



ДЗВО «УНІВЕРСИТЕТ МЕНЕДЖМЕНТУ ОСВІТИ»
Навчально-науковий інститут менеджменту та психології
Кафедра педагогіки, адміністрування і спеціальної освіти

СИЛАБУС
навчальної дисципліни
«ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ»

Загальна інформація	Пояснення
Ступінь вищої освіти	магістр
Освітня програма	Освітньо-професійна програма «Педагогіка вищої школи. Андрагогіка»
Спеціальність	A1 Освітні науки
Рік навчання, семестр	1 рік навчання; 2 семестр
Кількість кредитів	4
Форма навчання	заочна
Форма підсумкового контролю	екзамен
Мова викладання	українська
Інформація про викладача	
Лектор	 <p>Івкін Володимир Миколайович кандидат психологічних наук, доцент доцент кафедри публічного управління і проектного менеджменту</p>
Профайл лектора	Міжнародний ідентифікатор вченого (ORCID ID): https://orcid.org/0000-0001-9642-8164 ResearcherID: http://www.researcherid.com/rid/K-5829-2018 Профіль у Google Scholar: https://scholar.google.com.ua/citations?hl=ru&user=rIhqDsQAAAAJ
Канали комунікації	<i>E-mail:</i> kafedra_unz_pvsh_2015@ukr.net <i>Пряме посилання на сторінку Facebook кафедри:</i> https://www.facebook.com/pages/Кафедра-управління-навчальними-зкладами-та-педагогіки-вищої-школи-ДВНЗ-УМО/214713918736788 <i>E-mail викладача:</i> vivushka808@uem.edu.ua <i>Сайт Університету (сторінка оголошень):</i> http://umo.edu.ua/university/ogoloshenya

Про дисципліну	
Анотація курсу (в т.ч. мета та цілі курсу)*	<p>Метою викладання навчальної дисципліни «Іноземна мова за професійним спрямуванням» є формування необхідної комунікативної спроможності в сферах професійного та ситуативного спілкування в усній і письмовій формах, навичок практичного володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, що обумовлена професійними потребами; оволодіння новітньою фаховою інформацією через іноземні джерела.</p> <p>Основними завданнями вивчення дисципліни «Іноземна мова за професійним спрямуванням» є розвиток та удосконалення різних видів мовленнєвої діяльності: аудіювання, говоріння, діалогічного мовлення, читання, письма та перекладу.</p>
Компетентності та результати навчання* Перелік соціальних, м'яких навичок (soft skills)	<p>Здобувачі вищої освіти мають набути загальних компетентностей:</p> <p>ЗК4. Здатність вчитися і оволодівати сучасними знаннями. ЗК5. Здатність до адаптації та дії в новій ситуації. ЗК7. Здатність до міжособистісної взаємодії. ЗК9. Здатність працювати в міжнародному контексті.</p> <p>В процесі вивчення навчальної дисципліни здобувачі вищої освіти мають набути також певних спеціальних (фахових) компетентностей:</p> <p>СК2. Здатність застосовувати та розробляти нові підходи до вирішення задач дослідницького та/або інноваційного характеру в сфері освіти й педагогіки. СК4. Здатність здійснювати експертизу та надавати консультації з питань освітньої політики та інновацій в освіті. СК12. Здатність до формування культури навчання впродовж життя.</p> <p>Програмні результати навчання:</p> <p>PH 4. Вільно спілкуватися державною та іноземною мовами усно і письмово для обговорення результатів освітньої, професійної діяльності, презентації наукових досліджень та інноваційних проєктів. PH14. Формувати культуру навчання впродовж життя.</p>
Структура курсу*	<p>Тема 1. Phonetics. Sounds absent in Ukrainian. Rhythmic characteristics. Word order. Text: EDUCATION IN THE UNITED STATES. General Information</p> <p>Тема 2. Modal verbs. Irregular verbs. Text: EDUCATION IN THE UNITED STATES. 19th century</p> <p>Тема 3. Simple (indefinite) tenses: formation, usage. Text: EDUCATION IN THE UNITED STATES. 20th century</p> <p>Тема 4. Continuous (progressive) tenses: formation, usage. Text: EDUCATION IN THE UNITED STATES. 21st century</p> <p>Тема 5. Perfect tenses: formation, usage. Text: EDUCATION IN THE UNITED STATES. Educational stages</p> <p>Тема 6. Phrasal verbs. Text: EARLY CHILDHOOD EDUCATION IN THE UNITED STATES</p> <p>Тема 7. Sequence of tenses. Indirect speech. Text: K–12 EDUCATION IN THE UNITED STATES. Part 1</p> <p>Тема 8. Conditionals. Text: K–12 EDUCATION IN THE UNITED STATES. Part 2</p> <p>Тема 9. Conditionals (Continued). Text: HIGHER EDUCATION IN THE UNITED STATES</p> <p>Всього – 120 годин (4 кредити) Лекції – 6 годин Практичні заняття – 4 години Самостійна робота – 110 годин</p>

