

Управління освіти і науки  
Волинської обласної державної адміністрації  
Комунальний заклад вищої освіти  
«Луцький педагогічний коледж»  
Волинської обласної ради

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**Методичні рекомендації  
для самостійної роботи з «Іноземної мови за  
професійним спрямуванням»  
для студентів освітнього ступеня бакалавр**

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Триндюк В.А. Методичні рекомендації для самостійної роботи з «Іноземної мови за професійним спрямуванням» для студентів освітнього ступеня бакалавр. Луцьк: ПП Іванюк В. П., 2021. 54 с.

**Рецензенти:**

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Методичні рекомендації призначені для самостійної роботи з «Іноземної мови за професійним спрямуванням» для студентів освітнього ступеня бакалавр, та можуть бути використані викладачами для студентів освітньо-професійного ступеня фаховий молодший бакалавр педагогічних закладів освіти.

Матеріали укладені відповідно до типової освітньої програми з іноземної мови за професійним спрямуванням та є частиною навчально-методичного комплексу. Зміст структуровано згідно із контентом, який відображено у робочій програмі навчальної дисципліни та містить автентичні, сучасні, неадаптовані матеріали для самостійної роботи студентів. Тематика спрямована на розвиток комунікативної, професійної та соціокультурної компетентностей.

Розглянуто на засіданні кафедри філології Комунального закладу вищої освіти «Луцький педагогічний коледж» Волинської обласної ради.

(протокол № 3 від 14 грудня 2021р.)

Рекомендовано до друку вченою радою факультету початкової освіти та фізичної культури Комунального закладу вищої освіти «Луцький педагогічний коледж» Волинської обласної ради.

(протокол № 5, від 21.12.2021р.)

## Tema 1. Ukrainian educational system

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1. Learn the underlined words and word combinations!
  2. Make up sentences with underlined words and word combinations!
  3. Write a short summary about Ukrainian educational system! Learn the summary by heart!
- 

The Ukrainian educational system is organized into five levels: preschool, primary, secondary, upper secondary and postgraduate education.

In 2010 a total of 56% of children aged one to six years old had the opportunity to attend preschool education, the Education and Science Ministry of Ukraine reported in August 2010.

Schools receive 50% of their funding from the city budget and 50% from the national Government budget. The Cabinet of Ministers of Ukraine intends to give general education schools the option to independently manage the financial resources assigned from the state budget starting from January 1, 2010.<sup>[7]</sup>

### School level

Gra	Age	School level	Accreditation
1	6/7	primary	I level
2	7/8		
3	8/9		

4	9/10		
5	10/11	secondary, base	II level
6	11/12		
7	12/13		
8	13/14		
9	14/15		
10	15/16	secondary, last	III level
11	16/17		
12	17/18		

Currently in Ukraine, school in its prime meaning is designated for children and teenagers who attend it between ages 6 through 17. There are several types of institutions of

General Education. Some schools may be boarding schools and named *school-internat* or *lyceum-internat*.

- *Middle School of General Education* (ZOSh) or *Middle School*

- Lyceum (Tekhnikum in the Soviet times)

- Gymnasium

The institution is called *Middle School of General Education* (ZOSh) or simply *Middle School* and usually combines primary and secondary levels of education. The system was first introduced in 1958 and included a 12-grade system, while in 1965 it was a 10-grade system. Most of the middle schools have all three levels of accreditation for the General Education. Some remote schools may be of two levels which is a minimum requirement for all the middle school.

Primary and secondary education is divided into three levels of accreditation of general education: I - «younger», II - «middle», and III - «senior». I level of accreditation comprises grades 1 to 4. Grades 5-9 are usually considered a II level of accreditation or a base secondary education, while 10-12 are a III level. Despite the names, students usually study in the same school institution throughout their primary and secondary education. Primary schooling lasts 4 years and middle school 5. There are then 2 profile years.

The objective of general schooling is to give younger students knowledge of the arts and sciences, and teach them how to use it practically. The middle school curriculum includes classes in the Ukrainian language, Ukrainian Literature, a foreign language, world literature, Ukrainian History, world history, geography, algebra, geometry, biology, chemistry, physics, physical education, music and art. At some schools, students also take environment and civics classes. Students

attend each class only once or twice a week, however. Part of the school day is also spent in activities such as chess, karate, putting on plays, learning folktales and folk songs, choir and band. After school, students might also have music lessons, soccer, hockey, or tennis.

