also want to advance to a Master's degree will be at a disadvantage.
- The Master's degree effectively becomes the minimum qualification for a professional engineer, rather than the bachelor's degree.
- The academic three-year degrees prepare only for continuing towards master's, so students who enter the workforce at that point will not be properly prepared. Yet they would have the same academic title as the fully trained vocationally educated engineers (see: Fachhochschule).

The end-result of the change is that the agreements between professional bodies will require reevaluation in some cases as qualifications change.

The requirement of 60 ECTS per year assumes that 1,500–1,800 hours are available per year. However, the Bologna process does not standardize semesters, which means that if the summer break at the university is long, the same material has to be crammed into a shorter study year. Also, there have been accusations that the same courses have been simply redefined e. g. 1,5 times shorter when the local credits were converted to ECTS, with no change in course content or requirements. This effectively increases demands with nothing to compensate [5].

4c. Say if the following statements are true or false:

- The purpose of the Bologna process is to work out a universal system of testing throughout the European Higher Education Area.
- The process implies transition from two-cycles to three-cycles framework of getting higher education qualification.
- The new model gives greater weight to intensive scientific research.
- The way credits are measured reflects continuous assessment of a students work.
- The new system is modeled on the basis of the US tradition.
- The Bologna process implies a clear division between vocational and academic higher education.
- The Bologna process introduces universal standards of the semester length and the number of credits within a semester throughout Europe.

4d. Read the text once more and write out the traits that differ from traditional Russian higher education.

5. Divide into two groups. Students A will read the first text, while students B – the second. Get ready to tell your partner if the author of the text is positive / negative about the transition to two-level system of higher education. Write out the arguments in favour of and against the implementation the Bologna process in Russia.

Russian Move towards Bologna Process

A. Russia is in the process of migrating from its *traditional tertiary education model*, incompatible with existing Western academic degrees, to a modernized degree structure *in line with Bologna Process model*. (Russia co-signed the Bologna Declaration in 2003.)

The move has been criticized for its *merely formal approach*: instead of *reshaping their curriculum*, universities would simply insert a BSc/BA accreditation in the middle of their standard five or six-year programs. The job market is generally unaware of the change and critics predict that a stand-alone BSc/BA diplomas will not be recognized as «real» university education in the foreseeable future, rendering the degree unnecessary and undesirable without further specialization. Institutions like MFTI or MIFI have practiced two-tier breakdown of their specialist programs for decades and *switched to Bologna process designations* well in advance of the 2007 law, but an absolute majority of their students complete all six years of MSc/MA (formerly specialist) curriculum, regarding BSc/BA stage as useless in real life.

Student mobility among universities has been traditionally discouraged and thus kept at a very low level; there are no signs that *formal acceptance of Bologna Process* will help students seeking better education. Finally, while the five-year specialist training was previously free to all students, the new MSc/MA stage is not. The shift forces students to pay for what was free to the previous class; the cost is unavoidable because the BSc/BA degree alone is considered useless. Defenders of Bologna process argue that the final years of the specialist program were formal and useless: academic schedules were relaxed and undemanding, allowing students to work elsewhere. Cutting the five-year specialist program to a four-year BSc/BA will not decrease the actual academic content of most of these programs [1, c. 45–46].

B. If we admit that Russia is a European country, it would be strange during the period when the new system of higher education is being formed in Europe, to stay away from this process.

Not only the country as a whole has serious reasons for joining the Bologna process; each higher education establishment will be able shortly *to test the advantages of the participation* in it. If we *approach the question pragmatically*, competitiveness of such higher education establishment will increase, it will become much more attractive, in the first place, for the Russian students. The Bologna Process in a gentle way will push higher education establishments towards modernisation of education, benchmarking of the curricula and programmes against *the leading single-profile European higher education establishments*, and real use in educational process of latest European achievements, especially in the field of humanities, social science and economics.

The academic mobility of the faculty becomes the most effective form of improvement of professional skill of the *teaching corps* of our higher education establishments.

Finally, *the boom of studying foreign languages* will start in the Russian higher schools, which will affect not only the ones with a humanitarian or socio-economic, but also natural-science and engineering profile. The tacit Europe-wide rule is that an educated person has a fluent command of two foreign languages will promptly begin *to take root in Russia*.

Certainly, the student is expected to gain from a Bologna Process more than anyone else. His study at higher education establishment will become more democratic, previously unknown opportunities will open before him. In the course study on each of level of higher education (Bachelor degree, Magistracy, Doctoral studies) he (she) would be able

to designate his own educational development path (for example, through planning study abroad at the universities that are most interesting for him from the professional point of view), while upon graduation from each of the two first cycles (Bachelor and Master degrees) the student would be able to change the chosen specialisation if he (she) finds that the wrong choice had been made at some point.

The students will start *to receive the uniform European appendix to the diploma*, many of them becoming the holders of double diplomas (base higher education establishment and the foreign partner). It will open before them *wider cross-border opportunities* for postgraduate employments, which will even further advance the democracy in the Russian society and will lead to increased salaries also in Russia as *national employers will be compelled to struggle for graduates* of our higher education establishments with the European competitors [1, c. 62–63].

5b. Translate the words and expressions in italics into Russian. Use them in sentences of your own.

6. Write an essay «Transition to two-level higher education on the basis of the Bologna Process: pros and cons».

INTERNATIONAL EXAMS

7. Read the text. Answer the questions:

- *Why are international exams in English gaining more and more popularity?*
- *What is the basis for international recognition of language qualifications?*
- *Can you name an exam with universal acceptance?*
- *What is the difference between «achievement» and «assessment» examinations?*
- *What materials does one need to prepare for taking an international exam?*

International Exams

Qualifications are a form of currency. And in a global environment for business, education, the media and professions such as law and finance, certificates with international value and recognition are a gold standard. All the exams are linked to the highest international standards through alignment with the Council of European Common European

Framework of Reference for Languages (CEFR). The Framework was developed through a process of scientific research and wide consultation, and provides the basis for the international recognition of language qualifications.

As a result, Cambridge ESOL certificates are recognised as a crucial entry requirement by thousands of universities and colleges worldwide. Major international employers such as Cable & Wireless, Glaxo-SmithKline, KPMG, Nestle, Sony and Siemens regard Cambridge ESOL examinations as the standard for assessing the English language skills of recruits. Different courses are offering the range of Cambridge ESOL exams from KET (Key English Test) at the A2 level of the CEFR, to the intermediate level certificates PET (Preliminary English Test) at B1, and FCE (First Certificate in English) at B2 level.

It should come as no surprise to anyone that few international examinations, if any, actually enjoy universal acceptance. East is east, and west is west, and nowhere is this more apparent than in the domain of examination preparation. At the heart of this conflict, standing at opposite poles, are the United States and Britain, and though Britain seemingly outpaces the US in sheer numbers of English foreign language exams, fielding among others the Cambridge and Trinity College London Exams, IELTS, Pitman and LCCIEB English for Business Exams, The US holds its own with the TOEFL. It should be noted that, though attempts are seriously underway by both countries to obtain recognition for their own exams in each other countries, universal recognition has yet to be obtained. Therefore, students are well advised to first determine whether or not the exam for which they are seeking preparation is recognized in the host country for which the exam results are to be destined.

The second consideration, though of no less importance than the first, is an understanding of the terms «achievement» and «assessment». With regard to the testing of English language skills, «achievement» refers to one's ability to pass an exam at a given level of language proficiency, and just as one is capable of passing such an exam, so too, is one capable of failing it. Cambridge and Pitman Exams are examples of achievement exams. «Assessment», on the other hand, refers to the overall measurement of one's current language proficiency. Unlike a pass-fail exam, an assessment exam only measures your present level of knowledge. The TOEFL and IELTS are defined as assessment examinations. The fact, however, that these two examinations are «related» by type should not confuse the student into thinking that they have been

designed with similar formats. Different test formats indicate different methods of test preparation.

American English is accepted in just the same way as British English by examiners, and exam development involves writers from English-speaking countries around the world, including the US. No specific preparation or classroom activities are needed to include a Cambridge exam, just the usual good standards of teaching and classroom interaction provided by schools. Having said that, there are large amounts of support materials and ready-made activities directly linked to the exams which are available to teachers at the Teaching Resources web site www.cambridgeesol.org/teach) [25].

