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## **GENERAL ENGLISH COURSE FOR MASTERS STUDENTS OF “PEDAGOGY AND PSYCHOLOGY OF TEACHING FOREIGN LANGUAGES” PROGRAMME**

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**Abstract.** *When preparing to plan a General English course for students doing a masters degree in Pedagogy and psychology of teaching foreign languages, we consider a number of topics, such as the language level, purpose of the course and many others. Having done an entry test and needs analysis we have chosen a communication skills course for tutors, lecturers and PhD students “English for Academics”. It helps to develop clear, persuasive English for a range*

*of academic situations, from making small talk at a conference to giving a presentation, from reading academic texts to writing correspondence, abstracts and summaries.*

**Key words:** *Pedagogy and psychology of teaching foreign languages, General English, adult learners, communication skills, academic communication*

When preparing to plan a General English course for students doing a masters degree in Pedagogy and psychology of teaching foreign languages, a primary influence was the language level and purpose of the course. The entry test and needs analysis showed that the students:

- have B-1 / B-2 level according to the Common European Framework;
- share the same language and cultural background;
- have access to computers, audio/video facilities and relevant software at home and in the university;
- decided to enroll in the program themselves and therefore are willing to put in the necessary effort;
- are highly motivated to continue studying English and use the language for professional and educational purposes.

Thus we could plan a course geared towards active and committed adult learners. We have chosen a communication skills course for tutors, lecturers and PhD students “English for Academics” [1].

A successful academic career increasingly depends on academics being able to collaborate and publish internationally and in English. “English for Academics” is a communication skills course for tutors, lecturers and researchers who need English in their working lives, in both formal and informal situations. Suitable for B-1 level and above, the four modules – one for each skill (Reading, Listening, Writing and Speaking) help develop clear, persuasive English for a range of academic situations, from making small talk at a conference to giving a presentation, from reading academic texts to writing correspondence, abstracts and summaries. This modular approach also allows us to design a course adding materials from different publishers and design some materials ourselves. The free online audio supports the development of listening and speaking skills and is available at <http://www.cambridge.org/elt/english-for-academics>.

As companion volumes to our course we use a reference grammar with exercises “English Grammar in Use” [3] and encourage students to use a monolingual Longman Dictionary of Contemporary English at <https://www.ldoceonline.com> for British / American pronunciation and extra vocabulary activities.

Many teachers, including us, enjoy producing their own materials. We build up files of interesting texts to exploit as reading, grammar and vocabulary practice material. Nowadays, with so much text available online and with the possibility of searching for particular topic areas, we use web-based sound files for listening and images to prepare attractive speaking materials.

A great source of text and talk is the students themselves. They are encouraged by the fact, that most communication in English around the world takes place between non-native speakers using English as a *lingua franca* [2]. This is very often the case when academics communicate with each other within their specialisms. Students are ready to experiment with their English, not allowing some mistakes to stop communication – nobody is perfect! Students enjoy and benefit from adding their own materials for their classmates, and, as they are doing a masters degree in pedagogy and psychology of teaching foreign languages, for using in their own class later. They prepare close passages or reading tasks, particularly scrambled or gapped-text tasks. The students are asked to give short talks in class and prepare true/false or gap-fill questions to test their peers’ listening comprehension. They also enjoy taking part in role-plays the “English for Academics” book provides.

All the above-mentioned helps the students to improve their English in order to take part in international communication in their academic field, it deals with topics and situations that you will find relevant and helpful, within these three broad areas: planning and taking part in international conferences and other academic events writing up your research for publication in international journals planning and delivering your teaching through the medium of English. In class time our students are involved in challenging tasks and interesting activities together with fellow learners. It is important to remember that you also need to make time to work outside class hours in order to make significant progress in English. In this way our

students build both competence and their confidence in using English in international academic contexts.

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## **PERSONALIZED MEDICINE AND ITS TERMINOLOGY**

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***Abstract.*** *Personalized medicine is a new and evolving branch of medicine, which stresses the uniqueness of each individual and the uniqueness of his health and diseased state, so it's important to tailor treatment for each patient. Currently its terminology is developing and represents the interaction of several self-consistent and sometimes even remote term systems like biology, genetics, pharmacology, oncology, neurology, cardiology on the one hand, and insurance, economics, law, and ethics on the other hand. Borrowed lexical units undergo some*