During grades 9 and 12, which is usually around the age of 15 and 17, students take various exams. The current examination system is undergoing change. At grades 9 and 12 students take IGTs (Independent Government Tests), which allow eleventh graders to enter university without taking separate entrance exams. In 2008 entrance exams were abolished and the IGTs became the standard for determining entrance eligibility.<sup>[10]</sup> But in 2010 the system was changed again.

In school year 2009-2010 potential graduates are scheduled to undergo external independent testing after the final state examination, in the following subjects: Ukrainian language and literature, history of Ukraine, mathematics, biology, physics, chemistry, geography, and one foreign language (of the pupil's choice) in either English, German, French, or Spanish. The results of the testing will have the same status as entrance examinations to institutions of higher education.<sup>[11]</sup> But some universities can convert points in the external independent test certificate according to their own rating system.

### **Home schooling**

Educating children at home is legal in Ukraine and expressly allowed for in Articles 59 and 60 of Ukraine's Education Law.<sup>[12]</sup>

### **International schools**

- Meridian International School, Kiev (est. 2001)
- Kiev International School (est. 1992)

- British International School, Ukraine (est.1997 Nivki, 2011 Pechersk)
- Pechersk School International

**Marks:**

- «5» = «excellent»
- «4» = «good»
- «3» = «satisfactory»
- «2» = «unsatisfactory».

«5», «4», «3» can be described as «Passed», «2» - as «Fail». Students who get a failing grade of «2», have two more chances to pass an examination. Since 2006 (and even earlier in some universities), university students are graded on a rating scale of 0 to 100. These grades can be transformed to the 5-point scale approximately as follows (this system may vary a little from university to university and may change from time to time):

- from 90 to 100 means «5» — A
- from 74 to 89 means «4» — B, C
- from 60 to 73 means «3» — D
- from 0 to 59 means «2» — E

Both the rating scale and the 5-point scale are used in university registers. Some lecturers prefer to use A-F-point scale to rate students during their passing the exams.

As for secondary schools, they also used the above-mentioned 5-point scale till 2000. Since 2000 secondary schools use a 12-point scale, which could be transformed into the traditional 5-point scale as follows:

- «12» = «5+»
- «11» = «5»
- «10» = «5-»
- «9» = «4+»
- «8» = «4»
- «7» = «4-»

- «6» = «3+»
- «5» = «3»
- «4» = «3-»
- «3» = «2+»
- «2» = «2»
- «1» = «2-»

Here signs «+» and «-» denote respectively better and worse version of a mark, for example, «4-» means «somewhat worse than good».

## **Тема 2. School system and school life in Great Britain.**

- 1. Learn the underlined words and word combinations!**
- 2. Make up sentences with underlined words and word combinations!**
- 3. Write a short summary about the schoolsystem in Great Britain! Learn the summary by heart!**

### **Text 1. SCHOOL LIFE IN GREAT BRITAIN**

Education in Britain is compulsory and free for all children between the ages of 5-16. Nine tenths of all children are educated in state schools. All books and equipment are provided free. Uniform is worn in many schools but this is now quite flexible. Students never repeat a year in British system, but they may be sent to a vocation school or section.

Primary school. Schoolchildren attend a primary school for 6 years (from 5 to 11 years). They study general subjects and special help is given to children with handicaps and learning difficulties. The division between primary and secondary education is at the age of 11 when almost all children in the state system change schools.



Secondary school. When students transfer to Secondary school at the age of 11, they don't take any examination, but their reports are sent on from Primary school.

Most children — over 80 % — go to a comprehensive school. «Comprehensive» means all-inclusive. They admit pupils of all abilities. But there are also grammar schools and secondary modern schools. The pupils have to pass an exam to go there; so admission depends on the result of the selective exams and the pupils' abilities. All types of secondary school have the five year courses for pupils from 11 years up to the school leaving age.

Pupils in all State schools in England and Wales study 10 main subjects: English, Mathematics, Science. Foundation subjects: History, Geography, A Modern language, Art, Music, Information Technology, Physical education, Religious education is also taught.

Attainment tests are given at the ages of 7, 11, 14, 16. At the end of a 5-year course, at the age of 16, students sit the General Certificate of Secondary Education exams in as many subjects as possible. Weak students may only sit for free or four subjects. Better students take ten subjects.

At the age of 16 about two third of these pupils leave school and get jobs or apprenticeships. About one-third stay at school until the age of 18 preparing themselves for higher education.

