

Нетрудно заметить, однако, что описанная выше установка моделирует действия говорящего, при этом задачи другого участника или других участников общения не моделируются. Предполагается, что представленная таким образом установка обеспечивает естественную мотивированность общения, так как возникает система взаимоотношений. На деле чаще всего так не происходит, и ученик не слушает говорящего, потому что эту работу выполняет на уроке учитель.

Для решения этой проблемы и обеспечения подлинного общения на уроке, необходимым условием которого является интерактивность, взаимодействие участников общения, информационный обмен между ними с определенной целью и их взаимное влияние необходимо моделировать по всем параметрам, поэтому **задачи должны ставиться как говорящему, так и слушающему**. Если первого нужно стимулировать к высказыванию, то второму через задачу нужно показать ценность слушания других участников общения. Ученик должен понимать, какой личностный прирост он получит в результате взаимодействия с другими участниками, какой у него может быть в этом интерес. Все участники общения должны понимать, какую общую задачу они решают.

Как это можно реализовать на практике?

Коммуникативный урок иностранного языка должен быть целостным, все его этапы должны быть взаимосвязаны и решать свою определенную задачу, подчиненную общей цели. В идеале **цель урока**, помимо образовательной, развивающей, воспитательной для учителя, лично значимой для каждого конкретного ученика, понятная ему и показывающая качественный и количественный прирост на пути овладения иностранным языком (например, *Представить свою идею об идеальной семье, используя минимум 10 предложений с активной лексикой урока/раздела*), должна координировать и направлять усилия всего класса в определенное русло. Это может быть создание совместного продукта (своя книга «Кто есть кто?», свой музыкальный диск в подарок будущим поколениям). Это может быть подготовка совместной ролевой игры, инсценировка рассказа, интересного или важного мероприятия.

Необходимо подчеркнуть, что **задачи говорящему и слушающему необходимо ставить на всех этапах урока, при выполнении любого задания**. Это помогает сделать процесс обучения подлинно коммуникативным, стимулирует активность учащихся и повышает мотивацию.

Роберт Экхарт

TEACHER PROFESSIONAL DEVELOPMENT: LANGUAGE AND MEANING

Higher Education, also called **Post-Secondary Education**, has a multifaceted and varied structure. There are junior colleges, community colleges, liberal arts colleges and universities, and large research universities. Part of the difficulty understanding higher education is that there is a lot of overlap and institutions are constantly evolving. Especially in an era when online- and distance-education is

growing rapidly, and for-profit institutions are becoming more common, it is important to have a basic understanding of higher education in order to understand new developments.

Every institution of higher education has a **President** whose primary role is providing the leadership of the institution and establishing the core goals. Another incredibly important job for the president is **fundraising**. This can be lobbying the government for funding – especially if the institution is a **public** institution, but is also important if it is a **private** institution because there may still be some governmental money to subsidize programs.

The **provost** is the second-in-command and is responsible for the strategy to meet the goals and day-to-day operation of the university. This person is actually providing much of the leadership that translates into policies and procedures of the institution and is in many ways more responsible for the management and success.

Most institutions are sub-divided into academic units, often themselves called **colleges** or **schools**, and these units are in-turn sub-divided into **academic departments** which are the fundamental building block of the institution. Each college has a **dean** and each department has a **chair**.

As for the institutions of higher education themselves, **junior colleges** are institutions that were originally considered as “13th & 14th” grade. There is a negative connotation associated with “JuCo’s” because there may be no requirements for admission and the academic work might not be very rigorous.

Many junior colleges are dropping the “junior” from their name and becoming **Community Colleges**. There are many reasons that even successful and/or outstanding high school students might attend a community college: they are less expensive, they are more conveniently located, there might be smaller classes, etc. Although historically community colleges only offered associate degrees as well, many are now offering bachelor’s degrees, which make them even more attractive to students.

Liberal arts colleges have a long history in the USA and are often very small and privately-funded. They might only have a couple thousand students, or less. These might also concentrate on education in the humanities but most have expanded their curriculum to include offerings in some science, business, and technological fields. Most commonly, liberal arts colleges are focused on undergraduate education and boast of small faculty-to-student ratios, but they usually also have some graduate programs as well. One drawback of these primarily privately-funded institutions is that the tuition is quite often very expensive. This makes it very difficult to attract a diverse population of students which is seen as very critical to a healthy and thriving institution.