8. Read about the Common European Framework of Reference for Languages and its levels.

Common European Framework of Reference for Languages

The CEFR is a guideline compiled on the initiative of the Council of Europe with the aim of setting the criteria for comparison and commensurability of language competences of a person through a scale common across Europe. The CEFR is used for easy assessment of a person's level of language proficiency in all four basic language skills: reading, writing, listening, and speaking. Each of these four skills is subdivided into six clearly defined levels of language competence: from A1 (Basic User) to C2 (almost native speaker).

The Common European Framework divides learners into three broad divisions which can be divided into six levels:

A Basic Speaker;

A1 Breakthrough or beginner;

A2 Waystage or elementary;

B Independent Speaker;

B1 Threshold or intermediate;

B2 Vantage or upper intermediate;

C Proficient Speaker;

C1 Effective Operational Proficiency or advanced;

C2 Mastery or proficiency.

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level [8].

Level	Description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e. g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

8a. The Level test on <http://www.examenglish.com/> will help you to define your level of English.

9. Search in the Internet for some information about one of the most popular international exams and tell about it. The following links will be useful for you: <http://www.examenglish.com/> and <http://www.cambridgeesol.org>

10. Read some information about exams for teachers of English. In what way can these exams motivate teachers' creativity and help in their work?

TKT – a test of professional knowledge for English language teachers. TKT tests knowledge about the teaching of English to speakers of other languages. This knowledge includes concepts related to language, language use and the background to and practice of language teaching and learning and is assessed by means of objective format tests. TKT does not include a compulsory course component or compulsory teaching practice. It should be noted that TKT tests teaching knowledge rather than teaching ability. TKT offers candidates a step in their professional development as teachers and enables them to move onto higher-level teaching qualifications and access professional support materials, such as journals about English language teaching (ELT). TKT candidates are encouraged to keep a portfolio, a record of their professional development and reflections on their teaching. Through their portfolio candidates should become reflective practitioners, analysing their teaching and how this impacts on their students' learning. However, the portfolio does not form part of the assessment for TKT. TKT can be taken at any stage in a teacher's career. It is suitable for pre-service or practising teachers and forms part of a framework of teaching awards offered by Cambridge ESOL. This includes CELTA (Certificate in English Language Teaching to Adults); CELTYL (Certificate in English Language Teaching to Young Learners); ICELT (In-service Certificate in English Language Teaching); and DELTA (Diploma in English Language Teaching to Adults). These are based on the following content areas: subject knowledge, pedagogical knowledge, pedagogical content knowledge and knowledge of context. TKT covers the first three of these areas of knowledge, but unlike the other teaching awards, TKT does not assess knowledge of teaching context. This area is most appropriately assessed through teaching practice, which does not form part of the assessment of TKT [25].

11. Check your knowledge of teaching technology. The following link will help you to find free sample papers: <http://www.cambridgeesol.org/exams/tkt/index.html>.

GAP YEAR

12. Read about a «gap year» which is a popular way to pass from one stage of life to another for young people in some countries.

This is an expression or phrase associated with taking time out to travel between life stages. It refers to a period of time (not necessarily 12 months) in which students disengage from curricular education and undertake non-curricular activities, such as travel or work. They are most frequent among individuals who have ceased secondary education and intend to commence tertiary education.

The practice of taking a deferred year developed in the United Kingdom in the 1960s. During this time, a student might travel, engage in volunteer work overseas or undertake a working holiday abroad.

A year out has grown very popular among students in the UK, Australia, New Zealand and Canada. A trend for year out is to participate in international education programs that combine language study, homestays, cultural immersion, community service, and independent study.

In 2010, year out travel increased among school, college and university leavers, as this is seen as an attractive option for future career development. Converseley, 2011 saw a decline in the number of prospective students from the UK taking gap years due to the competitiveness of courses and the imminent rise in university fees [13].

12a. With your partner, discuss what ways of spending a gap year you would choose if you had such a chance. Share your ideas with the rest of the group. Range them according to: 1) possibility of actualizing; 2) extravagance; 3) usefulness for further career.

13. Read about the aspects that you should bear in mind when planning a gap year:

Taking a gap year can be both an exciting and daunting prospect for students as well as people taking a career break. There are so many gap year opportunities available today for the independent or budget traveller from travelling the world with a backpack to working abroad. This is the basic information as a starting point for planning your gap year that covers a variety of subjects including:

- Making the decision to take a gap year.
- Reassuring parents about taking a gap year.
- Planning flights, visas, accommodation and countries to visit.
- Deciding on what to pack and on whether to travel light.

- Health issues such as vaccinations, malaria, first aid, safe water/food and emergencies.
- How to stay safe in another country.
- Deciding on travelling with friends or going solo.
- Credit cards, debit cards and travelling on a budget.
- Brief information on a variety of countries.
- Organisations to contact for opportunities on working abroad.
- Coming back home at the end of your gap year [22].

13a. Answer the questions:

- Which of these seem the most important for you? Why?
- What would be your first steps when getting ready for a gap year?
- What arguments would you put forward to make your parents believe in benefits of a gap year?

14. Read the article. Write out the arguments for having a gap year, the challenges of it, precautions that you should take before your trip.

Gap year: Is a gap year right for you?

There are many reasons for considering a gap year. They range from taking time out during your university course (either to develop skills or earn some money to finance the rest of your studies) to spending a period of time after university to travel, discover different cultures or gain specific experience.

Taking a gap year can help you to:

Develop your skills

You can use a gap year to develop your skills in a variety of ways, such as:

- trying new activities, ranging from scuba-diving to bungee jumping;
- gaining experience in a variety of jobs;
- improving your skills by mixing with different people in different environments;
- taking opportunities for learning – e. g., extending your IT skills, learning a language, or some academic-related study.

Shape your career path

In the current economic climate, it is important to look on a gap year from the perspective of using it as a lever into employment rather than as a break. A gap year can influence your decisions about your career by helping you to:

- develop maturity and awareness about yourself, your strengths and your weaknesses;

- gain new perspectives about yourself and your surroundings;
- take time to review your life and career goals;
- if you are taking time out during your course, using the chance to step back and put your studies into perspective.

Impress employers

Activities and experiences from structured and planned time out can be used to:

- provide evidence of key skills on your CV to increase your chances of getting an interview;
- help you consider and research your career options – showing potential employers your commitment and focus;
- build a rapport with employers during interviews by sharing your experiences and how they have shaped your decisions and outlook.

Be aware of the risks

Although a gap year can provide many benefits, it is important to be aware of the risks and challenges. These include:

- the costs involved and the likelihood of increasing your debts, especially if you participate in a tailored gap year experience programme straight after graduation;
- missing out on employment opportunities because you are out of contact;
- focusing too much on fun and relaxation, which may not add any value to your CV from an employer's perspective;
- possible difficulties settling back into university life or employment on your return.

Other issues to consider

You need to think carefully about issues that will affect what is feasible and desirable, such as:

- personal commitments that may make it difficult to get away;
- any disability you have and how this might impact on your plans – think about the adjustments that will be required;
- home or abroad? Consider what impact you want to make in the long term, environmentally and socially;
- how stretched do you want to be? How far out of your comfort zone are you prepared to go?

Top tips

- Do your research – speak to people who've been there and done that.

- Take time to plan and prepare – it can take 9–12 months lead up to plan and raise the funds.
- Budget but don't get hung up on saving money at all costs so that you miss out on once-in-a-lifetime opportunities – have a reserve of money to fall back on.
- Be open-minded – even in your own city you may see things that you haven't experienced before.
- Use the time to make contacts – this is an important time to develop networks that could help you in your future career [22].

15a. Work in pairs. Discuss the advice given in the article. Think over some other things that should be considered when spending a gap year in Russia.

15b. Make a Power Point presentation which can be used as a manual for foreign students that wish to spend a gap year in our country.

16. Read the article. Expand on the following points:

- reasons to take a gap year;
- different ways of spending it;
- influence of a gap year on the further career prospects;
- its advantages from the academic point of view.

Why have a gap year?

All over the country, thousands of school leavers are embarking not on their university course – but on a year-long evasion of their university course. The essence of the gap year is – anything but books, classrooms, campus. Sun, sex, sport and sand fit the bill nicely.

And, increasingly, there is another «gap» at the conclusion of the university course: a year off between graduation and taking up gainful work. More sun, sex, sport and sand. Some lucky students can even expect to double-dip.