The 6 th form. More ambitious pupils continue to study in the 6 th form. They stay on at school for one or two years to prepare themselves for university. They have only three or four main subjects which are necessary to pass the advanced level exams at the age of 18. In addition to the foundation subjects the 6th formers are offered many other courses at Advanced Level such as classical Civilization, Further

Mathematics, Information Technology, History of Art, Social Biology and many others.

The school year is divided into three terms with the intervals between them during the Christmas and Easter holidays lasting about two weeks each and the summer holiday which begins rather late and is usually six weeks long.

All kinds of out-of-class activities are part of school life in Britain. Students have a lot of opportunities for playing sports, attending different clubs and singing in choir. Most schools have very good libraries which students use for reference work.

## **Text 2.**

**Read the text and compare the information in the text 1. Write a short summary!**

### **The School System of Education in Great Britain**

England has a very interesting system of education. Education is class divided in England. There are state and public (private) schools. About 90% of children go to the state schools and other go to the public (private) schools. All state schools in Britain are free. Some parents choose private schools for their children. They are very expensive, considered to provide a better education and good job opportunities. Parents pay for these schools. An example of a private school is Eton. It is the most famous public school. A year at Eton costs &17000. It is very old and a lot of important people used to be students there. There are 3 stages of education:

- primary;
- secondary;
- further.

Primary education consists of infant schools and junior schools. Primary education lasts for 6 years. At first they attend the infant school from 5 to 7, and then junior school until they are 11. In infant school children don't have real classes. They study to write and read; they mostly play. They know some numbers. When children are 7, real studying begins. They have classes and don't play as much as it was in infant school.

Then begins the secondary education. Parents can choose one of the type of secondary education schools. There are modern schools, comprehensive schools and grammar schools, which accept a wide range of children from all backgrounds. Children study a lot of compulsory subjects. English, Maths and Science are called 'core' subjects. If pupils go to grammar schools they will have a good theoretical secondary education. Primary and secondary education are compulsory for all children. After 5 years of secondary education pupils take exams in different subjects, and they get General Certificate of Secondary Education-GCSE. After that students can leave and start working or continue their studies in the same school as before. If they continue, they have to take further examinations, which are necessary for getting into university or college.

The school year in English school has three terms: autumn term (September-Christmas), spring term (January-Easter) and summer term (Easter – June). There are holidays after each term. Autumn and spring holidays are about 6 weeks. In addition all schools have a half-term, which lasts a week in the middle of each term. Each school has its colour of uniform. One of the most important elements of the uniform is a school tie.

English children go to school 5 days a week. They don't go to school on Saturdays and on Sundays. The school day

starts at 9 o'clock and finishes between 3 and 4 p.m. The lunch break usually lasts an hour and a quarter. Besides classes there are a lot of extracurricular activities after school. English schools offer a wide range of activities (school orchestra, music ensembles, sport competitions).

### **Tema 3. System of higher education in Ukraine**

- 1. Learn the underlined words and word combinations!**
- 2. Make up sentences with underlined words and word combinations!**
- 3. Write a short summary about System of higher education in Ukraine! Learn the summary by heart!**

Due to many years of developing and due to the passionate work of scientists, Ukraine has built a great national education system, what is proved by Ukrainian's joining of the European and the world educational space, by the Bologna process.



For today, the educational possibilities of Ukraine has allowed the country to become one of 10 leading countries in the sphere of international education, what is proved by the high interest of international students in receiving higher education in Ukraine. Ukrainian diplomas are widely

acknowledged in the world, as well as the level of teaching is highly valued by foreign employers.

Preparation of professionals with higher education in Ukraine is carried out by about 180 higher educational institutions. There are the universities of the state and private ownership forms of the following types in Ukraine: universities, academies, institutes, conservatories (Academies of Music). University (Academy) can be granted the status of “National” in case it got outstanding achievements in research activities.

Education in Ukraine for international students is carried out by higher education institutions on the basis of licenses. The must condition for the licenses receiving is the university’s correspondence to the high standards established by the Ministry of Education and Science of Ukraine. Higher education institution has the right to issue a Diploma on higher education only in accredited specialties. The specialty is considered to be accredited if the level of teaching in this area meets the state and European requirements.

Admission of foreign citizens to the universities in Ukraine is carried out based on interviews and on the consideration of the previous education documents. The requirements to the level of grades of foreign applicants are determined by each university separately.