	<p>Співвідношення кількості годин аудиторних занять до самостійної та індивідуальної роботи становить: 10% : 90%</p>	
Го д. л/с	Тема	Завдання
0,5/ 0,5	<p>Тема 1. Phonetics. Sounds absent in Ukrainian. Rhythmic characteristics. Word order. Text: EDUCATION IN THE UNITED STATES. General Information</p>	<p>EDUCATION IN THE UNITED STATES. General Information</p> <p>In the United States, education is provided in public and private schools and by individuals through homeschooling. State governments set overall educational standards, often mandate standardized tests for K–12 public school systems and supervise, usually through a board of regents, state colleges, and universities. The bulk of the \$1.3 trillion in funding comes from state and local governments, with federal funding accounting for about \$260 billion in 2021 compared to around \$200 billion in past years.</p> <p>Private schools are free to determine their own curriculum and staffing policies, with voluntary accreditation available through independent regional accreditation authorities, although some state regulation can apply.</p> <p>As of 2013, about 87% of school-age children attended state-funded public schools, about 10% attended tuition and foundation-funded private schools, and roughly 3% were home-schooled.</p> <p>Total expenditures for American public elementary and secondary schools amounted to \$927 billion in 2020–21 (in constant 2021–22 dollars).</p> <p>By state law, education is compulsory over an age range starting between five and eight and ending somewhere between ages sixteen and nineteen, depending on the state. This requirement can be satisfied in public or state-certified private schools, or an approved home school program. Compulsory education is divided into three levels: elementary school, middle or junior high school, and high school.</p> <p>Numerous publicly and privately administered colleges and universities offer a wide variety of post-secondary education. Post-secondary education is divided into college, as the first tertiary degree, and graduate school. Higher education includes public and private research universities, usually private liberal arts colleges, community colleges, for-profit colleges, and many other kinds and combinations of institutions. College enrollment rates in the United States have increased over the long term. At the same time, student loan debt has also risen to \$1.5 trillion.</p> <p>The large majority of the world's top universities, as listed by various ranking organizations, are in the United States, including 19 of the top 25, and the most prestigious – Harvard University. The country placed first in the annual U.S. News & World Report Best Countries for Education rankings. The U.S. has by far the most Nobel Prize winners in history, with 403 (having won 406 awards).</p> <p>In 2010, the United States had a higher combined per-pupil spending for primary, secondary, and post-secondary education than any other OECD country (which overlaps with almost all of the countries designated as being developed by</p>

		<p>the International Monetary Fund and the United Nations) and the U.S. education sector consumed a greater percentage of the U.S. gross domestic product (GDP) than the average OECD country. In 2014, the country spent 6.2% of its GDP on all levels of education—1.0 percentage points above the OECD average of 5.2%. In 2018, primary and secondary per-pupil spending in the United States was 34 percent higher than the OECD average (ranking 5th of 36 countries reporting data), post-secondary per-pupil spending was double the OECD average (ranking 2nd), and the U.S. education sector consumed 6 percent of the U.S. GDP (ranking 6th).</p> <p>From 1960 through 2017, per-pupil spending in public kindergartens, primary schools, and secondary schools increased in inflation-adjusted terms from \$3,793 to \$14,439. From 1950 through 2015, student-teacher and student-nonteaching staff ratios in public kindergartens, primary schools, and secondary schools declined from 27.5 students per teacher and 65 students per nonteaching staff member in 1950 to 16.1 students per teacher and 16.1 students per nonteaching staff member in 2015 (with nonteaching staffing increasing by 709%), while teacher salaries declined by 2% in inflation-adjusted terms from 1992 to 2015. From 1976 to 2018, enrollment at post-secondary institutions increased by 78% and full-time faculty employed increased by 92%, while full-time administrators employed increased by 164% and other non-faculty staffing increased by 452%, and non-instructional spending increased by 48% from 2010 to 2018 while instructional spending increased by 17%.</p> <p>Enrollment in post-secondary institutions in the United States declined from 18.1 million in 2010 to 15.4 million in 2021, while enrollment in public kindergartens, primary schools, and secondary schools declined by 4% from 2012 to 2022 and enrollment in private schools or charter schools for the same age levels increased by 2% each.</p> <p>In 2014, the Economist Intelligence Unit rated U.S. education as 14th best in the world. The Programme for International Student Assessment coordinated by the OECD currently ranks the overall knowledge and skills of American 15-year-olds as 19th in the world in reading literacy, mathematics, and science with the average American student scoring 495, compared with the OECD Average of 488. In 2017, 46.4% of Americans aged 25 to 64 attained some form of post-secondary education. 48% of Americans aged 25 to 34 attained some form of tertiary education, about 4% above the OECD average of 44%. 35% of Americans aged 25 and over have achieved a bachelor's degree or higher.</p>
0,5/ 0,5	<p>Tema 2. Modal verbs. Irregular verbs. Text: EDUCATION IN THE UNITED STATES. 19th century</p>	<p>EDUCATION IN THE UNITED STATES. 19th century</p> <p>New England encouraged its towns to support free public schools funded by taxation. In the early 19th century, Massachusetts took the lead in education reform and public education with programs designed by Horace Mann that were widely emulated across the North. Teachers were specially trained in normal schools and taught the three Rs (reading, writing, and arithmetic) and also history and geography. Public education was at the elementary level in most places.</p> <p>After the Civil War end in 1865, cities began building high schools. The South was far behind northern standards on every educational measure and gave weak support to its segregated all-black schools. However, northern philanthropy and northern churches provided assistance to private black colleges across the South. Religious denominations across the country set up their private colleges. States also opened state universities, but they were quite small until well into the 20th century.</p>

In 1823, Samuel Read Hall founded the first normal school, the Columbian School in Concord, Vermont, aimed at improving the quality of the burgeoning common school system by producing more qualified teachers.

During Reconstruction, the United States Office of Education was created in an attempt to standardize educational reform across the country. At the outset, the goals of the Office were to track statistical data on schools and provide insight into the educational outcomes of schools in each state. While supportive of educational improvement, the office lacked the power to enforce policies in any state. Educational aims across the states in the nineteenth century were broad, making it difficult to create shared goals and priorities. States like Massachusetts, with long-established educational institutions, had well-developed priorities in place by the time the Office of Education was established. In the South and the West, however, newly formed common school systems had different needs and priorities. Competing interests among state legislators limited the ability of the Office of Education to enact change.

In the mid-19th century, the rapidly increasing Catholic population led to the formation of parochial schools in the largest cities. Theologically oriented Episcopalian, Lutheran, and Jewish bodies on a smaller scale set up their own parochial schools. There were debates over whether tax money could be used to support them, with the answer typically being no. From about 1876, thirty-nine states passed a constitutional amendment to their state constitutions, called Blaine Amendment after James G. Blaine, one of their chief promoters, forbidding the use of public tax money to fund local parochial schools.

States passed laws to make schooling compulsory between 1852 (Massachusetts) and 1917 (Mississippi). They also used federal funding designated by the Morrill Land-Grant Acts of 1862 and 1890 to set up land grant colleges specializing in agriculture and engineering. By 1870, every state had free elementary schools, albeit only in urban centers. According to a 2018 study in the *Economic Journal*, states were more likely to adopt compulsory education laws during the Age of Mass Migration (1850–1914) if they hosted more European immigrants with lower exposure to civic values.