The verb which has been devised for this life-experience is «gapping» (it used to be called «dropping out» – but let's not go there).

Nature, they say, abhors a vacuum. Where universities see an empty interval at either end of their product, the «real world» sees a tempting commercial opportunity. These kids are, in the main, loaded with reward money from proud parents only too happy to fund 12 months' fun before their offspring settle down to the real business of life. They have earned a break.

Affordable jet-settery is the theme of the increasingly sophisticated advertising packages for gappers. Pictures show lithe young bodies

leaping in the sun, surfing, skiing, trekking the Andes, sledding the Arctic wastes. The home page of *www.gapyear.com* features a student, in her bikini, on a deserted sunny beach in a «free, free at last» posture. You won't get a tan in a library.

But «soft adventuring», rather than Ibiza-uncovered debauchery, is the preferred theme, lightly covered with sub-Peace Corps icing. Alongside the extreme sport and far-flung exploration are pictures of do-goodery in some unthreatening third-world setting. The young (usually) white teacher, or irrigation ditch digger, is surrounded by grateful natives («so 'that's' how you do it!»). Neo-colonialism? Of course not.

Why have a gap year? Why encourage what is, if you believe the ads, a year-long vacation? For many gappers, the year-off celebrates release. A furlough between one educational prison and the next. Or, for graduate gappers, a last extended period of hedonistic freedom before serving a 40-year sentence in the labour camps of life. After which all you'll be good for is Saga and wheel ramps. It's an affirmation of the fact that you're only young once; so glory in it.

Employers, prospective gappers are reassured, welcome recruits who have travelled to exotic places, picked up a language, extended their mental horizons. Windsurfing in Queensland, will look good on your CV («has initiative»; «good team player» etc).

All of which may be true. Not that I'm entirely sure I would entrust the broadening of my mind to the British travel industry. But the pre- and post-university trend to gappery has, I believe, another aspect to it. British higher education, largely unconsciously, is reforming itself along American lines. Gapping creates the space within which that process can, over time, complete itself.

American undergraduates typically enter university a year later than their British counterparts. And they stay on, typically, for four, not three years. Post-school gapping aligns our intake, demographically, with theirs. And the huge expansion of one-year second degrees (the Master's or some variant) witnesses to a drift towards four-year education, aligning our output, demographically, with the American pattern.

The fourth-year boom is a very healthy development. Gapping for the pre-university cohort is more dubious. Does the payoff, educationally, warrant a whole year? Universities could, of course, inhibit preliminary gapping by declining to hold places open. But they don't – mainly because they would lose good candidates to institutions more willing to wait.

What is odd, however, is how reluctant universities have been to exploit the gap year, unlike their colleagues in the travel industry. Those 12 months are, potentially, an educational asset. There are three possible ways in which that asset could be used to enhance, rather than merely postpone, higher education.

In «reading» subjects (eg history, English) or «skill subjects» (eg modern languages) courses of study could be set for the gap year, and tested on arrival. It would be illegal to use the results to exclude or defer already accepted candidates. But it would be quite possible to factor them in as the first earned grade.

There are cohorts of the population which, to their regret, universities have never been able to serve: the chronically disadvantaged, certain ethnic minorities. Bridge courses, to bring candidates up to entrance eligibility could fill two gaps: that between school leaving and university entry, and between the traditionally privileged and unprivileged.

Thirdly, in the demanding science subjects which are haemorrhaging entrants, the intervening year could be used as a pre-course. A means of bringing entrants up to speed, rather than lowering entry standards.

None of the above would be deterringly costly. All would be, in the four-year frame to which British higher education is gradually conforming, useful. More useful, I would suggest, than Heli-skiing. If less fun [14].

17. Render into English:

В одном из последних номеров журнала «Итоги» писали о таком явлении, как gap year, он же по сведениями Wikipedia – year abroad, year out, year off, deferred year, bridging year, time off и time out. Gap year – это следующий после окончания учебного заведения год, в течение которого бывший студент (учащийся или школьник) не бежит поступать в вуз или на поиски работы, соответствующей его образованию и зарплатным ожиданиям, а отправляется в путешествие. При этом человек может просто путешествовать или совмещать поездку с работой.

Чтобы показать разнообразие таких поездок, приведу пару примеров из тех же «Итогов»:

- Отправиться волонтером в Аргентину, чтобы кормить в Буэнос-Айресе бездомных. Участники программы должны раздавать горячее питание и общаться с обездоленными людьми. Для этого, конечно, обязательно знать испанский язык.

- Бороться с глобальным потеплением в Канаде, которая готова дать бой парниковому эффекту. Пока, правда, это ограничивается переписью всех млекопитающих, обитающих в стране.

- Почувствовать себя миссионером на острове Боро-Боро на Фиджи, участвуя в так называемом социокультурном обмене. Общаясь с западной молодежью, местные жители учатся взаимодействовать с американскими и европейскими туристами. Дети же в первую очередь просят научить их играть в футбол и пляжный волейбол – на пляже, конечно.

- Устроиться кэджи в один из американских гольф-клубов. Отличная возможность не только посмотреть страну, но и подтянуть английский, а то и познакомиться на поле с местными шишками.

- Заниматься реабилитацией гиббонов на острове Пхукет в Таиланде. В свободное от работы с обезьянами время можно представлять себя героем культового фильма «Пляж».

Неудивительно, что первые движения «gap years» появились на Западе. В США и Европе стало вполне обычным делом отправиться работать волонтером в страну третьего мира после окончания вуза. В России «геперы» тоже появляются, учитывая наступивший финансовый кризис и застой на рынке труда, многие из выпускников этого года продолжают развивать традиции gap year и в России.

Основной смысл путешествий, в которые отправляются выпускники, – получение жизненного опыта, расширение кругозора и подготовка к взрослой самостоятельной жизни. По-моему, идея отличная.

Увы, в нашей стране считается зазорным потратить год на подобные занятия, т. к. в глазах общества, утонувшего в стереотипах, выпускник, который не нашел работу, – неудачник и бездельник. А если он скажет кому-то, что работает волонтером, то точно прослышет лузером.

Так ли это? Человек, прошедший через gap year знает, что такое ответственность, знает на хорошем уровне хотя бы один иностранный язык, имеет расширенный кругозор, отлично обучаем, знает, что такое «работа». А что из себя представляет выпускник современного российского вуза? Часто – это прискорбное зрелище: лекции прогуливал, сам не читал, диплом ему написали, на выходе получаем ленивого, не привыкшего к дисциплине и труду неуча. И кого выберет работодатель?

Если случится так, что я уйду с моей нынешней работы (тьфу-тьфу), то обязательно отправлюсь в gap year trip [22].

18. Write a «for and against» essay: «Gap Year: a way to develop or waste of time?»

POSTGRADUATE EDUCATION

19. Read about the post-graduate education in Russia. What is specific about it?

Postgraduate diploma structure so far retains its unique Soviet pattern established in 1934. The system makes a distinction between *scientific degrees*, evidencing personal postgraduate achievement in scientific research, and related but separate *academic titles*, evidencing personal achievement in university-level education.

There are two successive postgraduate *degrees*: *kandidat nauk* (*Candidate of science*) and *doktor nauk* (*Doctor of science*). Both are a certificate of scientific, rather than academic, achievement, and must be backed up by original/novel scientific work, evidenced by publications in peer-reviewed journals and a dissertation defended in front of senior academic board. The titles are issued by Higher Attestation Commission of the Ministry of Education. A degree is always awarded in one of 23 predetermined fields of science, even if the underlying achievement belongs to different fields. Thus it is possible to defend two degrees of *kandidat* independently, but not simultaneously; a *doktor* in one field may also be a *kandidat* in a different field.

Kandidat nauk can be achieved within university environment (when the university is engaged in active research in the chosen field), specialised research facilities or within research and development units in industry. Typical *kandidat nauk* path from admission to diploma takes 2–4 years. The dissertation paper should contain a solution of an existing scientific problem, or a practical proposal with significant economical or military potential. The title is perceived as equivalent to Western Ph. D.

Doktor nauk, the next stage, implies achieving significant scientific output. This title is often equated to the German or Scandinavian habilitation. The dissertation paper should summarize the author's research resulting in theoretical statements that are qualified as a new discovery, or solution of an existing problem, or a practical proposal with significant economical or military potential. The road from *kandidat* to *doktor* typically takes 10 years of dedicated research activity; one in four candidates reaches this stage. The system implies that the applicants must work in their research field full time; however, the degrees in social sciences are routinely awarded to active politicians.

