

**МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ
КЫРГЫЗСКОЙ РЕСПУБЛИКИ**

**ЖАЛАЛ-АБАДСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ИМЕНИ Б. ОСМОНОВА**

кафедра «Английского языка и литературы»

**Учебно-методический комплекс
дисциплины «Культура и образование страны изучаемого языка»**

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1. Аннотация

Этот предмет изучает культуру и образование Америки. Целью этой дисциплины является ознакомление студентов с системой образования в школах и ВУЗах Америки, а также является освоение интеллектуального и духовного опыта человечества, использование этого опыта в профессиональной деятельности.

2. Компетенции обучающегося, формируемые в результате освоения дисциплины:

Владеет навыками восприятия, понимания, а также многоаспектного анализа устной и письменной речи на изучаемом языке _____ (ПК-11);

Способен применять методы, приемы анализа, интерпретации, обработки, создания и трансформации различных типов и видов текстов _____ (ПК-12);

Умеет выстраивать стратегию устного и письменного общения на изучаемом языке в соответствии с социокультурными особенностями языка _____ (ПК-14);

3. Содержание знаний и умений студентов

В результате изучения курса “Культура и образование изучаемого языка” студенты должны:

з н а т ь

- основные эпохи в художественном развитии человечества;
- культурные доминанты различных эпох в развитии мировой художественной культуры;
- эстетические идеалы различных эпох и народов;
- основные стили и направления в мировой художественной культуре;
- роль и место классического наследия в художественной культуре современности;
- основные особенности художественного развития народов Америки;
- особенности художественной культуры современного человечества и ее сложную структуру;
- выдающиеся памятники и произведения различных эпох;
- основные художественные музеи Америки и Британии.

у м е т ь

- отличать произведения искусства различных стилей;
- самостоятельно оценивать произведения искусства, характерные для различных эпох и народов;
- объяснять непреходящую роль классики для духовного развития современного человека;
- показать на конкретных примерах место и роль художественной культуры Америки в мировой художественной культуре;
- сформулировать свое оценочное суждение о популярных жанрах современного искусства;
- пользоваться справочной и специальной литературой по искусству, анализировать и пересказывать ее.

- **владеть** навыками разговорно-бытовой речи,

- понимать устную (монологическую и диалогическую) речь на бытовые, общекультурные и общетехнические темы,

- владеть наиболее употребительной грамматикой и основными грамматическими явлениями, характерными для устной и письменной речи повседневного общения,

1.1. Целями освоения дисциплины «Культура и образование изучаемого языка» являются:

1) ознакомление студентов с теоретическими аспектами изучаемых образовательных и культурных явлений; 2) изучение культуры и образования США; 3) расширение и совершенствование умений и навыков понимания и сравнения культуры и образования нашей страны; 4) выявление особенностей композиций, стилей, эстетики культуры;

Задачи курса: познакомить студентов с развитием образовательных систем и культур изучаемого языка главными тенденциями и направлениями в развитии национальной культуры американской и нашей страны; показать и проанализировать связи между развитием американской культуры и образования; выявить закономерности, в соответствии с которыми возникает, формируется и развивается национальная американская культура; рассмотреть идеологические и философские основы важнейших периодов в американском культурном и образовательном процессе,

Дисциплина направлена на формирование следующих компетенций выпускника: ПК-11, ПК-12 и ПК-14 соотношенных с ними результатов освоения дисциплины: знать характер исторически сложившихся социально-экономических, политических и правовых систем при рассмотрении особенностей политической культуры и менталитета народов региона специализации, толерантно воспринимать социальные и культурные различия.

Цели и задачи неразрывно связаны с развитием общей, лингвистической, прагматической и межкультурной компетенциями, которые совместно с другими дисциплинами способствуют прочному формированию профессиональных знаний, умений и навыков студентов.

1.2. Потребности рынка труда и актуальность

В современном мире, где страны стремятся к сотрудничеству, изменилась политика в области иностранных языков. Если раньше характер преподавания иностранных языков в мире определялся социальными заказами государства, исходя из характера экономических, политических и международных связей, то сейчас основной целью обучения иностранным языкам стало формирование культурно-коммуникативной компетенции.

Общепринятым является на сегодняшний день тот факт, что в связи с происходящими в нашей стране изменениями возрос интерес к изучению иностранных языков, к культуре и реалиям тех стран, которые являются экономическими партнерами нашего государства и Кыргызстан в свою очередь ориентирован на вхождение в мировое образовательное, культурное и экономическое пространство.

Актуальность: потребность в общении в наше время очень велика. Занятия по литературе являются хорошей возможностью отойти от привычного - академического течения уроков, разнообразить их интересной и полезной информацией, охватить в полном масштабе все виды речевой деятельности в процессе работы над текстом.

Практическая значимость изучения данной проблемы заключается в создании таких условий, при которых организация учебной деятельности сможет повысить эффективность обучения иностранным языкам, реализуя её главную цель - формирование культурно-коммуникативной компетенции. Обучаемые не только овладеют новыми способами и средствами выражения мысли, но и смогут приобщиться к иной культуре в самом широком её представлении, что поможет им увидеть и понять окружающий мир в его разнообразии, глубже осознать себя как представителя другой социокультурной общности, развить свое общечеловеческое сознание.

Содержание дисциплины.