All educational institutions can provide teaching for all types of training programs according to the Law of Ukraine “About Higher Education”. Education in Ukraine provides the following degrees:

- **Bachelor.** The preparation of Bachelors is carried out on the basis of complete general secondary education. The duration of studying is 4 years. Graduates, who successfully pass the state exams, obtain Bachelor’s degree, which gives the right to work on studied

profession and the right to be admitted to the program for Master's degree receiving.

- **Master.** Master's degree studying is possible on the basis of Bachelor's degree. The period of the course is 1-2 years. The graduates pass the state certification, which includes a public presentation of the Graduate Work. Persons who successfully pass the state certification obtain Master's degree, which gives the right to work on the profession and the right for post-graduate department admission;
- **PhD.** PhD degree is a scientific degree received on finishing the post-graduate course. A person who has Masters qualification can be admitted to the postgraduate department of the university. PhD degree receiving involves a public presentation of the Dissertation. Duration of the studying course is 3-6 years;

Getting of all these educational and scientific degrees of higher education in Ukraine for international students involves obtaining of individual theoretical knowledge, skills and other competencies sufficient for new ideas generating, solving of complex tasks in professional or research activity.



The person who successfully completed the appropriate education (research) program and passed the certification gets the Diploma on higher education in Ukraine with the degree indication. An

integral part of the Bachelor's, Master's and PhD degrees is the Attachment of the European standard.

In case the student received Bachelor or Master degrees not in Ukraine and wishes to continue his studying in one of the Ukrainian universities he must confirm his Diploma at the Ministry of Education and Science of Ukraine. The process of confirmation is called Nostrification and includes full analyzing of the passed subjects, of the amount of hours of studying, of the University of studying. Afterwards the Ministry gives report that the level of education corresponds to the appropriate level of education in Ukraine for international students and the person can be admitted to the desired program. **TTGE** will assist and arrange Nostrification process for all who are interested. Don't hesitate to contact us [office@toget.education](mailto:office@toget.education).

Studying of international students is organized in Ukrainian but there are plenty of English-language programs. International applicants who do not speak the language of instruction have the opportunity to start from the preparatory department of the university and learn one of these languages within 10-month training period. After the successful graduation from the preparatory department and receiving diploma about it they can join the main course of the desired specialty at the chosen university in Ukraine. During the preparatory department studying students can also gain knowledge on the basic subjects needed for the main specialty studying.



## **Tema 4. The Higher Education System in the United Kingdom**

- 1. Learn the underlined words and word combinations!**
- 2. Make up sentences with underlined words and word combinations!**
- 3. Write a short summary about The Higher Education System in the United Kingdom! Learn the summary by heart!**

### **Text 1.**

In particular, the UK higher education is valued all over the world for its renowned standards and quality. Its higher education's prestige it also emanates from its graduates' work afterward. Many eminent people in many different areas whose work reached global recognition came out of British universities. Some of these universities and other higher education providers are ranked at the top among universities in the world. The UK capital city, London, not by accident, is considered to be the world's capital city of higher education. With its four universities being ranked in the world's top ten, London has the highest number of top worldwide ranked universities per city.



By definition, the UK higher education is the level of education that follows the secondary school at the hierarchy of educational system in the UK. When the high school is over, Britons have to sit in a standard examination, which makes them eligible or not to continue their education in the higher level of education.

In the UK education system in contrast to the US higher education, there is a difference between college and university. While in the US there is no distinction between college and university with most of the people referring to a higher education provider as a college, in the UK this is not the case. Here, a college is a Further Education institution which prepares its students to earn degrees, while a university is licensed HE institution so, at the end of it, students will gain a degree.

### **Studying in the UK as an International Student**

If you're an international student, you must point out that not all higher education providers in the UK are referred to as a university. This issue is regulated by law. As this official regulation states, a higher education institution can be labeled as a university under these circumstances:

- If it gets an approval by the Privy Council under Further and Higher Education Act 1992
- If it gets an approval under the provisions of the Companies Act 2006.

As an international student coming from countries other than the European Economic Area (EEA) or Switzerland, you must know that you'll need a student visa to study in the UK. If you're aged 16 and you're a resident of one of these countries you can apply for a Tier 4 visa (General student), the official student visa in the UK. Prior to this, you want to make sure you'll have money to finance your stay there during your studies. When applying for a visa you'll need to

show you have enough money to cover your course tuitions and other expenses.