Academic titles of *docent* and *professor* are issued to active university staff who already achieved degrees of *kandidat* or *doktor*; the rules prescribe minimum residency term, authoring established study textbooks in their chosen field, and mentoring successful postgraduate trainees; special, less formal rules apply to professors of arts [11].

19a. Find some information about post-graduate education in the USA and Great Britain. What is common and what is different in the three systems? Make a list of advantages / disadvantages of each traditional model.

20. Render the article into English.

Кто был никем, тот станет всем?

Реформа образования продолжает торжественное и, похоже, победоносное шествие по стране и, собственно, по образованию, поднявшему страну, давшему миру пантеон ярчайших умов, которые и сейчас берут нобелевки и делают своим работодателям состояния.

Можно ли будет так же характеризовать представителей российской научной элиты лет хотя бы через десять? В свете принимаемых новшеств повода для оптимизма немного. Ведь достойная подготовка кандидатов и докторов, широкие возможности публикации трудов в научных изданиях и (несмотря ни на какие ЕГЭ) ориентация образования на фундаментальные основы – это, безусловно, важный фактор. Но не менее важным является и система государственной аттестации тех, кто решил посвятить себя науке. До сих пор аттестация более-менее сносно отбраковывала разного рода околонаучный пустотрепливый шлак – со всеми возможными оговорками и имеющими место быть коррупционными сюжетами. Послевузовское образование в России до сих пор дает, безусловно, сверхкомпетентных в своей отрасли кандидатов и докторов наук, которые (опять же в зависимости от отрасли знаний) весьма желанны на западном рынке, где пусть и не знают типично нашей поговорки «Что имеем, не храним...», но ей следуют, понимая прямую связь между капиталом интеллектуальным и материальным.

И теперь испытанной временем и прочими медными трубами системе послевузовской подготовки согласно безумной задумке каких-то шутников от образования предстоит серьезная реформа. Диссертационные советы в нынешнем виде прекратят свое существование. Об этом на совещании в Минобрнауки сообщила директор департамента научных и научно-педагогических кадров

министерства Елена Нечаева: «В новом проекте положения о диссертационных советах нет кандидатских советов. Они могут либо привести себя в соответствие с новыми требованиями, усилив качественный состав, либо закрыться».

Новые требования – это, как догадался внимательный читатель, как раз те, что и образуют пресловутую «Болонскую систему». Количество ступеней до «самого умного» сокращается. Вот ты еще зеленый бакалавр с четырьмя годами обучения за плечами, а вот уже раз – и магистр по прошествии шести лет. Надо ли сравнивать сегодняшнюю магистерскую подготовку с подготовкой на советском специалитете – вопрос, скорее, риторический. Но пафоса – выше шпиля главного здания МГУ. Тут тебе и магистерская диссертация, и красивый титул, и сказочно расписанные перспективы. Просто не образование, а большой рекламный ролик или трейлер фантастического фильма – кому как удобнее. Ну и, наконец, собственно послевузовская степень, обозначаемая на Западе как PhD, а по-нашему – доктор наук.

Однако в самом Министерстве образования существует, как не сложно увидеть, свой взгляд на систему. Шаблон простой – существующая система-де, быть может, и неплоха, проверена поколениями, наши ученые желанны в зарубежных научно-исследовательских центрах, но надо идти вперед, хоть ты тресни. «Сейчас вместо знака качества с определенной профессиональной квалификацией мы видим вроде бы востребованный обществом, но весьма девальвированный и оторванный от профессиональной сферы сертификат. Нужны изменения, которые позволят поднять уровень диссертационных исследований российских ученых, восстановить международное признание и престиж российской науки».

Пока же из самой Высшей аттестационной комиссии доносится лишь негромкий ропот протеста. Свое несогласие дерзнул высказать глава ВАКа Михаил Кирпичников: «Я не согласен с оценкой нашей работы министерством. Мы выявили 2 тысячи диссертаций, авторы которых не имеют ни одной научной публикации и вообще не имеют отношения к науке». Ну, тут уже все предельно ясно. Кирпичников с оценкой не согласен, а авторы указанных им диссертаций – вполне. И вообще, мол, как говорил восточный философ, «пусть расцветают все цветы».

Пока что, если судить по тому, что творят чиновники в нашем Минобрнауки, имеет место полное абсолютное непонимание проблемы и того, что действительно нужно нашему образованию [4].

20a. What problems are raised in the article? What is the author's attitude towards the on-going reform of education in Russia?

21. Read the article.

Postgrads – at last you're on the agenda

You're clever, exotically international, and there are more of you than ever before. You contribute billions of pounds a year to the British economy. The trouble is, nobody cares. Or at least they didn't until just a few weeks ago, when policymakers finally seemed to wake up to the idea that someone should start thinking about postgraduates.

Amid all the kerfuffle about the future of higher education postgraduates occupied barely a footnote. They did have their very own report, by Adrian Smith, in 2010 but it sort of got forgotten, such was the excitement of a change of government and disputes over the more radical proposals for undergraduates.

But, to the surprise even of those who have been gamely trying to push postgraduate heads above the parapet for years, all this has begun to change.

Significant for those rooting for postgraduate education are new promises of cash. For the first time, universities are to receive extra government money specifically for taught postgraduate courses. They will get £1,100 per student starting one of these courses next academic year, except in those arts and humanities disciplines that are cheapest to run.

This means they will effectively be cushioned from cuts in funding to undergraduate courses – which are expected to make up the shortfall through student fees, paid for by student loans.

Because the big bone of contention is that postgraduate courses remain outside any loan system.

While undergraduates can merrily fork out up to £9,000 a year for their degrees, safe in the knowledge that they have 30 years to pay it back and that if they haven't done it by then the debt will disappear, most postgraduates have to butter up friends, family and the bank manager to scrape together the cost of their course. And these debts are the kind that remain until every penny is paid off.

Employers once offered to support staff wishing to do postgraduate study, but many have cut back on sponsorships because of the recession. About six in 10 taught postgraduate students receive no support for their studies other than family or commercial loans. And even banks have become more reluctant to take on the risk of lending to postgraduates who may of may not turn out to be the next Bill Gates.

The big worry is, with undergraduates paying higher tuition fees from this year, it is likely that universities will want to start charging postgraduates more too.

Malcolm McCrae, who until this month chaired the UK Council for Graduate Education, says universities have felt in limbo on the question of what to do about postgraduate fees. A Times Higher Education (THE) analysis of this year's fees found the average home / EU fee for taught postgraduates was just under £6,184, a 24 % rise from the previous year but still well below the average £8,354 institutions are expected to start charging undergraduates this autumn.

McCrae says he cannot see how a university could justify charging taught postgraduates less, when their courses run for more weeks and at a higher level.

The financial squeeze has already led to a growth in the number of postgrads studying part-time and working while they take their degree.

But McCrae fears many UK students will duck out of postgraduate education altogether and choose to go straight into the jobs market instead.

A survey by High Fliers Research last month found that employers are increasingly keen on work experience, with more than a third of graduate vacancies likely to be filled by those who have worked for the company to which they are applying.

While the number of postgraduates studying in UK higher education institutions leapt by 36 % between 1997 and 2009, and is still growing, this growth is largely among international students. In those 12 years, the numbers from European Union countries rose 69 %, and from non-EU countries a whopping 155 %.

«The government sees postgraduate activity in universities as a success story», says McCrae. «But the success part of it is largely overseas recruitment rather than home recruitment. Are we looking forward to the prospect of training people for the knowledge economy everywhere in the world, just not doing it for our own?»

«If all these foreigners want to do postgraduate degrees here, shouldn't we be thinking of why British kids don't want to be doing them too?» he says [23].

21a. Answer the questions:

- What is the main problem that British postgraduates are experiencing?
- Is the funding of post-graduate programs going to improve?

- In what way are postgraduates disadvantaged in comparison with undergraduate students?
- Are employers eager to support postgrads financially?
- Why is British post-graduate education so popular?
- What is Mr. McCrae worried about?

21b. Expand on the article.

22. Read some comments by British postgraduates. Get ready to tell about their motives for getting a post-graduate education and problems they face.

- If all these foreigners want to do postgraduate degrees here, shouldn't we be thinking of why British kids don't want to be doing them too? – In some cases this could be cultural- british kids don't see the value in postgrad where in other countries this is vital.