№	Наименование раздела, темы	Лекц	Сем	СРС
1	Geography, population and states of the United States	1	1	2
2	Theory of education in America	1	1	3
3	Higher education in America	1	1	3
4	Teachers and teaching in U.S.A	1	1	3
5	Culture of education in America	1	1	3
6	Primary/secondary school	1	1	2
7	Testing/assessment	2	2	2
8	Geography and culture	2	2	2
9	Diversity in America	1	1	2
10	Holidays in America	1	1	3
11	Political culture	2	2	3
12	Music	1	1	2
	ИТОГО:	15	15	30

Week 1 Lecture (1 hour)

1. Introduction to the course and topic; importance of course

2. Expectations/rules
3. Goals of the class
4. Introduction to U.S.A.
 - Information about the United States (population, states, regions and their own cultures) and how education works in the United States

Week 1 Practicum (1 hour)

- Review of first lecture; activities
- Ask how students understood the theme; what did they learn from first lecture

Week 2 Lecture (1 hour)

- Theory of education in America
- Types of schools
 - Public, private, charter
- What kind of subjects do students learn
 - Kindergarten
 - Primary school
 - Secondary school
- HW: Prepare for debate (explain how debate works, debate format and good arguments handout)

Week 2 Practicum (1 hour)

- Debate (topic: explain differences between types of schools)

Week 3 Lecture (1 hour)

- Higher education in America
 - Number of institutions
 - Types
 - Public, private, religious
 - Student loans
- College/university/community college
- Advanced degrees (Masters, PhD, JD)

Week 3 Practicum (1 hour)

- Discussion: comparing higher education in America with the Kyrgyz system

Week 4 Lecture (1 hour)

- Teachers and teaching in U.S.A.
 - Salary
 - Education requirements
 - How does foreign language education work in America
 - Unions

Week 4 Practicum (1 hour)

- Discussion: how does the teaching profession in America compare with Kyrgyzstan?

Week 5 Lecture (1 hour)

- Culture of education in America
 - Importance of group work, critical thinking, creativity
 - Liberal arts degrees

Week 5 Practicum (1 hour)

- Discussion: how does culture of education in America compare with Kyrgyzstan? Which is better? What can Kyrgyz education learn from American education, and vice versa?

Week 6 Lecture (1 hour)

- Curriculum
 - Primary/secondary school
 - Federal funding
 - State-level freedom of curriculum development
 - Higher education
 - Difference: Kyrgyzstan has budget/contract groups. Doesn't work that way in USA

Week 6 Practicum (1 hour)

- Debate topic: There should be one national curriculum in the U.S., like Kyrgyzstan's system.

Week 7 Lecture (2 hours)

- Testing/assessment
 - Standardized testing/ No Child Left Behind
 - ACT/SAT to get into college
 - System of exams in colleges
 - Some have no tests, no grades
 - GPA on 4.0 scale. Role of exams in college.
- Study abroad
 - High school level – programs like Rotary, CLS
 - College level – percentages, theories about why it's important

Week 7 Practicum (2 hours)

- Discussion: difference in testing in U.S. and Kyrgyzstan

Week 8 Lecture (2 hours)

- Geography and culture

- Regional differences in traditions
 - NE
 - Midwest
 - South
 - SW
 - Pacific NW

Week 8 Practicum (2 hours)

- Discuss difference in national traditions, concept of national traditions in U.S. and Kyrgyzstan

Week 9 Lecture (1 hour)

- Diversity in America
 - Citizenship, what makes an American
 - Immigration debate
 - Race

Week 9 Practicum (1 hour)

- To illustrate different ideas of immigration and integration. Compare difference between US model and Kyrgyzstan model

Week 10 Lecture (1 hour)

- Holidays in America
 - Traditional holidays
 - Family holidays

Week 10 Practicum (1 hour)

- Discuss and compare between U.S. and Kyrgyzstan

Week 11 Lecture (2 hours)

- Political culture
 - 2 parties
 - Elections
 - Obsession with national politics

Week 11 Practicum (2 hours)

- Discuss and compare between U.S. and Kyrgyzstan

Week 12 Lecture (1 hour)

- Music
 - Types of music from America
 - Jazz
 - Bluegrass/country
 - Rock and roll

- Musicians in America

Week 12 Practicum (1 hour)

- Listen to music, read some lyrics. Discuss.

3. Содержание разделов дисциплины.

Lecture 1 (1 hour)

Geography, population and states of the United States

Plan:

1. Introduction to the course and topic; importance of course
2. Expectations/rules
3. Goals of the class
4. Introduction to U.S.A.

The land area of the United States is approximately 2,959,064 square miles (7.7 million km²). Alaska, which is geographically separate from the contiguous United States and located to the northwest of Canada, is the largest state, covering about 663,268 square miles (1.7 million km²). In contrast, Hawaii, situated in the central Pacific Ocean southwest of North America, has an area of 10,931 square miles (28,311 km²).

Globally, the United States ranks as the third or fourth largest country by total area, depending on the method of measurement and the consideration of territories disputed between China and India. It follows Russia and Canada, and its rank relative to China can vary.

The Mississippi-Missouri River system, primarily flowing north to south, is the world's fourth longest river system and traverses the central part of the country. The Rocky Mountains, located at the western edge of the Great Plains, extend from north to south, with peaks exceeding 14,000 feet (4,300 meters) in Colorado. Near the Pacific coast, the Sierra Nevada and Cascade mountain ranges also feature elevations over 14,000 feet (4,300 meters). In California, both the lowest and highest points in the contiguous United States can be found.

Due to its vast size and diverse geography, the United States experiences a wide range of climate types. East of the 100th meridian, the climate varies from continental in the northern regions to subtropical in the southern areas.

Practicum (1 hour)

- Review of first lecture; activities
- Ask how students understood the theme; what did they learn from first lecture

Lecture 2 (1 hour)

Theory of education in America

Plan:

1. Theory of education in America
2. Types of schools
3. School system in the U. S.

The University of Virginia, established by Thomas Jefferson in 1819, is among the numerous public universities in the U.S. Public education in America is managed by state and local governments and overseen by the United States Department of Education through regulations tied to federal funding. Typically, children must start school at around age six or seven (kindergarten or first grade) and continue until they are 18, completing twelfth grade, which marks the end of high school. Some states permit students to leave school at 16 or 17.

Approximately 12% of children attend parochial or nonsectarian private schools, while just over 2% are homeschooled. The U.S. invests heavily in education, spending over \$11,000 per elementary student and over \$12,000 per high school student in 2010, more than any other country per student. Around 80% of U.S. college students are enrolled in public universities.