Research universities do the heavy lifting in the higher education sector. Often educating 50,000+ students in any given year, these behemoth institutions often dominate the local economy in the city where they are located and employ massive numbers of faculty and staff. Many research universities are called land-grant universities because they were created after the passage of the Morrill Act of 1862 and were intended to help develop the minds and potential of young people in

each state. In addition, many large research universities feature athletic departments with an outsize presence in the awareness and reputation of the university.

The biggest crisis facing higher education in general is the **student loan crisis**. Tuition even at partially state-funded institutions increases nearly every year and has particularly skyrocketed in the last 20 years. No longer are working-class students able to work their way through school if their parents can't afford to send them, and even middle-class students might be forced to borrow tens of thousands of dollars in student loans to afford exorbitant costs of room & board and textbooks. After they graduate, students are required to make monthly payments for 20 or 30 years depending on their repayment plans. It is estimated that over one **trillion dollars in student loan debt** exists in the USA today, which is a significant drain on the national economy.

Higher education draws its faculty from graduate programs around the country and around the world. Many instructors of higher education come from abroad but most are trained in graduate schools from coast to coast. An instructor at an institution of higher education should have at least a master's degree and many positions require a doctorate.

In order to earn a doctorate degree, individuals should apply at the end of their bachelor's degree to a very competitive process to be accepted to graduate school. Often first a student will earn a **master's degree** and then apply and be accepted to earn a doctor of philosophy degree in their chosen field "**PhD**". The process for earning a master's degree usually includes almost two years of coursework and completion of a **master's thesis** or master's exams. Then there can be up to three years of doctoral coursework, successful completion of PhD candidacy exams, acceptance of a dissertation proposal, and then the completion of a **doctoral dissertation** which itself can take a year. The entire process of going from a bachelor's degree to a PhD can take from 4–7 years depending on the field. If a graduate student only completes their exams but not a dissertation, they are considered **ABD** "all-but-dissertation". In the final year of graduate school the PhD should conduct a job search that can range from local to national. Or they might choose to pursue a post-doctoral fellowship "**post-doc**" for 1-2 years while doing a job search.

There are a couple main classes of instructors at colleges and universities: part-time or **adjunct instructors** and tenure-track instructors. They were originally a class of instructors designed to give departments flexibility and adaptability to respond to unpredictable variation in enrollment across programs. These instructors are often called **lecturers** and are hired on a contract basis for a short-term. This can be for as little as a ten-week quarter or, in some cases, a three-year term. These positions carry no guarantee of future employment and don't always include important compensation such as healthcare benefits. It is unfortunate that in many academic communities, over-qualified instructors with PhDs might be forced to teach as lecturers at multiple institutions in order to make ends meet and afford costly healthcare. For some, their office is their car, as they keep important

books and materials in the back seat as they drive around a city, state, or region over the course of the day or the week teaching classes which are often awarded at the last minute, without even ample time to prepare. This segment of the university, which was originally intended to function as an emergency stopgap, has quite often mushroomed into a vital, and inexpensive, part of the work force which allows a university to function.

The most coveted positions at any university are **tenure-track positions**. These are filled by recent PhD grads or post-docs who spent a year after completing their PhD pursuing jobs on the open academic market. A tenure-track professor is hired as an **Assistant Professor** and is expected to publish their dissertation within a few years as a book, as well as publish as many articles as possible. If they do not publish, their career on the tenure-track may perish. If they are successful, after six years an Assistant Professor can earn tenure and become an **Associate Professor**. This means they have a job-for-life at their institution, as long as they continue to meet minimal standards and teach an ordinary course-load. If, however, the Associate Professor has higher ambition, they can continue to publish and make further contributions to the field by publishing articles in leading journals in their field and presenting at the most important conferences, and apply to become a “**Full**” **Professor**. This is the highest standing they can achieve in their academic career, though eventually some will become Department Chairs, Deans, Provosts, or even Presidents of their universities.

As for teacher training and professional development within higher education, there are several regular aspects of it. The first aspect is external and the second is internal. As for external professional development [PD], almost every field has one major conference annually and the professors should go to it. Even PhD students entering this field should attend the large general conference of the field and there will be “PD funds” available to at least partially support graduate students and fully fund tenure-track professors. Finally, in addition to the main annual conference in each field, there will be several specialized conferences for different sub-fields throughout the year and members of the professional community should participate in these regularly.

As for internal PD, most departments have a few days of “**retreats**” at the beginning of each school year, and an active department will have a weekly **staff meeting** with a planned agenda and perhaps outside speakers. They may also read articles and discuss them in their regular meeting. Leadership of these meetings rotates amongst members of the teaching community. Finally, the IT or EdTech office of each institution might offer frequent free trainings that teachers can attend to update their skills and receive training outside of their own department.