Following Reconstruction, the Tuskegee Normal and Industrial Institute was founded in 1881 as a state college, in Tuskegee, Alabama, to train «Colored Teachers,» led by Booker T. Washington, (1856–1915), who was himself a freed slave. His movement spread, leading many other Southern states to establish small colleges for «Colored or Negro» students entitled «A. & M.» («Agricultural and Mechanical») or «A. & T.» («Agricultural and Technical»), some of which later developed into state universities. Before the 1940s, there were very few black students at private or state colleges in the North and almost none in the South.

Responding to the many competing academic philosophies being promoted at the time, an influential working group of educators, known as the Committee of Ten and established in 1892 by the National Education Association, recommended that children should receive twelve years of instruction, consisting of eight years of elementary education (in what were also known as «grammar schools») followed by four years in high school («freshmen», «sophomores», «juniors» and «seniors»).

Gradually by the late 1890s, regional associations of high schools, colleges and universities were being organized to coordinate proper accrediting standards, examinations, and regular surveys of various institutions in order to assure equal treatment in graduation and admissions requirements, as well as course completion and transfer procedures.

0,5/ 0,5	Tema 3. Simple (indefinite) tenses: formation, usage. Text: EDUCATION IN THE UNITED STATES. 20th century	<p align="center">EDUCATION IN THE UNITED STATES. 20th century</p> <p>By 1910, 72% of children were attending school. Between 1910 and 1940 the high school movement resulted in a rapid increase in public high school enrollment and graduations. By 1930, 100% of children were attending school, excluding children with significant disabilities or medical concerns.</p> <p>Private schools spread during this time, as well as colleges and, in the rural centers, land grant colleges. In 1922, an attempt was made by the voters of Oregon to enact the Oregon Compulsory Education Act, which would require all children between the ages of 8 and 16 to attend public schools, only leaving exceptions for mentally or physically unfit children, exceeding a certain living distance from a public school, or having written consent from a county superintendent to receive private instruction. The law was passed by popular vote but was later ruled unconstitutional by the United States Supreme Court in <i>Pierce v. Society of Sisters</i>, determining that «a child is not a mere creature of the state». This case settled the dispute about whether or not private schools had the right to do business and educate within the United States.</p> <p>By 1938, there was a movement to bring education to six years of elementary school, four years of junior high school, and four years of high school.</p> <p>During World War II, enrollment in high schools and colleges plummeted as many high school and college students and teachers dropped out to enlist or take war-related jobs.</p> <p>The 1946 National School Lunch Act provided low-cost or free school lunch meals to qualified low-income students through subsidies to schools based on the idea that a «full stomach» during the day supports class attention and studying.</p> <p>The 1954 Supreme Court case <i>Brown v. Board of Education of Topeka</i>, Kansas made racial desegregation of public elementary and high schools mandatory, although white families often attempted to avoid desegregation by sending their children to private secular or religious schools. In the years following this decision, the number of Black teachers rose in the North but dropped in the South.</p> <p>In 1965, the far-reaching Elementary and Secondary Education Act ('ESEA'), passed as a part of President Lyndon B. Johnson's War on poverty, provided funds for primary and secondary education ('Title I funding'). Title VI explicitly forbade the establishment of a national curriculum. Title IV of the Higher Education Act of 1965 created the Pell Grant program which provides financial support to students from low-income families to access higher education.</p> <p>In 1975, the Education for All Handicapped Children Act established funding for special education in schools.</p> <p>The Higher Education Amendments of 1972 made changes to the Pell Grant. The 1975 Education for All Handicapped Children Act (EHA) required all public schools accepting federal funds to provide equal access to education and one free meal a day for children with physical and mental disabilities. The 1983 National Commission on Excellence in Education report, famously titled <i>A Nation at Risk</i>, touched off a wave of federal, state, and local reform efforts, but by 1990 the country still spent only 2% of its budget on education, compared with 30% on support for the elderly. In 1990, the EHA was replaced with the Individuals with Disabilities Education Act (IDEA), which placed more focus on students as individuals, and also provided for more post-high school transition services.</p>
0,5/ 0,5	Tema 4. Continuous (progressive) tenses:	<p align="center">EDUCATION IN THE UNITED STATES. 21st century</p> <p>The No Child Left Behind Act of 2001, passed by a bipartisan coalition in Congress, provided federal aid to the states in exchange for measures to penalize schools that were not meeting the goals as measured by standardized state exams</p>

	<p>formation, usage. Text: EDUCATION IN THE UNITED STATES. 21st century</p>	<p>in mathematics and language skills. This made standardized testing a requirement. In the same year, the U.S. Supreme Court diluted some of the century-old «Blaine» laws upheld an Ohio law allowing aid to parochial schools under specific circumstances. The 2006 Commission on the Future of Higher Education evaluated higher education. In December 2015, then-American President Barack Obama signed legislation replacing No Child Left Behind with the Every Student Succeeds Act.</p> <p>The Great Recession of 2007–2009 was caused a sharp decline in tax revenues in all American states and cities. The response included cuts to education budgets. Obama's \$800 billion stimulus package of 2009 included \$100 billion for public schools, which every state used to protect its education budget. In terms of sponsoring innovation; however, then-President Obama and then-Education Secretary Arne Duncan pursued K-12 education reform through the Race to the Top grant program. With over \$15 billion of grants at stake, 34 states quickly revised their education laws according to the proposals of advanced educational reformers. In the competition, points were awarded for allowing charter schools to multiply, for compensating teachers on a merit basis including student test scores, and for adopting higher educational standards.</p> <p>There were incentives for states to establish college and career-ready standards, which in practice meant adopting the Common Core State Standards Initiative that had been developed on a bipartisan basis by the National Governors Association, and the Council of Chief State School Officers. The criteria were not mandatory, they were incentives to improve opportunities to get a grant. Most states revised their laws accordingly, even though they realized it was unlikely they would win a highly competitive new grant. Race to the Top had strong bipartisan support, with centrist elements from both parties. It was opposed by the left wing of the Democratic Party, and by the right wing of the Republican Party, and criticized for centralizing too much power in Washington. Complaints also came from middle-class families, who were annoyed at the increasing emphasis on teaching to the test, rather than encouraging teachers to show creativity and stimulating students' imagination. Voters in both major parties have been critical of the Common Core initiative.</p>
1/0,5	<p>Tema 5. Perfect tenses: formation, usage. Text: EDUCATION IN THE UNITED STATES. Educational stages</p>	<p>EDUCATION IN THE UNITED STATES. Educational stages</p> <p>Formal education in the U.S. is divided into a number of distinct educational stages. Most children enter the public education system around the age of five or six. Children are assigned to year groups known as grades.</p> <p>The American school year traditionally begins at the end of August or early in September, after a traditional summer vacation or break. Children customarily advance together from one grade to the next as a single cohort or «class» upon reaching the end of each school year in late May or early June.</p> <p>Depending upon their circumstances, children may begin school in pre-kindergarten, kindergarten, or first grade. Students normally attend 12 grades of study over 12 calendar years of primary/elementary and secondary education before graduating and earning a diploma that makes them eligible for admission to higher education. Education is mandatory until age 16 (18 in some states).</p> <p>In the U.S., ordinal numbers (e.g., first grade) are used for identifying grades. Typical ages and grade groupings in contemporary, public, and private schools may be found through the U.S. Department of Education. Generally, there are three stages: elementary school (grades K/1–2/3/4/5/6), intermediate school (3/4–5/6),</p>