Most undergraduate education in the UK education system (other than the University of Buckingham and BPP University College, both private institutions) is state-financed with some top-up fees to cover costs. Those who study in the UK know of the hierarchy within the universities. In the British school system, there is The Russell Group, which is a network of 24 British public research universities, contains some of the most prestigious universities in the country. This prestigious group includes universities such as the University of Birmingham, the University of Oxford, the University of

Cambridge, and the University of York. All of these are well-known universities and many people, both citizens of the UK and international students, aspire to attend university at one of these schools.

## **Text 2.**

**Read the text and make a short summary!**

### **The UK Education System Level of Courses**

Based on the actual education regulations in the UK education system, the Higher Education comprises these levels of courses:

Postgraduate courses that lead to a Doctorate, a Master's degree (Taught or Research), Postgraduate diplomas, postgraduate certificates of education (PGCE) and professional degrees. To enter this level, it is usually required to have a first degree (Bachelor).

Undergraduate courses which include a wide range of first degrees (Bachelor's): honours and ordinary degrees, qualified teacher status, enhanced first degrees, intercalated degrees (first-degree students in specific study fields may interrupt their ongoing studies and spend a year studying a field related to their major study subject). Other undergraduate courses: Foundation degrees, SVQ, NVQ, Higher National Diploma HND (or equivalent), NHC (or equivalent) etc.

An undergraduate course it usually takes 3 years to finish, while Scotland makes an exemption because it takes 4 years to finish an undergraduate course. The higher education in the UK education system is having an extended number of universities that are offering 4-year undergraduate courses, also known as "sandwich courses". This program includes one year in a workplace, usually in your third year.

Some British universities offer fast-track programs where you can obtain a Master's degree at the undergraduate level. By contrast to traditional undergraduate levels, students in these programs can attend an additional year of studying instead of taking a Bachelor degree and then admit to a Master program. Besides, it costs much less than usual 3-year undergraduate courses, it's normally much intense because there are shorten holiday breaks and the schedule is heavy.

Some of the more prestigious universities in UK offer postgraduate degrees. If schools offer postgraduate degrees, they offer Master's Degrees (typically one year, sometimes two years if your degree is research-based) and/or Doctorate degrees (three-year degrees). These are only available if you have obtained a bachelor's degree at an accredited university (not necessarily one in England).

In the United Kingdom education system, most syllabi are set by the universities which are offering them and are not controlled by the government or certain British educational institution. The only exception to this is teacher education programs, which the government has a lot of say over. The British government has established the Office for Standards in Education, Children's Services and Skills (Ofsted) to maintain those standards. Most countries have specific regulations for their teachers, so this isn't any different than studying teaching in your home country. Because of their strict regulations and high standards for teacher education programs, the UK is considered to have some of the best teacher education programs in the world.

Even though the syllabi are set by universities, the Office for Fair Access (OfFA) in the British school system, has a lot of say on the admission procedures of each university. This office was created so that everyone who wishes to attend university in UK has the ability to do so.

They also promote fair access to higher education, even for those who are attending university as international students. Fair access also includes those of different cultures, different races, different nationalities, and those who have disabilities.

## **Tema 5. Top Soft Skills Employers Value With Examples**

- 1. Learn the underlined words and word combinations!**
  - 2. Make up sentences with underlined words and word combinations!**
  - 3. Write a short summary about Top Soft Skills! Learn the summary by heart!**
- 

Candidates with strong soft skills are in high demand for many different types of jobs. What are soft skills, and why are they so important? Soft skills are the interpersonal attributes you need to succeed in the workplace. They are how you work with and relate to others—in other words, people skills.

### **What Are Soft Skills?**

Soft skills are the skills that enable you to fit in at a workplace. They include your personality, attitude, flexibility, motivation, and manners. Soft skills are so important that they are often the reason employers decide whether to keep or promote an employee.<sup>1</sup>

Soft skills are different from hard skills (also known as technical skills), which are directly relevant to the job to which you are applying.<sup>1</sup> These are often more quantifiable, and easier to learn than soft skills.

A hard skill for a carpenter, for example, might be the ability to operate a power saw or use framing squares. A soft skill would be the ability of the carpenter to communicate effectively with coworkers and clients.

Regardless of the job to which you're applying, you need at least some soft skills.

In order [to succeed at work](#), you must get along well with all the people with whom you interact, including managers, co-workers, clients, vendors, customers, and anyone else you communicate with while on the job. These are the types of skills all employers value. Employers want employees who are able to interact effectively with others. These skills are also very hard to teach, so employers want to know that job candidates already have the soft skills to be successful.