The U.S. boasts many competitive public and private higher education institutions, with a significant number of the world's top-ranked universities located here. Community colleges offer more accessible admissions, shorter programs, and lower tuition costs. Among Americans aged 25 and older, 84.6% have graduated from high school, 52.6% have attended some college, 27.2% have earned a bachelor's degree, and 9.6% hold graduate degrees. The literacy rate stands at about 99%.

Although U.S. public expenditure on higher education is less than that of some other OECD countries, it spends more per student than the OECD average and outpaces all nations in combined public and private spending. By 2012, student loan debt had surpassed one trillion dollars, exceeding the amount Americans owe on credit cards.

Practicum (1 hour)

- Debate (topic: explain differences between types of schools)

Lecture 3 (1 hour)

Higher education in America

Plan:

1. Higher education in the USA
2. Educational standards
3. Community and liberal arts colleges

4. American universities
5. Fees, grant and scholarships
6. Compass life of students

Higher education in the United States encompasses post-secondary education, typically requiring 13 years of prior study culminating in a high school diploma. It includes three primary levels: undergraduate, graduate, and professional studies. The minimum age for university enrollment is generally 18, but about 40% of college students are 25 or older, many of whom pursue advanced degrees.

Around 3,500 accredited colleges and universities in the U.S. offer degree programs with diverse admission criteria. Of the approximately 15 million college students, about 500,000 are international students, with nearly half engaged in graduate studies. American colleges actively recruit students from countries such as the UK, Hong Kong, Japan, and Malaysia. While "college" and "university" are often used interchangeably, a college can be either an independent institution or part of a larger university.

Resources for choosing a college are widely available. High school guidance offices, libraries, and bookstores provide access to American college catalogues. Additionally, guides such as Barron's *Profiles of American Colleges*, *US News & World Report's* *Ultimate College Guide*, and *Money Guide's* *Best College Buys* offer valuable information. Many state Departments of Higher Education provide toll-free hotlines to answer questions related to higher and further education.

Practicum (1 hour)

- Discussion: comparing higher education in America with the Kyrgyz system

Lecture 4 (1 hour)

Teachers and Teaching in the USA

Plan:

1. Who is a Teacher?
2. Getting Education
3. Working in Public School
4. Working in Private School
5. The Median Salary for Teacher

Teachers indeed carry a significant responsibility for the education and well-being of their students. Their roles vary depending on the level and subject they teach, but all teachers share common duties such as assessing student progress, maintaining communication with parents and administration, and creating a safe and conducive learning environment.

For example, a 3rd-grade English teacher's responsibilities may include assessing students' reading abilities, identifying any literacy issues, and implementing strategies to address them. This might involve one-on-one tutoring, small group activities, or recommending specialized interventions.

Communication with parents is crucial for teachers at all levels. This includes scheduling and conducting parent-teacher conferences to discuss students' progress and address any concerns. With advancements in technology, teachers can now use online platforms to share information about assignments, progress, and behavior with parents in real-time.

Teachers also play a vital role in identifying and addressing various issues that may affect their students' well-being, such as substance abuse, bullying, or mental health concerns. They are trained to observe changes in behavior and report any suspicions to the appropriate authorities or school counselors for intervention and support.

Overall, teachers serve as educators, mentors, and advocates for their students, striving to create a supportive learning environment where every student can thrive academically, socially, and emotionally..

Practicum (1 hour)

- Discussion: how does the teaching profession in America compare with Kyrgyzstan?

Lecture 5 (1 hour)

Culture and Education in the USA

Plan:

1. American symbols
2. Places of sightseeing
3. Famous people of America

Today we will discuss families and weddings in the United States. At the beginning of the class you all were very interested in these topics. It is very important for you to remember **diversity** today. (What does diversity mean? *That in a community, there are many different types of people.*) There are millions of families in the United States, and every one is different. Today we will just learn about general traditions and things related to families and weddings.

Let's start with weddings. All the time students here in Jalal-Abad are getting married, having *tois*, and moving into their husband's house. It is not like this in the United States.

- How old are people when they get married?

The middle age that people get married in the United States is 30 years old.

Of course, some people get married when they are very young, like 18 years old. This is more common in *rural* areas of the country, especially the southern states. (What does *rural* mean? Villages, farming areas, not big cities)

And some people wait a long time to get married. They get married when they are 45 or 50 years old. This happens with both men and women. Maybe they focused on traveling or their career. It is very common for people to get married when they are 30 years old.

- What is the process for getting married?

People usually *date* for maybe two or five years before they decide to get married. One person, usually the man, *proposes* (meaning asks his girlfriend to get married) with a ring and by getting down on his knee. A couple is usually engaged for a year, which lets them have time to plan the wedding and make arrangements for their life.

Sometimes, people decide to skip being engaged. They get married right away and do not tell their family or friends about the ceremony. This is called *eloping*.

- What are weddings like?

American brides wear white dresses, like Kyrgyz brides. The bride has 5 friends and relatives to help her; they are called “bridesmaids.” The groom has 5 friends and relatives to help him; they are called “groomsmen.”

Weddings are usually smaller than Kyrgyz weddings. The middle number of guests at a wedding is 80. After the wedding ceremony, which is in a church or religious building, people go to a *reception* (meaning the after-wedding party). These are similar to *tois* you have here, but Americans play fewer games. It is mostly just dinner and dancing and celebrating.

Practicum (1 hour)

- Discussion: how does culture of education in America compare with Kyrgyzstan? Which is better? What can Kyrgyz education learn from American education, and vice versa?

Lecture 6 (1 hour)

Primary education in the United States

Secondary education

Plan:

- Primary education in the United States
- Secondary education

Primary education in the United States

The structure of education in the United States, both historically and presently, offers a variety of options for students at different stages of their academic journey.

In elementary school, which typically encompasses kindergarten through sixth grade (though variations exist), students receive instruction in basic subjects like mathematics, English language proficiency, science, social studies, and the fine arts. The curriculum is often determined by individual school districts or county school systems, aligning with state learning standards and benchmarks. Public elementary school teachers typically work with classes of

twenty to thirty students, addressing diverse learning needs through supplemental materials and, when necessary, the assistance of special education teachers.