		<p>middle school / junior high school (grades 5/6/7–8/9), and high school / senior high school (grades 9/10–12). There is variability in the exact arrangement of grades, as the following table indicates. Note that many people may not choose to attain higher education immediately after high school graduation, so the age of completing each level of education may vary. The table below shows the traditional education path of a student completing an undergraduate degree immediately after high school.</p> <p>In K–12 education, sometimes students who receive failing grades are held back a year and repeat coursework in the hope of earning satisfactory scores on the second try.</p> <p>High school graduates sometimes take one or more gap years before the first year of college, for travel, work, public service, or independent learning. Some might opt for a postgraduate year before college. Many high schoolers also earn an associate degree when they graduate high school.</p> <p>Many undergraduate college programs now commonly are five-year programs. This is especially common in technical fields, such as engineering. The five-year period often includes one or more periods of internship with an employer in the chosen field.</p> <p>Some undergraduate institutions offer an accelerated three-year bachelor's degree, or a combined five-year bachelor's and master's degrees. Many times, these accelerated degrees are offered online or as evening courses and are targeted mainly but not always for adult learners/nontraditional students.</p> <p>Many graduate students do not start professional schools immediately after finishing undergraduate studies but work for a time while saving up money or deciding on a career direction.</p> <p>The National Center for Education Statistics found that in 1999–2000, 73% of undergraduates had characteristics of nontraditional students.</p>
1/-	<p>Tema 6. Phrasal verbs. Text: EARLY CHILDHOOD EDUCATION IN THE UNITED STATES</p>	<p>EARLY CHILDHOOD EDUCATION IN THE UNITED STATES</p> <p>Early childhood education in the United States relates to the teaching of children (formally and informally) from birth up to the age of eight. The education services are delivered via preschools and kindergartens.</p> <p><i>History</i></p> <p>Early childhood education, in its professional form, emerges in the United States in the early 20th century. In 1926, the National Association for the Education of Young Children (NAYEC) was founded, and is still active today. Around this time, we also see the inception of development education standards along with teacher training programs.</p> <p>In the 1930s and 1940s we see more government intervention: the implementation of the New Deal and the Lanham Act led to financial investment in early childhood education programs. This is also when we see the implementation of the Head Start program, which is focused on providing low-income children with early childhood education services.</p> <p><i>Erik Erikson</i></p> <p>American psychoanalyst Erik Erikson first used the phrase «early childhood education» in the 1950s. In Erikson's understanding, early childhood education focuses on what teachers and guardians think is best for children, and not what state or federal governments legislate for children. Erikson believed that if adequate academic support was provided in the early years of a child's life then they would have a much more positive learning experience in later adolescence. This insight informs all early childhood education in the United States.</p>

Maria Montessori

Italian educator Maria Montessori was an innovator and physician, best known for her educational method that relied upon following how children naturally learn. This educational method emphasizes self-paced learning and individualized instruction for each child. While a Montessori education can be applied at any age, we see this method of learning applied frequently at different stages of early childhood education throughout the United States.

Unlike other areas of education, early childhood care and education (ECCE) places a strong emphasis on the development of the whole child – attending to his or her social, emotional, cognitive, and physical needs – in order to establish a solid and broad foundation for lifelong learning and well-being. «Care» includes health, nutrition, and hygiene in a warm, secure, and nurturing environment, and «education» includes stimulation, socialization, guidance, participation, learning, and developmental activities. Most of these ECCE programs have an emphasis on learning by play. ECCE begins at birth and can be organized in a variety of non-formal, formal and informal modalities, such as parenting education, health-based mother and child intervention, care institutions, child-to-child programs, home-based or center-based , kindergartens and pre-schools. The whole goal of ECCE programs is to prepare the children for school, and many professionals believe this starts in the crib until the child is in school. Different terms to describe ECCE are used by different countries, institutions, and stakeholders, such as early childhood development (ECD), early childhood education and care (ECEC), and early childhood care and development (ECCD), with Early Childhood Care and Education as the nomenclature.

As research shows, children's care and educational needs are intertwined. Poor care, health, nutrition, and physical and emotional security can affect educational potentials in the form of mental retardation, impaired cognitive and behavioral capacities, motor development delay, depression, and difficulties with concentration and attention. Inversely, early health and nutrition interventions, such as iron supplementation, deworming treatment and school feeding, have been shown to directly contribute to increased pre-school attendance. Studies have demonstrated better child outcomes through the combined intervention of cognitive stimulation and nutritional supplementation than through either cognitive stimulation or nutritional supplementation alone. Quality ECCE is one that integrates educational activities, nutrition, health care and social services.