- I am likely to come out with a Merit grade and have not entirely been taken over by my debt. But here comes the kicker. I have applied to do a PhD. A research qualification that will see me commit another 3 years to full time education. My university have supported my idea, my supervisor is excited about my preliminary research and I've been offered a full time place to start in October. Hours after this offer however I received word that my application for a studentship was unsuccessful due to competition. I will have to turn down this brilliant opportunity to do what arguably my whole education has been driving me towards. We are left with higher class individuals getting the highest qualifications. What is the point of reforming from the bottom. More work needs to be done on considering the backgrounds of postgraduates.

- I'm a home student who wants to get a Masters. I want to quit my job and finally get my Masters in English Literature. I've saved up to do it. However I must admit I'm slightly paralysed by the thought of blowing my savings in one go. I don't live in a particularly pleasant area so the same amount of money could also be used as a house deposit. I would be doing it purely for the love of the subject. Certainly my BA hasn't helped me get work in a relevant field.

- I applied for and received a career development loan, which has been used up on course fees (4,200 so far... another 2,500 for the masters year) and expenses (twice monthly therapy, £40 each. Twice monthly supervision, £35 each. Travel expenses, £80 total per month, books etc). And I have to pay full price for prescriptions, glasses, dental bills etc.

- I started a PhD in October of last year, and was lucky to be awarded what my University have termed a «scholarship». I was not so lucky in that out of the £10,000 I was awarded, just over £6,000 goes back into the University's pockets for accommodation, which I was originally lead to believe was covered in the scholarship. The university's handling of my situation (and various other problems which have cropped up) have made me feel like a bit of an inconvenience to them,

- I feel I need more education to succeed in my chosen area of study yet I have found that my degree has actually closed many doors in the job I was doing before as they question my motivation for leaving a job in a similar sector to return to university. Being 31 I find that graduate schemes are not really looking for my age group and having a terrible credit rating due to a failed business quite a few years ago no bank will lend me the money.

It seems to me that postgraduate education is one of the biggest areas of disparity between the rich and the poor in this country. A loan system would be fine, no one minds paying the money back, we just want to be educated [23]!

23. Carry out a survey among students of your institute and find out if they would like to get a post-graduate education. What arguments for and against do they put forward?

ARTICLES TO READ AND DISCUSS

24. The following articles deal with different problems of education in Russia and abroad. Read them and discuss the problems touched upon in the articles with your partners. Get ready to expand on the main ideas of the articles given.

A. Is there a doctorate in the house?

So we're nearing the end of another academic year, and many Russian students are nearing the end of their higher education and will soon graduate from a university, which is often referred to simply as вуз (institution of higher education). Take this comment about someone unlikely to have made it into university: Но ему, к сожалению, никакой вуз не светит. (He's got no chance of getting into college, unfortunately.) The lucky Russian students, however, will soon be receiving their degrees and moving out into the wider world, which may have no idea what to call them. In the United States and many universities in Europe

we have bachelor's degrees, master's degrees, and Ph. D.'s. Universities in Russia are moving towards this system to make their degrees compatible with European standards. So they now offer courses of study where graduates will receive бакалавр and магистр degrees. So far, so good. But many Russian universities still operate under the previous system, in which periods of study and degree titles are very different. First of all we have the title of специалист, which is a five-year course. Like our B. A. courses, it is the first step in higher education, but, as Russians are quick to point out, can be more intensive. In fact, it is often considered equivalent to our bachelor's and master's programmes combined. For example, one Moscow University is now making the switch from specialist to bachelor's programmes, and this will mean a 33 per cent reduction in classes.

The next level, under the current system, is generally referred to as аспирантура (graduate school), and graduate students are referred to as аспиранты. (After the switch, it will be known as магистратура.) После окончания университета я пытался поступить в аспирантуру, экзамены сдавал три года подряд. (After graduating from college, I tried to get into graduate school; I took [but didn't pass] the entrance exams three years in a row.) When someone finishes graduate school and defends a dissertation, he or she will receive the degree кандидат наук. This is where the confusion really sets in. Since this degree immediately follows the undergraduate five year education, many are tempted to equate it to a master's degree. However, the length of time and the work required often put this degree on the same level as a Ph. D. in the US. To attain this degree, students have to write and defend a dissertation, which should be original research averaging 150 pages, and the average time frame is 3–5 years, roughly corresponding to the average time frame for our Ph. D.'s. So, how to translate this degree? One option would be the direct calque, Candidate of Sciences, which would have the advantage of making it clear in what country this degree was obtained. This could be misleading to the general public though, who might take it for a degree in natural science. As I may have mentioned before, наука has a much broader meaning in Russian than in English, and can refer to all academic disciplines. The equivalent of the narrower English meaning would be естественные науки (natural sciences). You could simply use Ph. D., which would be readily understood – but might cause confusion as to where the degree was obtained, and couldn't be used for official purposes. A third hypothetical option

would be to create an actual translation, referring to the field of study in the title, i. e., Candidate of Physics, Philology, etc., but this system is not in use.

What we definitely can't call a person with this degree is a Ph. D. candidate, since that refers to a person who has not completed his or her studies. The next step up the Russian academic ladder is the post-doctoral degree of доктор наук (Doctor of Sciences), which is seriously prestigious and difficult to get. The US doesn't have an equivalent degree, although Germany and France apparently have similar titles. That covers the actual degrees, but then there's the difficulty of what to call people who go on to teach at universities after receiving them. Americans are pretty relaxed about referring to everyone at a university as «professor», at least in conversation, but in Russia, профессор is a specific title (ученое звание) and position, determined by the teacher's school. It's usually necessary to be a Doctor of Science to reach this rank. Your average university instructor is a доцент, equivalent to the rank of associate or adjunct professor. Okay, apparently the word do-cent is used at some American universities to describe a lower-ranked teacher or lecturer, but I think most native speakers would associate the word first with a museum guide [7].

B. The view of UK tuition fees from the rest of the world

Last December, when the coalition government decided to triple student fees in higher education, create economic markets at the upper and lower levels of the system, and abolish government funding for teaching in the arts, humanities and social sciences, it sent shock waves around the world.

Fees in England will be the highest anywhere, except for the US Ivy League. Will the product be better than before? Don't hold your breath. Market competition in university education sets institutions against one another, takes the heat off government because institutions and not the minister become responsible for better quality, and steepens the degree hierarchy. But there's no hard evidence to show quality improves.

These are not normal markets. Prestige institutions dominate by virtue of age and opacity. The consumer is poorly placed to arbitrate product quality and benefits more from better information than from competition. When education becomes a shopping mall, the noise of huckstering goes up, taking resources out of the classroom, while families with the greatest private wealth tend to win.

Higher education systems and their students everywhere are worried that something like the English market experiment will be introduced in their countries. Britain has been a thought leader in higher education policy.

What makes the new English higher education system especially unusual (apart from high tuition fees) is the government's belief that certain fields of knowledge create no public goods and therefore should not be publicly funded. Every other system provides taxpayer subsidies for teaching in all programmes. This is because all higher education programmes create public goods, known in economics as «externalities» – benefits received by persons other than the individual paying the fees.

A US economist Walter McMahon finds the additional private earnings of graduates – usually cited in support of higher fees – constitute only 30 % of the total benefits of higher education. On average, private non-market benefits received by graduates, such as better personal and family health, broader life choices and lower welfare dependence, outweigh the earnings benefits. On top of that, 50 % of all benefits of higher education take the form of social externalities.

The list of these is long and includes more stable, cohesive and secure societies, more flexible labour markets, stronger civic institutions, greater cultural tolerance and enhanced democracy. Many of these collective benefits are generated in general education programmes – in humanities and sciences. These increase literacy and are a platform for vocational training at later stages. Without prior general education, vocational education is impoverished. Its graduates are less productive at work, and the people they work with are less productive too.

All societies need general education programmes. All other societies support them. These programmes do not lead to lucrative private incomes. Yet by abolishing public subsidies in the humanities and social sciences, the government expects private graduates to finance the public goods themselves – goods that manifestly benefit employers and society. As the Americans say, «go figure» [16].

C . Students turn to OU to avoid debt

More young people than ever are looking to avoid student debt by enrolling for part-time or distance courses with the Open University, according to figures released by the institution today.