Secondary education is divided into middle/junior high school and high school. Middle school usually includes seventh and eighth grades, sometimes extending to sixth or ninth grades. High school spans grades 9 through 12, with students referred to as freshmen, sophomores, juniors, and seniors. Students in high school have more independence, moving between classrooms for different subjects and selecting some of their classes, known as electives. While they are required to take a broad range of mandatory subjects, they also have the opportunity to choose additional electives to fulfill their learning hours.

Many high schools offer specialized courses such as Honors, Advanced Placement (AP), or International Baccalaureate (IB) classes. These courses provide a more challenging curriculum and are often taken during the 11th or 12th grades, although some students may start as early as 9th grade. Honors courses typically have a faster pace compared to standard courses, while AP and IB courses are considered college-level classes and may offer students the opportunity to earn college credit while still in high school.

Overall, the educational system in the United States offers a diverse range of options and opportunities for students to pursue their academic interests and prepare for their future endeavors.

Practicum (1 hour)

- Debate topic: There should be one national curriculum in the U.S., like Kyrgyzstan's system.

Lecture 7 (2 hours)

Testing and assessment

Plan:

1. Kinds of tests
2. Aspects of good assessment
3. Characteristics of a good test

Three Kinds of Tests:

- Achievement (to measure progress in the course, how much learned, is the course fulfilling its goals? Graded, possible to fail)
A test is supposed to be the representative sample of the curriculum, and the score is supposed to reflect what a student knows about the curriculum.
- Proficiency (to measure knowledge, regardless how it was learned. Can't fail.)
- Aptitude (to measure inherent traits, natural ability to be successful at something. E.g. comfort with making mistakes, risk-taking, tolerance of ambiguity, etc.)

5 aspects of a good assessment:

1. Creativity
2. Focus (small amount of material, specific)
3. Clear Instructions (oral, CCQs, written, demonstration)
4. Recent (only what was presented/covered recently)
5. Levels (not every question should be equally difficult)

Characteristics of a good test:

- Reliability: if someone else graded the test, students would get the same grade. If two students have the same answer, they get the same score. Have clear instructions, if one question is worth more points, show that on the test.
- Validity: Content and Construct. Does it measure what you're trying to test? Do test scores accurately reflect students' levels? Best students should get the highest scores. Can you explain why you chose these particular questions to test? It should reflect the curriculum.
- Practicality: staff, time, materials, costs. Use available resources

Authenticity: Communicative Approach. Test in the same manner that you teach.

Testing and assessment play crucial roles in education, providing valuable information about students' knowledge, skills, and progress. Here's an overview:

1. **Purpose:** Testing and assessment serve various purposes in education, including measuring student learning and achievement, identifying strengths and weaknesses, informing instructional decisions, guiding curriculum development, and evaluating the effectiveness of educational programs.
2. **Types of Assessments:**
 - Formative Assessment: Ongoing assessments used during instruction to monitor student progress and provide feedback. Examples include quizzes, class discussions, and peer assessments.
 - Summative Assessment: Evaluations conducted at the end of a unit, course, or school year to measure student learning and achievement. Examples include final exams, standardized tests, and end-of-year projects.
 - Diagnostic Assessment: Assessments administered at the beginning of instruction to identify students' prior knowledge, misconceptions, and learning needs. Examples include pre-tests and readiness assessments.
 - Performance Assessment: Assessments that require students to demonstrate their skills and knowledge through real-world tasks or projects. Examples include presentations, portfolios, and experiments.
 - Standardized Assessment: Tests administered uniformly to all students according to specific criteria and scoring procedures. Examples include state assessments, SAT, ACT, and IQ tests.

3. **Assessment Methods:**

- **Traditional Methods:** Multiple-choice questions, true/false statements, short-answer questions, and essays.
- **Alternative Methods:** Performance tasks, portfolios, presentations, observations, interviews, and self-assessments.
- **Technology-Enhanced Methods:** Online assessments, computer-adaptive tests, simulations, and multimedia presentations.

4. **Assessment Practices:**

- **Validity:** The extent to which an assessment measures what it intends to measure.
- **Reliability:** The consistency and stability of assessment results over time and across different raters.
- **Fairness:** Ensuring that assessments are free from bias and provide equal opportunities for all students to demonstrate their abilities.
- **Authenticity:** Assessments that reflect real-world tasks and contexts relevant to students' lives and future goals.
- **Data Analysis and Use:** After administering assessments, educators analyze the results to identify patterns, trends, and areas for improvement. They use assessment data to differentiate instruction, provide targeted interventions, adjust curriculum and teaching strategies, and make informed decisions about student progress and achievement.

In summary, testing and assessment are integral components of education, providing valuable insights into student learning and guiding instructional practices to support academic growth and success.

Practicum (2 hours)

- Discuss about kinds of tests

Lecture 8 (2 hours)

Geography and culture

Plan:

- Geography and culture
- Regional differences in traditions

The United States boasts a rich tapestry of cultures, embracing a wide array of ethnic groups, traditions, and values. Aside from indigenous populations like Native Americans, Native Hawaiians, and Native Alaskans, nearly all Americans or their ancestors arrived within the past five centuries. American culture, rooted in Western traditions from European settlers, has been shaped by a myriad of influences, including African traditions brought by enslaved individuals. Recent immigration, particularly from Asia and Latin America, has further enriched this cultural mosaic, leading to descriptions of the U.S. as both a melting pot and a salad bowl, where diverse cultural characteristics are both blended and retained.

Geographically, the USA ranks as the fourth largest country globally, spanning from the Pacific to the Atlantic Ocean and bordering Canada to the north and Mexico to the south. It also includes territories such as Alaska and Hawaii, extending its reach across a vast 9.4 million square kilometers. This extensive landmass contributes to the country's diverse landscape, climate, and population, shaping its cultural tapestry in profound ways..