Decades of research provide unequivocal evidence that public investment in early childhood care and education can produce economic returns equal to roughly 10 times its costs. The sources of these gains are (1) childcare that enables mothers to work and (2) education and other supports for child development that increase subsequent school success, labor force productivity, prosocial behavior, and health. The benefits from enhanced child development are the largest part of the economic return, but both are important considerations in policy and program design. The economic consequences include reductions in public and private expenditures associated with school failure, crime, and health problems as well as increases in earnings.

1/ 0,5	<p>Tema 7. Sequence of tenses. Indirect speech. Text: K–12 EDUCATIO N IN THE UNITED STATES. Part 1</p>	<p>K–12 EDUCATION IN THE UNITED STATES. Part 1</p> <p>K–12 education in the United States includes primary education starting in kindergarten, and secondary education ending in grade 12. Government-funded free schools are generally provided for these grades, but private schools and homeschooling are also possible. Most children begin elementary education with kindergarten (usually five to six years old) and finish secondary education with twelfth grade (usually 17–18 years old). In some cases, pupils may be promoted beyond the next regular grade. Parents may also choose to educate their own children at home; 1.7% of children are educated in this manner.</p> <p>In 2010, American students ranked 17th in the world. The Organisation for Economic Co-operation and Development (OECD) says that this is due to focusing on the low end of performers. All of the recent gains have been made, deliberately, at the low end of the socioeconomic scale and among the lowest achievers.</p> <p>About half of the states encourage schools to make their students recite the Pledge of Allegiance to the flag daily.</p> <p><i>Primary education</i></p> <p>Historically, in the United States, local public control (and private alternatives) have allowed for some variation in the organization of schools. Elementary school includes kindergarten through fifth grade or sixth grade (sometimes to fourth grade or eighth grade). Basic subjects are taught in elementary school, and students often remain in one classroom throughout the school day, except for specialized programs, such as physical education, library, music, and art classes. There are (as of 2001) about 3.6 million children in each grade in the United States.</p> <p>Typically, the curriculum in public elementary education is determined by individual school districts or county school system. The school district selects curriculum guides and textbooks that reflect a state's learning standards and benchmarks for a given grade level. The most recent curriculum that has been adopted by most states is Common Core. Learning Standards are the goals by which states and school districts must meet adequate yearly progress (AYP) as mandated by No Child Left Behind (NCLB). This description of school governance is simplistic at best, however, and school systems vary widely not only in the way curricular decisions are made but also in how teaching and learning take place. Some states or school districts impose more top-down mandates than others. In others, teachers play a significant role in curriculum design and there are few top-down mandates. Curricular decisions within private schools are often made differently from in public schools, and in most cases without consideration of NCLB.</p> <p>Public elementary school teachers typically instruct between twenty and thirty students. A typical classroom will include children with a range of learning needs or abilities, from those identified as having special needs of the kinds listed in the Individuals with Disabilities Act IDEA to those that are cognitively, athletically or artistically disabled. At times, an individual school district identifies areas of need within the curriculum. Teachers and advisory administrators form committees to develop supplemental materials to support learning for diverse learners and to identify enrichment for textbooks. There are special education teachers working with the identified students. Many school districts post information about the curriculum and supplemental materials on websites for public access.</p> <p>In general, a student learns basic arithmetic and sometimes rudimentary algebra in mathematics, English proficiency (such as basic grammar, spelling, and vocabulary), and fundamentals of other subjects. Learning standards are identified for all areas of a curriculum by individual States, including those for mathematics,</p>
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social studies, science, physical development, the fine arts, and reading. While the concept of State Learning standards has been around for some time, No Child Left Behind has mandated that standards exist at the State level.

Secondary education is often divided into two phases, middle/junior high school and high school. Students in secondary schools often move to different classrooms for different subjects, and some schools enable some choice regarding what courses the student takes, though these choices are limited by factors such as governmental curriculum requirements.

«Middle school» (or «junior high school») has a variable range between districts. It usually includes sixth, seventh, and eighth grades (or other times only seventh and eighth), occasionally also includes ninth, and very occasionally fifth grades as well. High school (occasionally senior high school) includes grades 9 through 12. Students in these grades are commonly referred to as freshmen (grade 9), sophomores (grade 10), juniors (grade 11), and seniors (grade 12). At the high school level, students generally take a broad variety of classes without specializing in any particular subject. Students are generally required to take a broad range of mandatory subjects, but may choose additional subjects («electives») to fill out their required hours of learning. High school grades normally are included in a student's official transcript for purposes such as college applications. Official transcripts usually include the ninth grade, whether it is taught in a middle school or a high school.

Tracking (streaming)

Tracking is the practice of dividing students at the primary or secondary school level into classes on the basis of ability or achievement. One common use is to offer different curricula for students preparing for college and for those preparing for direct entry into technical schools or the workplace.

Grading scale

In schools in the United States children are assessed throughout the school year by their teachers, and report cards are issued to parents at varying intervals. Generally, the scores for individual assignments and tests are recorded for each student in a grade book, along with the maximum number of points for each assignment. End-of-term or -year evaluations are most frequently given in the form of a letter grade on an A-F scale, whereby A is the best possible grade and F is a failing grade (most schools do not include the letter E in the assessment scale), or a numeric percentage. The Waldorf schools, most democratic schools, and some other private schools, give (often extensive) verbal characterizations of student progress rather than letter or number grades. Some school districts allow flexibility in grading scales at the Student information system level, allowing custom letters or symbols to be used (though transcripts must use traditional A-F letters)