The university said the total number of enrolments for the current academic year is up 1,8 % on the same time last year. It expects to eventually recruit 156,000 students, which will mean a total increase of 2,2 %.

The figures suggest that many students are turning to the OU to cut the expense of full-time study. «While many people perceive Open University students to be older students, the number of young students who are choosing to study with us continues to increase», said Professor David Vincent, pro-vice chancellor. «Younger students are finding that studying with us is financially, socially and intellectually rewarding»,

Figures published by the OU last year showed the number of students under the age of 24 enrolling for a course had risen from 5,894 in 1996 to 16,000. A rise was also recorded in the number of OU undergraduates aged 21 or younger.

The increase in applications at the OU, said Professor Vincent, suggests that the confusion about, and fear of, student debt means the allure of part-time study and the university's record of financing those on lower incomes are being more readily viewed as a sensible option.

«Last year we supported 21,648 students in financing their studies. In 2003/2004 we expect this total to rise to 24,000, which equates to 15 % of our undergraduate students. Open University students can earn while they learn and fit their university work around their work and personal commitments», added the professor.

OU numbers have grown steadily since its launch in 1971 with 24,000 undergraduates [15].

D. Plugging the brain drain

Ask any Russian old enough to remember life in the Soviet Union what was the biggest victim of the country's transition to a market economy and the answer will probably be education.

A rapid brain drain sparked by the combined factors of the lure of high-paying universities in the West and a massive drop in funding caused what was once one of the world's best education systems to fall to its knees. And while things have picked up slightly in the past decade, the country's educational institutions are still a shadow of what they once were.

But that could soon all be about to change as the government amends legislation to encourage private endowments of the kind that prop up the U.S. education system.

The amendment liberalizes current legislation that blocks commercial organizations from making direct donations to universities.

Currently Russian higher education establishments receive very little of their funding from private endowments. The Moscow State Institute of International Relations holds the biggest endowment of all Rus-

sian universities, with 800 million rubles (\$25 million). The fund was established in 2007 by billionaire metals magnates Vladimir Potanin and Alisher Usmanov, both ex-students at the institution.

The university got around the strict legislation by registering a charity to receive the donation in its name, Evgeny Biryukov, the head of its endowment fund, told The Moscow News.

But while the sum is hardly a small one, it barely comes close to Harvard University's \$32 billion endowment for 2011.

Currently there are some 50 endowment funds in Russia serving educational, healthcare and cultural establishments, which vary in size from around \$200,000 to \$25 million, according to the investfunds.ru website.

Under Russian law, sums held in endowment funds cannot be lower than \$95,000 and the funds have to be managed by independent management companies.

Otkrytie Management and Gazprombank Assets Management are the leaders in the segment, each running several endowment investment funds.

«Managing endowments is not as strictly regulated as, for example, pension fund management, but it still has some restrictions», Roman Sokolov, director of Otkrytie Management told The Moscow News.

Oleg Kharkhordin, rector of the European University in St. Petersburg, told the forum that the endowment system has potential in Russia since there has been a shift in the way businessmen view the country's educational establishments.

«At first we saw people leaving academia to pursue business goals, but now, having earned some money, they are coming back», Kharkhordin said [6].

E . eCheating: Students find high-tech ways to deceive teachers

As students gain access to sophisticated gadgets both at school and at home, educators are on the lookout for new kinds of cheating. From digitally inserting answers into soft drink labels to texting each other test answers and photos of exams, kids are finding new ways to get ahead when they haven't studied.

YouTube alone has dozens of videos that lay out step-by-step instructions: One three-minute segment shows how to digitally scan the wrapper of a soft drink bottle, then use photo editing software to erase the nutrition information and replace it with test answers or handy formulas. The video has gotten nearly 7 million hits.

«There's an epidemic of cheating», says Robert Bramucci, vice chancellor for technology and learning services at South Orange Com-

munity College District in Mission Viejo, Calif. «We're not catching them. We're not even sure it's going on».

Common Sense Media, a non-profit advocacy group, finds that more than 35 % of teens ages 13 to 17 with cellphones have used the devices to cheat. More than half (52 %) admit to some form of cheating involving the Internet, and many don't consider it a big deal. For instance, only 41 % say storing notes on a cellphone to access during a test is a «serious offense». Nearly one in four (23 %) don't think it's cheating at all.

But authorities are increasingly getting tough on cheating. Police in Nassau County, N.Y., Long Island, this fall arrested 20 teens at five public and private schools in an SAT cheating ring. Five are accused of taking SAT and ACT tests for other students, who paid up to \$3,600 for the service, authorities say.

An Orange County, Calif., student pleaded guilty in March to stealing Advanced Placement tests and altering college transcripts. Prosecutors say Omar Shahid Khan, 21, pilfered a teacher's password for the school's grading system by installing spyware on school computers.

«This is about the pressures that kids are feeling in school», says Jill Madenberg, a Great Neck, N.Y., college consultant. «The pressure to do well, the pressure to get into a good college». She says cheating like the kind seen in Long Island isn't isolated. «It's literally all over the country – it's an epidemic of sorts».

A former high school guidance counselor, Madenberg says that perhaps the only positive aspect of the Long Island SAT scandal is that it will begin a discussion on the pressures kids feel. «There's no question that people are beginning to look at that», she says.

Digital devices haven't necessarily made cheating happen more often, experts say. They've just make it harder to detect. «The naïve folk belief is that cheating never used to be a problem», Bramucci says. «It's always been a problem».

Problems like detecting cheating boil down to what Nobel Laureate psychologist Daniel Kahneman calls «cognitive bias». If teachers can't see it happening in front of them, they're unlikely to believe it's happening and so they're less likely to try to prevent it. But Bramucci says educators «are lousy detectors at cheating».

To prove his point, a few years ago he brought in a group of students to take a mock test and instructed them to cheat in a handful of

different ways, all under the gaze of South Orange professors, who watched and took notes.

«They didn't even get a third of the ways people were cheating, even when they knew they were cheating and it was happening right before their eyes», Bramucci says.

E. Single-sex schools are more likely to produce high-flying career girls

A study claims pupils educated within an all-female environment are much more likely to take chances than their coed peers.

If you want your daughter to be a high-flying businesswoman or banker, send her to a single-sex school. This is the startling conclusion drawn from new research charting the complex relationship between gender and risk-taking.

Next month's edition of the *Economic Journal* carries the results of an experiment by two economists at the University of Essex. Alison Booth and Patrick Nolen devised a series of questions for 260 male and female pupils that were designed to measure their appetite for risk. The pupils, from eight state single-sex and coeducational schools in Essex and Suffolk, were asked to choose between a real-stakes lottery and a sure bet. Option 1 guaranteed they won £5, while option 2 entered them in a lottery in which they would flip a coin and receive £11 if the coin came up heads or £2 tails.

The economists found that, on average, girls were 16 % less likely than boys to opt for the lottery. But significantly, they found that girls in coed schools were 36 % less likely to select the lottery than their male peers. The findings appear to confirm the long-held view that males have a greater appetite for risk than females and go some way to indicating that this may be down to the environment in which a young person grows up. Girls at single-sex schools were also willing to invest more in a hypothetical risky investment than coed female and all-male pupils.

The findings have important implications for the emerging field of experimental economics, which examines why there is an under-representation of women in the City. The economists write: «If the majority of remuneration in high-paying jobs is tied to bonuses based on a company's performance... women may choose not to take high-paying jobs because of the uncertainty».

Anecdotal evidence suggests the economists may be on to something. Some of the City's most successful businesswomen went to all-

girls' schools. Alison Cooper, chief executive of FTSE 100 company Imperial Tobacco, was a pupil at Tiffin Girls' School, Kingston upon Thames; fund manager Nicola Horlick and financier Baroness Vadera both attended single-sex – albeit private – institutions.

The economists admit they have yet to explain their findings fully. However, they suggest that «adolescent females... may be... inhibited by culturally driven norms and beliefs about the appropriate mode of female behaviour – avoiding risk». Once they are placed in an all-female environment, however, they say, this inhibition is reduced. As Booth and Nolen conclude: «No longer reminded of their own gender identity and society's norms, they find it easier to make riskier choices than women who are placed in a coed class» [10].

F. Students nominate best lecturers

«I wouldn't say she's the worst professor I've ever had, just not terribly inspiring», writes one student on RateMyProfessors.com's UK website. Others describe various individual lecturers as: «patronising and not very bright», «nice person, but worthless teacher», «supremely egotistical», «mad as a box of badgers», and simply «awful, awful man».