Practicum (1 hour)

- Discuss difference in national traditions, concept of national traditions in U.S. and Kyrgyzstan

Lecture 9 (1 hour)

Diversity in America

Plan:

1. History of immigration in the US
2. How to become a citizen of US
3. Group of people

The United States witnessed significant waves of immigration across various historical periods, starting from the colonial era, continuing through the first part of the 19th century, and peaking from the 1880s to 1920. Immigrants arrived in America for diverse reasons, including seeking economic opportunities and religious freedom, as exemplified by the Pilgrims in the early 1600s. Additionally, involuntary migration brought hundreds of African slaves to American shores from the 17th to 19th centuries.

The 1882 Chinese Exclusion Act marked a pivotal moment in federal immigration legislation, followed by the opening of Ellis Island in 1892 as the country's first federal immigration station. Subsequent laws, particularly in 1965, abolished the quota system that favored European immigrants, leading to a shift in the demographics of immigration. Today, the majority of immigrants to the U.S. originate from Asia and Latin America.

Another significant wave of immigration occurred roughly from 1815 to 1865, primarily from Northern and Western Europe. Ireland, in particular, experienced a massive influx due to the mid-19th-century famine, with nearly half of America's immigrants in the 1840s originating from Ireland alone. Many Irish immigrants settled along the East Coast cities where they arrived, often in impoverished conditions. Similarly, around 4.5 million German immigrants arrived between 1820 and 1930, with many settling in the Midwest to purchase farms or congregating in cities like Milwaukee, St. Louis, and Cincinnati. In the 2000 national census, German ancestry was the most claimed heritage among Americans..

Practicum (1 hour)

- To illustrate different ideas of immigration and integration. Compare difference between US model and Kyrgyzstan model

Lecture 10 (1 hour)

Holidays in America

Plan:

1. Population and geography of America
2. Language and religion of America
3. Symbols of America
4. American style
5. American food
6. Sport in America
7. American holidays

American holidays vary widely in origin but often share similar modes of celebration, with many becoming primarily days off from work for most Americans, though some retain unique traditions.

New Year's Day, celebrated on January 1st, involves staying awake until midnight on December 31st to welcome the New Year with parties, gatherings, and festivities. People gather in cities, ringing bells, blowing whistles, and shooting off fireworks to mark the occasion.

Valentine's Day, observed on February 14th, is not a national holiday but is widely celebrated as a joyful festival honoring St. Valentine, the patron of sweethearts and lovers. People of all ages exchange "valentines," which may include special greeting cards or small presents adorned with hearts and red trimmings.

Washington's Birthday, occurring on February 22nd, commemorates the birth of the United States' first President, George Washington. While not a national holiday, it is a notable day for shoppers, particularly in Washington, DC, where department stores offer sales and bargains. Some schools, offices, and banks may close for the day, while others remain open. The US Congress may observe the occasion with speeches and readings from Washington's works.

Overall, American holidays blend diverse origins with shared traditions, offering opportunities for celebration and reflection throughout the year..

Practicum (1 hour)

- Discuss and compare between U.S. and Kyrgyzstan

Lecture 11 (2 hours)

Political culture in the US

Plan:

- Liberty school
- Democracy school

Every country has a political culture. This is the set of beliefs and ideas that define the relationship between citizens and the government. It is what Americans like about their government and what they expect from their government. The main principles include: liberty, equality, democracy, individualism, and diversity.

- Liberty/equality
 - Liberty means the right to be free. Some people think liberty means complete freedom, but liberty is restrained through laws in order to protect other people's rights. Liberty is protected through *limited government*, meaning the power of our government is limited through the Constitution.
 - Equality means that people should have similar opportunities to achieve a good life. Equality does not guarantee equal results, though. Equality is important in American laws. Throughout American history, the law has been changed to improve equality, such as laws that got rid of slavery and allowed women to vote.
- Democracy/individualism
 - Democracy is a government run by the people through elected representatives. The citizens of the U.S. elect government officials, who make decisions and laws. The laws protect individualism, like the First Amendment, which protects free speech and religion. America is a very individualist country – individualism means that an individual person's rights are valued above the government. Americans prize independence and initiative. The importance of individualism also means that individual *responsibility* is valued.
 - The United States has a two-party political system. This means two major political parties dominate politics. We have a two-party system because of the way our elections work. We have a “winner takes all” election system, which means that if one party receives 51% of the vote, they receive all of the seats for that district or state. In Kyrgyzstan, it is different – if a party receives 15% of the vote, they receive 15% of the seats.
 - Since the beginning of American history, there have been two parties. The first two parties were the Federalist Party and the Democratic-Republican Party. An election in 1829 disrupted the two-party system – there was a fight between Andrew Jackson, who eventually became president, and Henry Clay.
 - After the Civil War, though, American politics have been dominated by two parties: the Republican Party and the Democratic Party. The Republican Party today is socially conservative (they oppose ideas like abortion and gay marriage) and economically conservative (they prefer low taxes and smaller government spending). The Democratic Party is socially liberal (they support the rights of minorities and immigrants) and economically liberal (they support higher taxes and more government spending to help people live good lives).

Practicum (1 hour)

- Discuss and compare between U.S. and Kyrgyzstan

Lecture 12 (1 hour)

Music of the United States

Plan:

1. Types of famous music in the US
2. Famous musicians

Some people say that jazz is one of America's most original art forms. Jazz comes from the mixing of musical styles from African American and European communities. Jazz borrows from European harmony and American pop music, as well as from African-American church music and the blues. Jazz is known for its use of **improvisation**, импровизация. It is also known for the lack of a regular **beat**, **ритмичный**?. The main instruments in jazz are the saxophone, clarinet, trumpet, trombone, and piano. Jazz is not a **stagnant** music genre, meaning it has not stayed the same. It changes over time, and depending on where it is played, jazz transforms according to that city or region's local culture. The musician J.J. Johnson said, "Jazz is restless. It won't stay put and it never will."