Traditionally, colleges and universities tend to take on the formal letter grading scale, consisting of A, B, C, D, and F, as a way to indicate student performance. As a result of the COVID-19 pandemic, most Colleges and Universities were flooded with petitions proposing pass or fail options for students considering the difficulties with transitioning and managing during a state of emergency. Although most colleges and universities empathized with students expressing their frustration with transitioning online, transfer students implementing the pass or fail option are forecasted to have to retake the class. College credits for pass or fail classes have a low rate of being accepted by other colleges, forcing transfer students to sit through and pay for the same class they have already completed. While some colleges, such as the University of Wisconsin-Madison, Carnegie Mellon University, and North Carolina are permitting their students from weeks to months, to decide whether they will implement the pass or

		fail option offered by their college. While Harvard Medical School has previously been opposed to pass or fail grades, they have opened up to accepting pass grades.
0,5/ 0,5	<p>Tema 8. Conditionals . Text: K–12 EDUCATIO N IN THE UNITED STATES. Part 2</p>	<p>K–12 EDUCATION IN THE UNITED STATES. Part 2 <i>Extracurricular activities</i></p> <p>A major characteristic of American schools is the high priority given to sports, clubs, and activities by the community, the parents, the schools, and the students themselves. Extracurricular activities are educational activities not falling within the scope of the regular curriculum but under the supervision of the school. Extracurriculars at the high school age (15–18) can be anything that doesn't require a high school credit or paid employment, but simply done out of pleasure or to also look good on a college transcript. Extracurricular activities for all ages can be categorized under clubs, art, culture and language, community, leadership, government, media, military, music, performing arts, religion, role play/fantasy, speech, sports, technology, and volunteer, all of which take place outside of school hours. These sorts of activities are put in place as other forms of teamwork, time management, goal setting, self-discovery, building self-esteem, relationship building, finding interests, and academics. These extracurricular activities and clubs can be sponsored by fundraising, or by the donation of parents who give towards the program in order for it to keep running. Students and Parents are also obligated to spend money on whatever supplies are necessary for this activity that are not provided for the school (sporting equipment, sporting attire, costumes, food, instruments). These activities can extend to large amounts of time outside the normal school day; home-schooled students, however, are not normally allowed to participate. Student participation in sports programs, drill teams, bands, and spirit groups can amount to hours of practices and performances. Most states have organizations that develop rules for competition between groups. These organizations are usually forced to implement time limits on hours practiced as a prerequisite for participation. Many schools also have non-varsity sports teams; however, these are usually afforded fewer resources and less attention.</p> <p>Sports programs and their related games, especially football and basketball, are major events for American students and for larger schools can be a major source of funds for school districts.</p> <p>In addition to sports, numerous non-athletic extracurricular activities are available in American schools, both public and private. Activities include Quizbowl, musical groups, marching bands, student government, school newspapers, science fairs, debate teams, and clubs focused on an academic area (such as the Spanish Club) or community service interests (such as Key Club).</p> <p><i>Compulsory education</i></p> <p>Schooling is compulsory for all children in the United States, but the age range for which school attendance is required varies from state to state. Some states allow students to leave school between 14 and 17 with parental permission, before finishing high school; other states require students to stay in school until age 18. Children who do not comply with compulsory attendance laws without good cause are deemed to be truants, and they and their parents may be subject to various penalties under state law.</p> <p><i>Educating children with disabilities</i></p> <p>The federal law, Individuals with Disabilities Education Act (IDEA) requires states to ensure that all government-run schools provide services to meet the individual needs of students with special needs, as defined by the law. All students with special needs are entitled to a free and appropriate public education (FAPE).</p>

		<p>Schools meet with the parents or guardians to develop an Individualized Education Program that determines best placement for the child. Students must be placed in the least restrictive environment (LRE) that is appropriate for the student's needs.</p> <p><i>Homeschooling</i></p> <p>In 2014, approximately 1.5 million children were homeschooled, up 84% from 1999 when the U.S. Department of Education first started keeping statistics. This was 2.9% of all children.</p> <p>As of spring 2016, there were 2.3 million homeschooled students in the United States. It is appearing that homeschooling is a continuing trend in the U.S. with a 2 percent to 8 percent per annum over the past few years. Many select moral or religious reasons for homeschooling their children. The second main category is unschooling, those who prefer a non-standard approach to education. This is a parent-led type of schooling that takes place at home and is now boarding a mainstream form of education in the United States. The Demography for homeschoolers has a variety of people; these are atheists, Christians, and Mormons; conservatives, libertarians, and liberals; low-, middle-, and high-income families; black, Hispanic, and white; parents with PhDs, GEDs, and no high-school diplomas. One study shows that 32 percent of homeschool students are Black, Asian, Hispanic, and others (i.e., not White/non-Hispanic). There is no required taxes on this form of education and most homeschooled families spend an average of \$600 per student for their education</p>
0,5/ 0,5	<p>Тема 9. Conditionals (Continued). Text: HIGHER EDUCATIO N IN THE UNITED STATES</p>	<p>HIGHER EDUCATION IN THE UNITED STATES</p> <p>Higher education in the United States is an optional final stage of formal learning following secondary education, often at one of the 4,495 colleges or universities and junior colleges in the country. In 2008, 36% of enrolled students graduated from college in four years. 57% completed their undergraduate requirements in six years, at the same college they first enrolled in. The U.S. ranks 10th among industrial countries for percentage of adults with college degrees. Over the past 40 years the gap in graduation rates for wealthy students and low-income students has widened significantly.</p> <p>There are over 7,000 post-secondary institutions in the United States offering a diverse number of programs catered to students with different aptitudes, skills, and educational needs. Compared with the higher education systems of other countries, post-secondary education in the United States is largely deregulated, giving students a variety of choices. Common admission requirements to gain entry to any American university requires a meeting a certain age threshold, high school transcript documenting grades, coursework, and rigor of core high school subject areas as well as performance in AP and IB courses, class ranking, ACT or SAT scores, extracurricular activities, an admissions essay, and letters of recommendation from teachers and guidance counselors. Other admissions criteria may include an interview, personal background, legacy preferences (family members having attended the school), ability to pay tuition, potential to donate money to the school development case, evaluation of student character (based on essays or interviews), and general discretion by the admissions office. While universities will rarely list that they require a certain standardized test score, class ranking, or GPA for admission, each university usually has a rough threshold below which admission is unlikely.</p> <p><i>Universities and colleges</i></p> <p>The traditional path to American higher education is typically through a college or university, the most prestigious forms of higher education in the United States. Universities in the United States are institutions that issue bachelor's,</p>

master's, professional, or doctorate degrees; colleges often award solely bachelor's degrees. Some universities offer programs at all degree levels from the associate to the doctorate and are distinguished from community and junior colleges where the highest degree offered is the associate degree or a diploma. Though there is no prescribed definition of a university or college in the United States, universities are generally research-oriented institutions offering undergraduate, graduate, and professional programs.