## **List of Top Soft Skills**

Below is a list of the most important soft skills employers look for. The list includes sublists of related soft skills that employers tend to seek in job applicants. Develop these skills and emphasize them in job applications, resumes, cover letters, and interviews. Showing the interviewer that you have the skills the company is seeking will help you get hired.

### **Communication**

How well do you communicate? [Communication skills](#) are important in almost every job. You will likely need to communicate with people on the job, whether they are clients, customers, colleagues, employers, or vendors. You will also need to be able to speak clearly and politely with people in person, by phone, and in writing.

You will also likely need to be a [good listener](#). Employers want employees who can not only communicate their own ideas, but who also listen empathetically to others. Listening is a particularly important skill in customer service jobs.

- [Listening](#)
- [Negotiation](#)

- [Nonverbal communication](#)
- [Persuasion](#)
- Presentation
- Public speaking
- Reading body language
- [Social skills](#)
- Storytelling
- [Verbal communication](#)
- Visual communication
- Writing reports and proposals
- [Writing skills](#)

## **Critical Thinking**

No matter what the job, employers want candidates who can analyze situations and make [informed decisions](#). Whether you are working with data, teaching students, or fixing a home heating system, you need to be able to understand problems, think critically, and devise solutions. Skills related to critical thinking include creativity, flexibility, and curiosity.

- [Adaptability](#)
- Artistic aptitude
- Creativity
- Critical observation
- Critical thinking
- Design aptitude
- Desire to learn
- [Flexibility](#)
- Innovation
- [Logical thinking](#)
- [Problem solving](#)
- Research
- Resourcefulness
- Thinking outside the box

- Tolerance of change and uncertainty
- Troubleshooting
- Value education
- Willingness to learn

## **Leadership**

While not every job opening is a [leadership](#) role, most employers will want to know that you have the ability to make decisions when push comes to shove, and can manage situations and people. The ability to step up to the plate in a difficult situation and help resolve it is something employers look for in prospective employees

If you are interviewing for a job that has the potential for advancement, the employer will want to know that you have what it takes to become a leader. Other skills related to leadership include the abilities to resolve problems and conflicts between people, and to make executive decisions.

- [Conflict management](#)
- [Conflict resolution](#)
- Deal making
- Decision making
- [Delegation](#)
- Dispute resolution
- Facilitation
- Giving clear feedback
- Inspiring people
- [Leadership](#)
- [Management](#)
- Managing difficult conversations
- Managing remote/virtual teams
- Meeting management
- Mentoring
- [Motivating](#)
- Project management



- Resolving issues
- Successful coaching
- Supervising
- Talent management

### **Positive Attitude**

Employers are always seeking people who will bring a positive attitude to the office. They want employees who will be friendly to others, eager to work, and generally a pleasure to be around. Being able to keep things positive is especially important if you're working in a fast-paced, high-stress work environment.

- Confidence
- Cooperation
- Courtesy
- Energy
- Enthusiasm
- Friendliness
- Honesty
- Humorous
- Patience
- Respectability
- Respectfulness

### **Teamwork**

Hiring managers look for job candidates who can work well with others. Whether you will be doing a lot of team projects or simply attending a few departmental meetings, you need to be able to work effectively with the people around you. You need to be able to work with others even if you do not always see eye to eye. Some skills related to [teamwork](#) include the ability to negotiate with others, and to recognize and appreciate diversity in a team. Another related skill is the ability to accept and apply feedback from others.

- Accepting feedback
- [Collaboration](#)
- [Customer service](#)
- Dealing with difficult situations
- Dealing with office politics
- Disability awareness
- Diversity awareness
- [Emotional intelligence](#)
- Empathy
- Establishing interpersonal relationships
- Dealing with difficult personalities
- Intercultural competence
- [Interpersonal skills](#)
- Influence
- Networking
- Persuasion
- Self-awareness
- Selling skills
- [Social skills](#)
- [Team building](#)
- [Teamwork](#)

## **Work Ethic**

Employers look for job candidates with a strong work ethic. Such people come to work on time, complete tasks in a timely manner, and stay both focused and organized. They are able to budget their time and complete their work thoroughly. While they can work independently, people with a strong work ethic can also follow instructions. A strong work ethic is difficult to teach, so employers will be impressed if you can demonstrate it in your job application.