Bluegrass is a traditional American genre, part of country music. It comes from mixing traditional music from England and Ireland with American folk music and jazz. People from England and Ireland came to a region of the United States called **Appalachia** (draw map on the board), which is a mountainous region and is less developed and more rural than other parts of the country. Bluegrass uses the following instruments: fiddle (which is like a violin, скрипка), banjo (which is sort of like a балалайка), guitar, mandolin (which is sort of like a комуз), and a washboard (a big piece of metal that people used for washing clothes – when you scrape it with your fingers or a spoon, it makes an interesting sound). Many songs are about lost love and the difficulty of life in Appalachia, especially about the big mining communities. Improvisation is important to bluegrass. A bluegrass **jam session**, meaning when people come together to play bluegrass music, is unique because one instrument plays the main music at a time, while the other instruments play the background music.

Rock and roll came about in the 1940s and 1950s. It is a combination of African-American genres and Western country music. It was not just a music style, but also a way of life – it influenced fashion, attitudes, and language. The songs talked about cars, school, dating, and clothing. Some songs also talked about dating and sex, which were **taboo** topics (табу, уят). Common instruments in rock and roll music include: saxophone, piano, electric guitar, bass guitar, drums. Rock and roll arose in the South; Memphis, Tennessee is considered the home of rock and roll because it is where Elvis Presley comes from and many other famous rock and roll musicians and clubs. Now let's listen to this clip of Elvis Presley singing *Jailhouse Rock* because he is one of the most famous rock and roll musicians of history.

Practicum (1 hour)

Listen to music, read some lyrics. Discuss

Раздел 4.

Методические рекомендации по изучению курса «Культура и образование страны изучаемого языка»

Курс культура и образование страны изучаемого языка строится на диахронном принципе.

Рабочий план, как и учебная программа, разработаны, основываясь на данном принципе, и предусматривают поэтапное изучение курса.

В процессе овладения курсом студентам следует начинать со знакомства с социально-политической ситуации в стране (мире). Следующим этапом является изучение культуры и образования изучаемого языка.

Последним этапом освоения как фактического так и теоретического материала может быть сравнение периодов развития образовательных систем изучаемого языка, определение взаимозависимостей и взаимовлияний.

Раздел 5. Методические рекомендации по самостоятельному выполнению практических заданий

Прежде чем приступить к выполнению заданий для самостоятельной работы, необходимо изучить материал лекций и сопоставить его с трактовками, предлагаемыми в источниках в списке рекомендованной (основной и дополнительной) литературы (страницы указываются после каждой темы в практикуме и в учебно-методическом пособии). Следует учитывать тот факт, что отводимые на изучение дисциплины часы не позволяют охватить все существующие на сегодняшний день подходы и взгляды на развитие образовательных систем изучаемого языка. Некоторые из альтернативных точек зрения кратко формулируются в теоретической части раздела, некоторые излагаются в практической части в виде отдельных цитат или терминологических толкований, предлагаемых для обсуждения на семинарских занятиях. При наличии времени различные трактовки могут быть дополнительно включены в обсуждение в виде докладов и рефератов на усмотрение преподавателя.

В процессе освоения дисциплины необходимо регулярно обращаться к списку терминов, используемых в лекционных темах, с тем, чтобы к концу изучения курса каждым студентам был составлен полный глоссарий терминов. При возникновении затруднений в подготовке к семинарским занятиям рекомендуется обратиться к учебным пособиям (некоторые из них указаны в списке дополнительной литературы) и восстановить утраченные знания по данным темам.

Questions for module 1.

1. Introduction to the course and topic; Expectations/rules. Goals of the class.
2. Introduction to U.S.A.
3. Geography and population US
4. Types of schools. Public, private,
5. Education in America
6. Education in Kyrgyzstan

7. Higher education in America
8. Teachers in America
9. Education system in America and Kyrgyzstan
10. Culture of education in America

Questions for module 2.

1. Curriculum of education in America
2. Testing/assessment and study abroad
3. System of exams in college and Universities
4. Geography and culture of America
5. Immigration and race in America
6. Citizenship, Immigration
7. Religion in America
8. Political culture in America
9. Types of music
10. Holidays in America

УЧЕБНО-МЕТОДИЧЕСКАЯ ЛИТЕРАТУРА

А. ОСНОВНАЯ ЛИТЕРАТУРА

1. American education 2007
2. About the USA Elaine Kirn 2005
3. Law and citizenship in America Nancy W. Bower 2007
4. Making it into a top graduate school Howard R. Greene M.A. 2001
5. Outline of US government Rosalie Targonski 2000
6. The American Way An Introduction to American culture Edward N. Kearny 2001

Б. ДОПОЛНИТЕЛЬНАЯ ЛИТЕРАТУРА

1. A handbook of American literature for students of English. by Zbigniew Lewicki;. Print book. English. 1990.
2. English and American literature. Н. Утевская 2002
3. Guide to English and American literature. 2000
4. The Anthology of American Literature. U.S.A. 2000

Раздел 5. КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫЕ СРЕДСТВА СРЕЗА ЗНАНИЙ СТУДЕНТОВ

Студент оценивается по 100 бальной модульно-рейтинговой системе. Модульная балловая - рейтинговая система оценивания состоит из текущего контроля, рубежного контроля и итогового контроля.

Текущий контроль знаний, умений и навыков студентов проводится в течение модуля или семестра и предназначен для проверки изученного учебного материала по всем видам речевой деятельности (чтение, говорение, письмо, аудирование) и проверку внеаудиторной самостоятельной работы студентов.

Элементы текущего контроля:

- аудиторная работа
- домашнее чтение
- аудирование
- сообщения по предложенной теме
- домашние задания

Промежуточный контроль осуществляется в устном и письменном виде. Промежуточный контроль включает в себя 2 модуля, который проводится в виде тестирования, устного опроса, текстов для чтения и перевода с русского языка на английский язык и наоборот.

Итоговый контроль

Формы итогового контроля: экзамен в конце семестра, экзамен может проводиться в форме как тест.

Содержание итоговых контрольных мероприятий: примерный перечень экзаменационных вопросов, текстов для пересказа и перевода, рефератов представлен в методических рекомендациях для студентов.