American universities come in a variety of forms that serve different educational needs. Some counties and cities have established and funded four-year institutions. Some of these institutions, such as the City University of New York, are still operated by local governments. Others such as the University of Louisville and Wichita State University are now operated as state universities. Four-year institutions may be public or private colleges or universities. Private institutions are privately funded and there is a wide variety in size, focus, and operation. Some private institutions are large research universities, while others are small liberal arts colleges that concentrate on undergraduate education. Some private universities are nonsectarian and secular, while others are religiously affiliated.

Graduate degrees

Some students, typically those with a bachelor's degree, may choose to continue on to graduate or professional school, which are graduate and professional institutions typically attached to a university. Graduate degrees may be either master's degrees (e.g., M.A., M.S., M.S.W.), professional degrees (e.g. M.B.A., J.D., M.D.) or doctorate degrees (e.g. PhD). Programs range from full-time, evening and executive which allows for flexibility with students' schedules. Academia-focused graduate school typically includes some combination of coursework and research (often requiring a thesis or dissertation to be written), while professional graduate-level schools grants a first professional degree. These include medical, law, business, education, divinity, art, journalism, social work, architecture, and engineering schools.

Vocational

Community and junior colleges in the United States are public comprehensive institutions that offer a wide range of educational services that generally lasts two years. Community colleges are generally publicly funded (usually by local cities or counties) and offer career certifications and part-time programs. Though it is cheaper in terms of tuition, less competitive to get into, and not as prestigious as going to a four-year university, they form another post-secondary option for students seeking to enter the realm of American higher education. Community and junior colleges generally emphasize practical career-oriented education that is focused on a vocational curriculum. Though some community and junior colleges offer accredited bachelor's degree programs, community and junior colleges typically offer a college diploma or an associate degree such as an A.A., A.S., or a vocational certificate, although some community colleges offer a limited number of bachelor's degrees. Community and junior colleges also offer trade school certifications for skilled trades and technical careers. Students can also earn credits at a community or junior college and transfer them to a four-year university afterward. Many community colleges have relationships with four-year state universities and colleges or even private universities that enable some community college students to transfer to these universities to pursue a bachelor's degree after the completion of a two-year program at the community college.

Методи оцінювання	<p><u>Поточний контроль</u>, який здійснюється у формі фронтального, індивідуального чи комбінованого контролю знань здобувачів вищої світи під час перевірки активності протягом аудиторних занять (усне чи письмове опитування), виконання теоретичних та практичних завдань, тестування, інтерактивної бесіди, ситуаційних завдань, індивідуальних творчих практичних завдань.</p> <p><u>Підсумковий контроль</u> – екзамен</p> <p style="text-align: center;">Розподіл балів, які отримують здобувачі вищої освіти</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="9" style="text-align: center;">Поточний контроль та самостійна робота</td> <td style="text-align: center;">Екзамен</td> <td style="text-align: center;">Всього</td> </tr> <tr> <td style="text-align: center;">Тема 1</td> <td style="text-align: center;">Тем а 2</td> <td style="text-align: center;">Тем а 3</td> <td style="text-align: center;">Тем а 4</td> <td style="text-align: center;">Тем а 5</td> <td style="text-align: center;">Тем а 6</td> <td style="text-align: center;">Тем а 7</td> <td style="text-align: center;">Тем а 8</td> <td style="text-align: center;">Тем а 9</td> <td rowspan="2" style="text-align: center;">40</td> <td rowspan="2" style="text-align: center;">100</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> </table>	Поточний контроль та самостійна робота									Екзамен	Всього	Тема 1	Тем а 2	Тем а 3	Тем а 4	Тем а 5	Тем а 6	Тем а 7	Тем а 8	Тем а 9	40	100	7	7	7	7	7	7	6	6	6
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Місце дисципліни в освітній траєкторії здобувача вищої освіти	<p>Дисципліна інтегрує відповідно до свого предмету знання з іншими галузями знань: соціологічних, педагогічних, психологічних, економічних наук тощо.</p> <p>Дисципліни, вивчення яких передують цій дисципліні: «Освітня політика України в умовах євроінтеграції», «Методологія наукових досліджень», «Педагогічна психологія», «Андрогогіка і герогогіка в контексті неперервної освіти», «Світовий досвід підготовки викладачів вищої школи і андрагогів», «Методологія наукових досліджень»</p> <p>Рекомендовані вибіркові курси для підсилення дисципліни: «Психологія та етика ділового спілкування»</p>																															
Розширена інформація																																
Методи, технології навчання та викладання	<p>Дисципліна передбачає навчання із застосуванням наступних методів: метод наукового пізнання, метод критичного аналізу, методи оцінки і синтезу комплексних ідей, інтерактивні методи (робота в парах та малих групах), дистанційні методи (online-сервіси), мультимедійний метод (презентація), діалогові методи, неімітаційні методи (проблемна (дискусійна) лекція, ситуаційні (дискусійно-дослідницькі) практичні завдання, дискусія, ситуаційні вправи), імітаційні методи (формування системного підходу до вирішення наукових проблем, виділення варіантів гіпотез розв'язання проблем, налагодження ділових та особистих контактів)..</p> <p>Лекції забезпечують здобувачів вищої освіти теоретичними знаннями у визначеному обсязі.</p> <p>На практичних заняттях формуються мовленнєві навички.</p> <p>Самостійне навчання реалізується також у підготовці до практичних занять, у виконанні індивідуальних творчих завдань, у роботі з підготовки мультимедійних презентацій, що будуть проаналізовані, обговорені та оцінені в академічних групах.</p> <p>Під час підготовки до занять здобувачі вищої освіти розвиватимуть навички самостійного навчання, критичного аналізу наукової літератури та матеріалів інформаційних ресурсів, синтезу та аналітичного мислення.</p>																															
Засоби навчання	Підручники та навчальні посібники з професійної іноземної мови, словники (загальні та спеціалізовані технічні/професійні), аудіо- та відеоматеріали професійної тематики, комп'ютерні програми, мобільні додатки та онлайн-платформи для вивчення мови																															