- Attentiveness
- Business ethics
- Competitiveness

- Dedication
- Dependability
- Following direction
- Independence
- Meeting deadlines
- Motivation
- [Multitasking](#)
- [Organization](#)
- Perseverance
- Persistence
- Planning
- Proper business etiquette
- Punctuality
- Reliability
- Resilience
- Results-oriented
- Scheduling
- Self-directed
- Self-monitoring
- Self-supervising
- Staying on task
- [Strategic planning](#)
- [Time management](#)
- Trainability
- Working well under pressure

### **More Soft Skills**

Here are additional soft skills for resumes, cover letters, job applications, and interviews. Required skills will vary based on the job for which you're applying, so also review our list of [skills listed by job and type of skill](#).

- Assertiveness
- Business ethics
- Business storytelling

- Business trend awareness
- Customer service
- Effective communicator
- Emotion management
- Ergonomic sensitivity
- Follow instructions
- Follow regulations
- Follow rules
- Functions well under pressure
- Good attitude
- Highly recommended
- Independent
- Interviewing
- Knowledge management
- Meets deadlines
- Motivating
- Perform effectively in a deadline environment
- Performance management
- Positive work ethic
- Problem solving
- Process improvement
- Quick-witted
- Results oriented
- Safety conscious
- Scheduling
- Self-awareness
- Self-supervising
- Stress management
- Team player
- Technology savvy
- Technology trend awareness
- Tolerant
- Trainable

- Training
- Troubleshooting
- Willing to accept feedback
- Willingness to learn
- Work-life balance
- Works well under pressure

## **How to Make Your Skills Stand Out**

**ADD RELEVANT SKILLS TO YOUR RESUME:** Include the terms most closely related to the job in your [resume](#), especially in the description of your work history.

**HIGHLIGHT SKILLS IN YOUR COVER LETTER:** You can incorporate soft skills into your [cover letter](#). Include one or two of the skills mentioned here, and give specific examples of instances when you demonstrated these traits at work.

**USE SKILL WORDS DURING JOB INTERVIEWS:** You can also use these words in your job [interviews](#). Keep the top skills listed here in mind during your interview, and be prepared to give examples of how you've used each. Each job will require different skills and experiences, so make sure you read the [job description](#) carefully and focus on the skills listed by the employer.

### **Tema 6. Hard vs. soft skills: what's the difference?**

- 1. Learn the underlined words and word combinations!**
- 2. Make up sentences with underlined words and word combinations!**
- 3. Write a short summary about the difference between Hard and soft skills ! Learn the summary by heart!**

---

Here's the difference between hard skills and soft skills:

### *Hard skills*

Hard skills are quantifiable, job-specific abilities learned through education, training, or on-the-job experience. Language skills, computer skills, and being able to operate heavy machinery all count as types of hard skills. Here's a list of **24 popular hard skills** to put on your resume:

Accounting Tools (SAP, Oracle, etc.)	SEO & SEM
HTML / CSS	UX / UI Design
<u>Bookkeeping</u>	Java Development
Business Intelligence	Mac, Linux, and Unix S
Perl / Python / Ruby	Vulnerability Analysis
Content Management Systems (CMS)	Data Engineering and D
Adobe Creative Suite	Database Management
Cloud Apps (JSON, Rest, etc.)	Automotive Services
Statistical Analysis and Data Mining	Public Speaking
Foreign Languages	Software Development
Software QA and User Testing	Data Presentation
Web Architecture	Technical Reporting

## *Soft skills*

Soft skills, on the other hand, are character traits that positively impact how you work and interact with other people. These are usually natural abilities that can't easily be taught in a classroom. Skills like being a team player, being driven to succeed, or having a great attitude all fall under the umbrella of soft skills.

Below is a table of **24 soft skills** that employers are on the lookout for:

Organization	Self-motivation
Discipline	Responsibility
Logical reasoning	Open-mindedness
Persistence	Decision making
Initiative	Integrity
<u>Commitment</u>	Professionalism
Teamwork	Time Management
Empathy	Stress management
Patience	Cultural intelligence
Diplomacy	Trust
Focus	Versatility

### Technical skills

Some careers, such as those in the IT or engineering fields, require specialized technical skills. Across the tech industry, the skills you need to succeed will differ from company to company. A technical skills section is helpful in showcasing your knowledge of certain systems, so that employers at a specific company can determine if you're qualified (or not) for the job.