Система оценивания и формирование результирующей оценки

Результирующая оценка выставляется по данной дисциплине в конце каждого периода обучения и учитывает результаты текущего контроля и оценку за промежуточный контроль.

Результирующая оценка является среднеарифметическим результатом от накопленной оценки текущего контроля и оценки за промежуточную (итоговую) аттестацию.

Формирование накопленной оценки

(текущий контроль)

По результатам текущего контроля студент получает накопленную оценку, которая выставляется в ведомость. Для формирования накопленной оценки используются коэффициенты пересчета различных видов работ

Шкала оценок:

ESTS	Баллы	%	Пояснение
A	90-100	90-100	Отлично
B	65-89	65-89	Хорошо
C	50-64	50-64	Удовлетворительно
F	0-49	0-49	Неудовлетворительно

Шкала перевода баллов в оценки:

Все оценки складываются из результатов по каждому заданию, и по финальному зачету выводится средний балл для окончательной оценки за курс. Шкала перевода баллов в оценки следующая:

Критерии оценки знаний студентов:

оценка «отлично» выставляется студенту, который глубоко усвоил программный материал, осмысленно и логично выстроил ответ, изучил обязательную и дополнительную литературу, свободно ориентируется в теоретическом материале, отвечает на все дополнительные вопросы, уверенно применяет теоретические знания при выполнении практических заданий;

оценка «хорошо» - студенту, который относительно полно раскрыл суть экзаменационных вопросов, изучил обязательную литературу, допускает некоторые неточности, не искажая содержание ответа по существу, отвечает на дополнительные вопросы с незначительными ошибками, при выполнении практических заданий допускает от 1 до 3 ошибок;

оценка «удовлетворительно» - студенту, который владеет материалом в пределах программы дисциплины, знает основные категории и термины, освоил примерно половину основной литературы курса, допускает грубые ошибки в ответе, при этом ответ логически не выстроен, при выполнении практических заданий не может применить имеющиеся теоретические знания;

оценка «неудовлетворительно» - студенту, который освоил материал менее, чем на 50 %, не может раскрыть сущность основных терминов, демонстрирует неинформативный ответ, не отвечает на дополнительные вопросы, при выполнении практических заданий допускает много ошибок либо вообще затрудняется при решении подобных заданий.

Тесты для модулей и СРС

Variant A

1. How many states are there in the United States of America?

- a. 49
- b. 50
- c. 51
- d. 52

2. Which of the following is NOT one of the biggest cities in America?

- a. Chicago
- b. Los Angeles
- c. New York City
- d. Montana

3. What is the approximate population of the United States?

- a. 30,000 (thirty thousand)
- b. 5,000,300,000 (five billion three hundred thousand)
- c. 320,000,000 (three hundred twenty million)
- d. 150,000 (one hundred fifty thousand)

4. What are the main two religions in the United States?

- a. Christian and Catholic
- b. Muslim and Catholic
- c. Hindu and Muslim
- d. Christian and Jewish

5. What is the meaning of the word “diversity?”

- a. When a group consists of many different individuals, with a wide range of identities (religious, class, gender, political beliefs)
- b. When a group consists of many individuals who are the same
- c. When people fight over their differences
- d. When everyone should be the same

6. Who pays for public schools?

- a. The Catholic Church
- b. Government (local, state, national)
- c. Barack Obama

d. Rich people

7. What does it mean to “drop out?”

a. To receive bad grades

b. To finish high school

c. To quit school early

d. To be the best student

8. Which grades make up “high school?”

a. 9-12

b. 6-8

c. K-5

d. 8-11

9. Approximately how many higher education institutions are there in the US?

a. 1,000

b. 4,500

c. 200

d. 11,000

10. What degree is required to become a secondary school teacher in the US?

a. High school diploma

b. Law school diploma

c. Bachelor’s degree

d. PhD

11. What is the average salary of a secondary school teacher in the U.S.?

a. \$100,000 per year

b. \$70,000 per year

c. \$40,000 per year

d. \$10,000 per year

12. Which of the following is not one of the main geographic regions of the United States?

a. Mid-South Central

b. Pacific Northwest

c. Midwest

d. South

13. What are the two main parties in the United States today?

a. Democrats and Independents

b. Republicans and Independents

c. Independents and Socialists

d. Democrats and Republicans

14. Which of the following is *not* a step of the presidential election process?

a. Election day

b. Primary elections

c. Donation Day

d. Party debates

15. What is the official religion of the United States?

a. Christian

b. None – the United States government is secular

c. Catholic

d. Jewish

16. What was the religion of the first settlers to America?

a. Muslim

b. Catholic

c. Protestant

d. Atheist

17. Which of the following people would not be considered “American?”

a. A black woman born and raised in Ohio

b. A Hispanic man born in Mexico, but who married an American woman and has lived in Utah for 10 years

c. A man with a Chinese passport who has never visited the United States

d. A woman born in Ukraine, but whose parents were both born in the United States

18. What does an American look like?

a. There is no single way an American can look – American is a nationality, not an ethnicity

b. Blue eyes, blonde hair, white skin

c. Brown eyes, black hair, brown skin

d. Black eyes, brown hair, light skin

19. In what city do most Kyrgyz immigrants to the U.S. live?

a. Cleveland, OH

b. Chicago, IL

c. California, CA

d. White Bear Lake, MN

20. Which of the following is a value of American education?

a. Memorization

b. Truancy

c. Critical thinking

d. Christian faith

Variant B

1. What is the meaning of the word “diversity”?

a. When a group consists of many different individuals, with a wide range of identities (religious, class, gender, political beliefs)

b. When a group consists of many individuals who are the same

c. When people fight over their differences

d. When everyone should be the same

2. What does an American look like?

a. There is no single way an American can look – American is a nationality, not an ethnicity