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Розширена інформація	
Оцінювання досягнень здобувача вищої освіти	<p>Основними критеріями, що характеризують рівень компетентності студента при оцінюванні результатів поточного та підсумкового контролів з навчальної дисципліни «Іноземна мова за професійним спрямуванням», є глибина і характер знань навчального матеріалу за змістом навчальної дисципліни. Це передусім правильність та усвідомленість виконання практичних завдань, логічність і повнота їх викладення.</p> <p>Важливим критерієм є вміння застосовувати набуті знання і навички під час виконання практичних завдань, зокрема, вміння використовувати професійну</p>

	<p>термінологію, здатність аналізувати фахові тексти та вести професійну комунікацію іноземною мовою. Суттєвим показником є рівень володіння основними прийомами і методами виконання практичних завдань з використанням сучасних технічних засобів.</p> <p>Оцінюється також самостійність та результативність виконання завдань, зокрема вміння працювати з іноземними джерелами інформації, здатність до самостійного пошуку та опрацювання професійно-орієнтованих матеріалів. Враховується активність роботи на практичних заняттях, внесок до групової роботи та участь в обговореннях.</p> <p>Важливими критеріями є рівень комунікативної компетенції, що включає здатність вести діалог іноземною мовою на професійні теми, брати участь у дискусіях, презентувати результати своєї роботи. При цьому оцінюється як загальна мовна грамотність, так і володіння специфічною професійною лексикою та термінологією.</p> <p>Враховується також своєчасність і якість виконання поставлених завдань, здатність до творчого застосування набутих знань, вміння знаходити нестандартні рішення у професійних ситуаціях з використанням іноземної мови. Оцінюється рівень володіння різними видами мовленнєвої діяльності: читанням, письмом, аудіюванням та говорінням у професійному контексті.</p> <p style="text-align: center;">Шкала оцінювання: національна та ECTS</p> <table border="1" data-bbox="389 999 1493 1375"> <thead> <tr> <th>Сума балів за всі види навчальної діяльності</th> <th>Оцінка ECTS</th> <th>Оцінка за національною шкалою</th> </tr> </thead> <tbody> <tr> <td>90-100</td> <td>A</td> <td>відмінно</td> </tr> <tr> <td>82-89</td> <td>B</td> <td>добре</td> </tr> <tr> <td>75-81</td> <td>C</td> <td>добре</td> </tr> <tr> <td>68-74</td> <td>D</td> <td>задовільно</td> </tr> <tr> <td>60-67</td> <td>E</td> <td>задовільно</td> </tr> <tr> <td>35-59</td> <td>FX</td> <td>незадовільно</td> </tr> <tr> <td>0-34</td> <td>F</td> <td>незадовільно</td> </tr> </tbody> </table>	Сума балів за всі види навчальної діяльності	Оцінка ECTS	Оцінка за національною шкалою	90-100	A	відмінно	82-89	B	добре	75-81	C	добре	68-74	D	задовільно	60-67	E	задовільно	35-59	FX	незадовільно	0-34	F	незадовільно
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Дедлайни та перекладання	<p>Дедлайни та перекладання з навчальної дисципліни «Іноземна мова за професійним спрямуванням» регламентуються чіткими правилами. Відпрацювання всіх пропущених занять є умовою допуску до іспиту. Пропущені практичні заняття можна відпрацювати впродовж семестру в час, узгоджений з викладачем. Для цього студент має виконати всі завдання, передбачені для пропущеного заняття, та продемонструвати належний рівень засвоєння матеріалу.</p>																								
Правила академічної доброчесності	<p>Освітній процес здійснюється згідно Положення про академічну доброчесність у ДЗВО «Університет менеджменту освіти» (http://umo.edu.ua/images/content/document/norm_2/Положення_про_доброчесність.pdf)</p>																								
Навчання студентів з особливими потребами	<p>Навчання для здобувачів вищої освіти з особливими потребами проводиться відповідно нормативно-правових актів України та внутрішньої політики ДЗВО «Університет менеджменту освіти»</p>																								

<p>Правила отримання зворотної інформації про дисципліну</p>	<p>Здобувачі вищої освіти можуть отримати всю необхідну інформацію щодо перебігу процесу навчання в гугл-класі, телеграм-каналі своєї групи, за телефонами, електронною поштою кафедри, а також викладача навчальної дисципліни.</p> <p>Пропозиції щодо модернізації навчальної дисципліни вказати в «Анкеті для опитування здобувачів вищої освіти щодо якості викладання навчальної дисципліни «Іноземна мова за професійним спрямуванням» (https://forms.gle/h5ezCLCpF9fLNEeKA) або надіслати на електронну пошту кафедри з позначкою «Пропозиції щодо викладання навчальної дисципліни «Іноземна мова за професійним спрямуванням»</p>
<p>Оновлення</p>	<p>Оновлення робочої програми здійснюється кожного року, спираючись на аналіз новітніх наукових досягнень і сучасних практик у відповідній галузі за результатами особистісних досліджень, підвищення кваліфікації, наукової діяльності професорсько-викладацького складу УМО. Процедура внесення змін регламентується внутрішніми нормативними документами Навчально-наукового інституту менеджменту та психології ДЗВО «УМО», зокрема, Положення «Про робочу програму навчальної дисципліни у Навчально-науковому інституті менеджменту та психології ДЗВО «Університет освіти» (https://is.gd/tc4Sql).</p> <p>Зміни щодо змісту та способів викладання дисципліни також можуть бути результатами публічного обговорення робочої програми на засіданнях кафедри, вченої ради ННІМП.</p> <p>На оновлення змісту програми впливають побажання здобувачів вищої освіти, які вони можуть вказати в «Анкеті для опитування здобувачів вищої освіти щодо якості викладання навчальної дисципліни «Іноземна мова за професійним спрямуванням» (https://forms.gle/h5ezCLCpF9fLNEeKA) або надіслати на електронну пошту кафедри з позначкою «Пропозиції щодо викладання навчальної дисципліни «Іноземна мова за професійним спрямуванням»</p>