Never before have students had such opportunities to let off steam when they feel their university teaching has failed to come up to scratch, and never before have lecturers been so publicly at their mercy. RateMyProfessors, used in the US for the last 12 years, started soliciting comments from UK students five years ago and covers well over 1,000 UK lecturers, rating them for easiness, helpfulness, clarity, interest, and whether or not they are «hot». Then there is the National Student Survey, which for the last seven years has asked final-year students to rate qualities such as teaching, feedback and organisation on their course. This year's annual report from the Office of the Independent Adjudicator, set up in 2004 to handle student complaints, showed that these had risen by a third in the last year, and predicted that they were likely to rise even more sharply following next year's increase in tuition fees.

The government's white paper, «Students at the Heart of the System», also seems to envisage students speaking out if they are unhappy with their learning. In a Guardian online chat last week, the universities minister, David Willetts, urged students to raise concerns about practical aspects such as getting work back and contact time. He predicted: «Our finance changes will strengthen the student voice on these issues».

The Student-Led Teaching Awards, organised jointly by the Higher Education Academy and National Union of Students, is an award scheme run entirely by students, based on a Scottish pilot. When the pilot began two years ago, eight institutions were involved. Last year, this had grown to 13, with students making more than 11,000 nominations.

Individual student unions decide on different criteria for assessing their lecturers – from «most organised module» to «best 21st-century teaching». They then encourage students to nominate teachers, and to explain exactly why they think the teacher they have picked is so good. A student committee assesses the nominations, noting not only the number an individual lecturer receives, but also their quality, and there is an annual «Oscars» award ceremony.

Elizabeth Bomberg, a senior lecturer in politics, who won Edinburgh University Student Association's first Overall High Performer Award in 2009, says: «Students like feedback, but so do staff. To receive that constructive feedback – there's nothing to match that in terms of encouraging good teaching. I was thrilled».

She says it has made herself and her colleagues more aware of the criteria for which her award was made – enthusiasm, feedback and the ability to prompt questions and critical thinking. «Sometimes in the rush to deliver our teaching and get work done we forget that it's really about interaction with students», she says.

Helen Thomas, head of teacher excellence at the HEA, says: «The demand for good teaching is on the political and student agenda. These awards help students to recognise what good teaching is so they know what to ask for and they also know that teaching is felt to be important because it is being rewarded».

Simon Bates, professor of physics education at Edinburgh, who won an award for innovative teaching last year, says: «It's always nice to get any kind of recognition in your professional life but from students it's particularly gratifying because they're the reason why you teach in the way you do».

At Edinburgh, the awards ceremony is followed by an Inspiring Teaching conference, in which winners are invited to give workshops to share their ideas. Heriot-Watt University Student Union has found comments made in the nominations so useful that it plans to categorise them to show what students appreciate about specific aspects of teaching.

Its president, Mike Ross, says that it is a way of students being able to influence their own learning. Whereas the National Student Survey only allows students to comment once their course is over, this gives them the chance to influence teaching methods while they are still studying.

Both students and staff insist that it is not a popularity contest and often staff who most challenge their students receive most nominations. And in tough economic times it is a way of giving academics the kind of boost anyone would get from a heartfelt nomination such as this: «Through her genuine care for her students and passion for the subject, she has inspired many... In her classroom we are academics, not students. Her support in identifying the help I need has made the difference between me dropping out and staying on» [24].

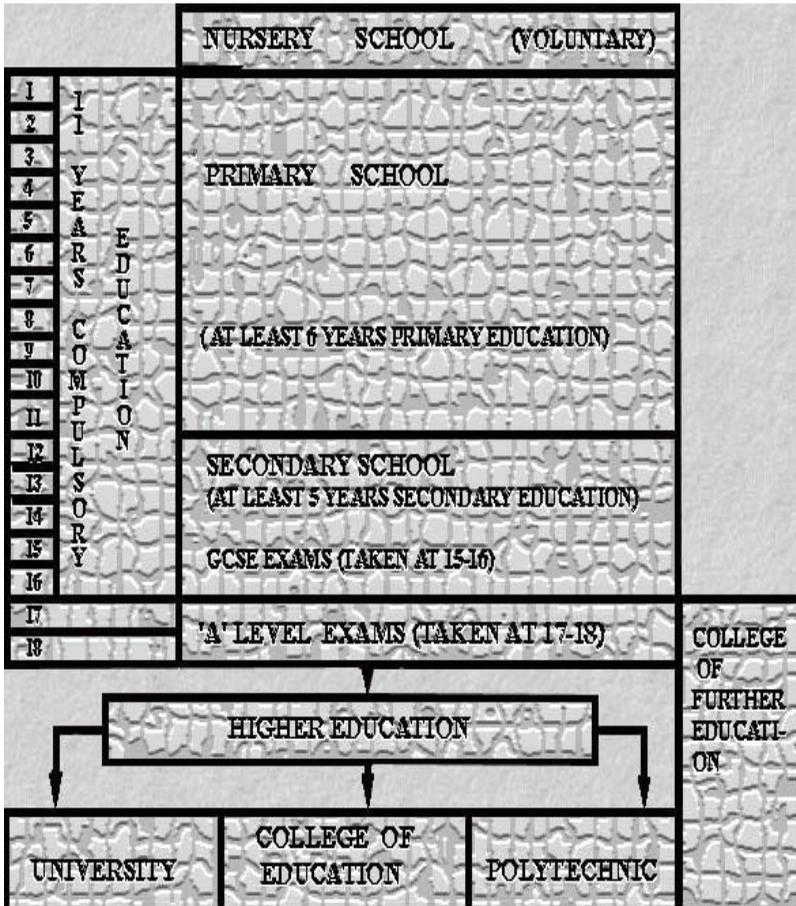
THE STRUCTURE OF EDUCATION

25. Study the pictures below. In groups prepare reports on the educational systems of Russia, Great Britain and the USA. Use extra information.

18a. Summarize the information about educational systems of the three countries in 250–300 words.

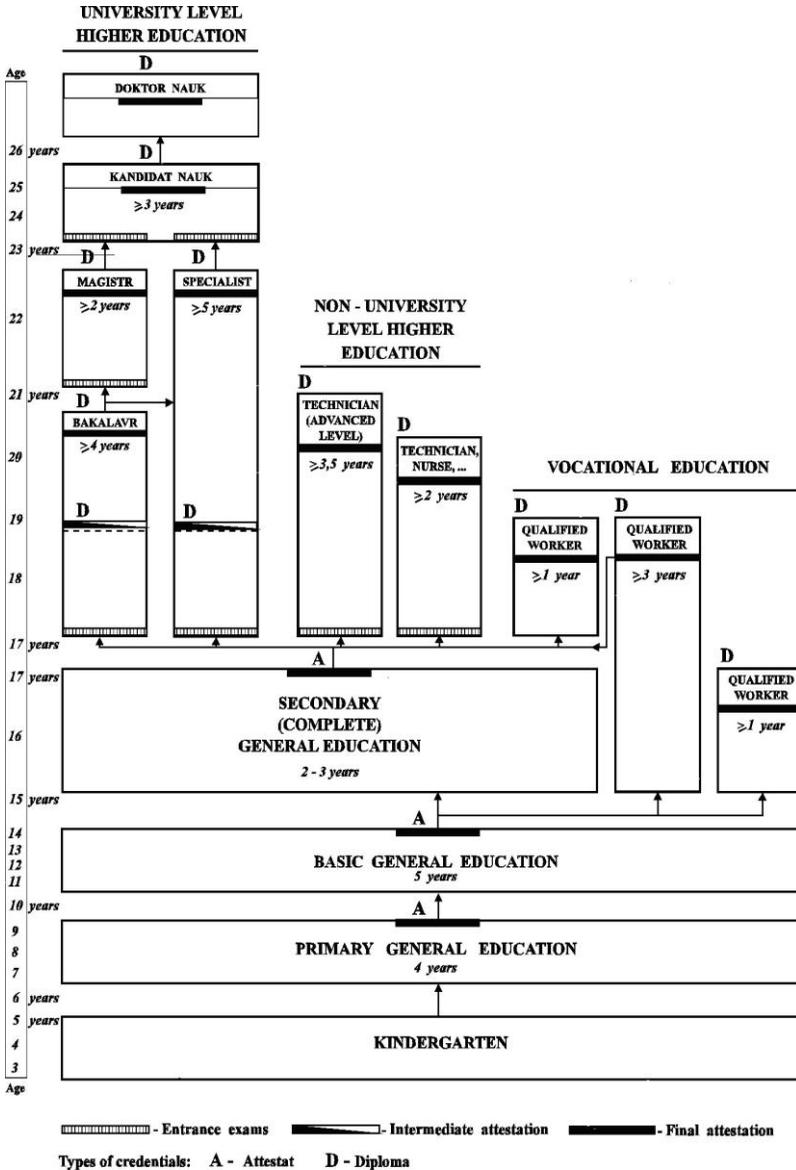
EDUCATION IN GREAT BRITAIN [21]