b. Blue eyes, blonde hair, white skin

c. Brown eyes, black hair, brown skin

d. Black eyes, brown hair, light skin

3. Approximately how many higher education institutions are there in the US?
 - a. 1,000
 - b. 4,500
 - c. 200
 - d. 11,000
4. Which of the following is a value of American education?
 - a. Memorization
 - b. Truancy
 - c. Critical thinking
 - d. Christian faith
5. Which American city is known for their large Muslim population?
 - a. Dearborn, Michigan
 - b. Los Angeles, California
 - c. Washington, DC
 - d. All of the above
6. Which of the following is NOT one of the biggest cities in America?
 - a. Chicago
 - b. Los Angeles
 - c. New York City
 - d. Montana
7. Which of the following people would not be considered "American?"
 - a. A black woman born and raised in Ohio
 - b. A Hispanic man born in Mexico, but who married an American woman and has lived in Utah for 10 years
 - c. A man with a Chinese passport who has never visited the United States
 - d. A woman born in Ukraine, but whose parents were both born in the United States
8. What is the average salary of a secondary school teacher in the U.S.?
 - a. \$100,000 per year
 - b. \$70,000 per year

- c. \$40,000 per year
 - d. \$10,000 per year
9. When did the United States become a secular government?
- a. 1954
 - b. It has been secular since its founding
 - c. It is not a secular government; it is a Christian government
 - d. 1812
10. How many states are there in the United States of America?
- a. 49
 - b. 50
 - c. 51
 - d. 52
11. Which of the following is not one of the main geographic regions of the United States?
- a. Mid-South Central
 - b. Pacific Northwest
 - c. Midwest
 - d. South
12. In what city do most Kyrgyz immigrants to the U.S. live?
- a. Cleveland, OH
 - b. Chicago, IL
 - c. California, CA
 - d. White Bear Lake, MN
13. What degree is required to become a secondary school teacher in the US?
- a. High school diploma
 - b. Law school diploma
 - c. Bachelor's degree
 - d. PhD
14. What is the approximate population of the United States?

- a. 30,000 (thirty thousand)
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- c. 320,000,000 (three hundred twenty million)
- d. 150,000 (one hundred fifty thousand)

15. What are the two main parties in the United States today?

- a. Democrats and Independents
- b. Republicans and Independents
- c. Independents and Socialists
- d. Democrats and Republicans

16. Which of the following is NOT a historical American political party?

- a. Federalists
- b. Anti-federalists
- c. Whigs
- d. Phonies

17. Which of the following holidays is not celebrated in the U.S.?

- a. Halloween
- b. Christmas
- c. St. Patrick's Day
- d. Kyrgyz Independence Day

18. What are the main two religions in the United States?

- a. Christian and Catholic
- b. Muslim and Catholic
- c. Hindu and Muslim
- d. Christian and Jewish

19. What was the religion of the first settlers to America?

- a. Muslim
- b. Catholic
- c. Protestant

d. Atheist

20. What percentage of the American population is made of immigrants?

a. 1%

b. 100%

c. 15%

d. 50%

Variant C

1. Which region of the U.S.A. tried to secede, starting the Civil War?

a. New England

b. the South

c. the Midwest

d. the Pacific Northwest

2. Which is the oldest part of the U.S.A.?

a. the East Coast

b. the Southwest

c. the West Coast

d. the Midwest

3. Which region of the U.S.A. is the least diverse?

a. New England

b. the South

c. the Southwest

d. the Midwest

4. Which region of the U.S.A. is most religiously observant (“the Bible Belt”)?

a. New England

b. the South

c. the West

d. the Pacific Northwest

5. Which states were added most recently, in 1959?

a. Puerto Rico and Guam

b. Florida and Georgia

c. Alaska and Hawaii

d. New Mexico and Arizona

6. Where will you find the most Italian and Irish immigrants in the U.S.A.?

a. in the cities of New England

- b. in the rural Midwest
- c. in the South
- d. on the West Coast

7. Under the Common Core Curriculum, which school subjects are emphasized?

- a. History and Social Studies
- b. History and Math
- c. English and History
- d. Math and English

8. Which of these was NOT a result of the No Child Left Behind Act?

- a. Many schools cut foreign language and music programs
- b. Teachers often “taught to the test”
- c. 100% of students graduated from high school
- d. Some schools lied about test results and dropout rates

9. What does G.P.A. stand for?

- a. Grades Plus Achievements
- b. Grade Point Average
- c. Good Percent Award
- d. Group Paper Alarm

10. Which is NOT a common part of the American college and university application process?

- a. Spelling Bee
- b. Interview
- c. Standardized Test
- d. Essay

11. How often can American students take the ACT and SAT when applying to universities?

- a. Only once
- b. Once a year
- c. Once every one or two months
- d. Once a week

12. What do you call the money a school, college, or university gives outstanding students to pay their tuition?

- a. a transcript
- b. a scholarship
- c. a loan
- d. a debt

13. Why are some American football players, like Colin Kaepernick, kneeling during the national anthem?

- a. Because they don't want to be American
- b. To protest low salaries
- c. To protest racism and violence against minorities
- d. Because they want to change the national anthem

14. Which group of people is most likely to vote Republican?

- a. Asians
- b. African-Americans
- c. Native Americans
- d. White Americans (of European descent)

15. What is “cultural appropriation”?

- a. When a dominant, privileged culture adopts pieces of minority cultures without giving those cultures credit.
- b. Dressing appropriately at cultural events.
- c. When people of minority cultures assimilate and act like people of the dominant culture.
- d. Eating foods from different cultures.

16. What is the American workweek?

- a. Monday to Thursday
- b. Monday to Friday
- c. Monday to Saturday
- d. Sunday to Friday

17. How many hours a week is an American full-time job?

- a. 20
- b. 30
- c. 40
- d. 50

18. What is the average amount of student loan debt among U.S. university graduates?

- a. \$2
- b. \$2,800
- c. \$28,000
- d. \$280,000

19. What percentage of Americans have at least a two-year college degree?

- a. 10%
- b. 40%
- c. 70%
- d. 90%

20. What degree is usually required to become a university professor in the U.S.?

- a. High school diploma
- b. Bachelor’s degree
- c. None
- d. PhD