Picture 1



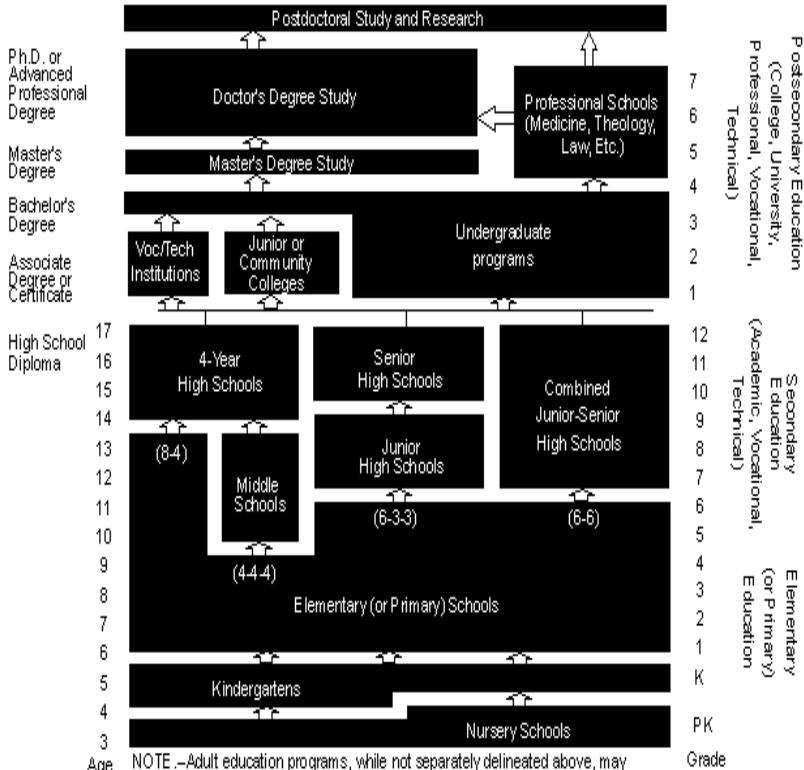
EDUCATION IN RUSSIA [12]

Picture 2



EDUCATION IN THE USA [9]

Picture 3



NOTE -Adult education programs, while not separately delineated above, may provide instruction at the elementary, secondary, or higher education level.
 Chart reflects typical patterns of progression rather than all possible variations.
 SOURCE: U.S. Department of Education, National Center for Education Statistics.

VOCABULARY EXERCISES

26. Complete the extracts from two school reports. Use the words from the box.

half-hearted respect mature distracted insolent
participated contributes applies concentrate effort

Report 1

Tracey has made a big (1) *effort*. this term, showing herself to be (2)... for her age. She (3)... herself well and (4)... fully to class discussions. She shows a lot of (5)... towards her teachers.

Report 2

On one occasion Derek was sent home for being (6)... to a teacher. In terms of effort, his work can sometimes be rather (7)... He is easily (8)... and finds it hard to (9)... in class. Also he has not (10)... in group work as well as he should.

27. Both options make sense. Underline the one which forms a common collocation.

a) In my country we have to do nine *basic* / *core* subjects and then we can choose several others.

b) At this school we put a strong emphasis on *academic* / *scholarly* achievement.

c) In my country *bodily* / *corporal* punishment was abolished 40 years ago.

d) In my class we had a *helper* / *support* teacher who assisted pupils with learning difficulties.

e) On Friday afternoons we had lessons with the *trainee* / *apprentice* teacher.

f) In my country we have some end of year tests but most of our marks come from *progressive* / *continuous* assessment.

g) At 16 we have the choice of doing more *vocation* / *employment* oriented courses, such as business studies and accounting.

h) When I was 15, I had a 2-week work *position* / *placement* with a local factory.

i) There were a number of *teenage* / *child* mothers in my class.

j) I was expelled from school for *playing* / *going* truant too many times.

28. Five people are speaking about their learning experiences. Complete each space with a suitable word. The first letter of each space is given.

a) I've just finished university, although I'll have to go back for my *graduation*. ceremony in October. So now I'm the proud possessor of a d... in Modern Languages. At last I can get down to learning some money and paying back my l... from the government. My friend is luckier than me in this respect – she's off to the States. She has a s... to study at Yale University.

b) I was known as a rather naughty, mischievous pupil, and I often used to get s... out of the lesson or put in d... after

school. Little did the school know, however, that Dad was actually paying me to have extra Maths lessons at home with a private t...

And it paid off, for in my Maths exam, I surprised everyone by getting the top m... in the class.

c) I left school without any q... and with no real job p... But then I started doing e... classes at the local f... education college. And now I'm a mechanic, and delighted with my job!

d) My problem was exams. I was never any good at them. Class-work fine, exams no go. For my A levels I r... solidly for three months but despite all this preparation, I got disappointing g...:D for Physics, E for Chemistry, and E for Biology. The school suggested that I r... the exams, but to be honest, I didn't fancy all that studying all over again. But I did win a p... at Sports Day, for the Senior Boys Long Jump.

e) When I was 28, I decided I wanted to go back into education, as I was getting more and more interested in English literature. One option was to become a m... student at a university, but I couldn't afford this full-time commitment. So in the end I signed up for a c... course, or 'distance learning', as it's called. I sent my essays and a... to a tutor by post and also communicated with her by e-mail. I had to study English literature from 1300 to the present day, but I chose to s... in the twentieth-century novel.

30. Complete the spaces by finding one word which fits in all three sentences.

a) When we had finished acting, the teacher gave us all a... *mark* out of ten.

Elka has only been in the office for three months, but already she has really made her... *mark*.

The teacher told Jeremy off for making a... *mark* on Emma's notebook.

b) We are very pleased with Susan's effort – she... herself very well to the task in hand.

Incidentally, the comment I have just made to Smith... equally to everybody in this room.

I really hope my sister... for that new job; she'd be so good at it.

c) I've virtually... any ambition I ever had of becoming a teacher.

I... out of college after one term and went travelling around the world instead.

On police advice, Mr. Bortello has... the charges he brought against his neighbours.

d) Mr Ross, our old history teacher... his classes with a rod of iron!

The judge... that Newton had acted in self-defence, and instructed the jury to find him «not guilty».

Police have not... out the possibility of murder in this case.

e) The entire workforce at Holman Avionics downed tools today, in... of two sacked colleagues.

I'll come along to your speech, if you like, and give you some moral...

If you need help, put your hand up and I or Mrs Kent, the... teacher will come to you [2, c. 254–256].

31. In pairs, make the glossary on the topic «Education». Compare your results with the rest of the group. Try to organize the words per sample of a bilingual dictionary.

32. Give definitions to the following words and expressions: tertiary education, Bachelor, Master, employment prospects, tuition fee, grant, scholarship, curriculum, research, gap year, a graduate, college, university, competitiveness, cheating, brain drain, applicant, undergraduate, postgraduate, Open University, distant learning, qualification, profession, skill.

KEYS

27. 1) *effort*; 2) mature; 3) applies; 4) contributes; 5) respect; 6) insolent; 7) half-hearted; 8) distracted; 9) concentrate; 10) participated.

28. a) *core*; b) academic; c) corporal; d) support; e) trainee; f) continuous; g) vocation; h) placement; i) teenage; g) playing.

29. a) *graduation*, degree, loan, scholarship;
b) sent, detention, tutor / teacher, mark(s);
c) qualifications, prospects, evening, further;
d) revised, grades, retake / resit, prize;
e) mature, correspondence, assignments, specialize;

30. a) *mark*; b) applies; c) dropped; d) ruled; e) support.

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