## **Tema 7. The Difference Between a Resume and a Curriculum Vitae.**

- 1. Learn the underlined words and word combinations!**
- 2. Make up sentences with underlined words and word combinations!**
- 3. Write a short summary about The Difference Between a Resume and a Curriculum Vitae! Learn the summary by heart!**

What is the difference between a resume and a CV? When should you use a resume, and when is it better to use a curriculum vitae?

The primary differences between a resume and a curriculum vitae (CV) are length, what is included, and what each is used for. While both are used in job applications, a resume and a CV are not always interchangeable.

### **CV vs. Resume: What's the Difference?**

Most **resumes** in the United States are competency-based: they are personal marketing documents intended to showcase



the candidate's skills, notable achievements, and work experience to the greatest advantage.

U.S. **curriculum vitae**, submitted for jobs in academia, scientific research, and medical fields, are **credential-based**, providing a comprehensive (and often lengthy) listing of one's education, certifications, research experience, and professional affiliations and memberships.

### **What Is a Curriculum Vitae?**

A **curriculum vitae** (CV) provides a summary of your experience and skills. Typically, CVs for entry-level candidates are longer than resumes—at least two or three pages. CVs for mid-level candidates who have amassed numerous publications tend to run much longer. CVs include extensive information on your academic background, including teaching experience, degrees, research, awards, publications, presentations, and other achievements. CVs are lengthier than resumes and include more information, particularly details related to one's academic and research background.

A **curriculum vitae summary** is a one-to-two-page, condensed version of a full curriculum vitae. A CV summary is a way to quickly and concisely convey one's skills and qualifications. Sometimes large organizations will initially ask for a one-page CV summary when they expect a large pool of applicants.

### **What to Include in Your Curriculum Vitae**

Your curriculum vitae should include your name, contact information, education, skills, and experience. In addition to the basics, a CV includes research and teaching experience, publications, grants and fellowships, professional associations and licenses, awards, and other information relevant to the position you are applying for.<sup>2</sup>

Start by making a list of all your background information, and then organize it into categories.\

## **What Is a Resume?**

A **resume** provides a summary of your [education](#), work history, credentials, and other accomplishments and skills.<sup>4</sup> There are also optional sections, including a [resume objective](#) and a [career summary statement](#).

Resumes are the most common document requested of applicants in job applications.

A resume should be as concise as possible. Typically, a resume is [one page long](#), although sometimes it can be as long as two pages.

Resumes often include bulleted lists to keep information concise.

Resumes come in a few types, including [chronological](#), [functional](#), and [combination formats](#). Select a format that best fits the type of job you are applying for.<sup>5</sup>

## **Review a Resume Sample**

Here is an example of a resume. [Download the resume template](#) (compatible with Google Docs and Word Online), [review more samples](#), or read below for more information.

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[Download the Word Template](#)





**Jane Ahlgren**  
 E-Email: JAhlgren@gmail.com  
 Tel: 555-212-5551  
 Address: 134 Ridgeway Way, Portland, ME, 04019

- Objective**
- To be an expert in my area of work, with passion for challenges, innovation and working with people and communities.
  - Seeking a role, where I will be able to apply my skills, work experience in project organizations, bringing a difference through quality, with great adherence in achieving the organizational goals.

**Summary**

Healthcare PM/PM with years of experience managing various projects in a hospital. Cut costs by significant amount in 6 months, dropped stockroom waste and reduce wasted floor traffic across nursing staff and departments.

- Academic Details**
- Project Management Institute – Received Project Management Professional certification
  - University of Southern Maine, BSN (1996-09 – 1999-05)
  - Kayron, MS Office
- Technical Skills & Languages**
- Spanish (intermediate)

**Date of Change: 2006-05 to 2017-01**  
**Post: Project Manager**  
**Organization:** Orono Hospital, ME

The scope of work: Orono Hospital projects with focus on reducing various costs. Orono "Just in Time" Denock" project, which was aimed to cut stockroom waste. Implemented Lean Training and Six Sigma projects for all employees, which was aimed to cut costs. Created supply room reduction project, which was aimed to cut floor traffic for nursing staff and various departments.

**Date of Change: 2002-09 to 2006-05**  
**Post: Chief Nursing Officer**  
**Organization:** Seacoast Hospital, ME

The scope of work: Led nurses with multiple project management duties. Managed nursing staff and align them to new scheduling system. Implemented cost tracking project and managed projects for lean training.

**Date of Change: 2000-03 to 2002-09**  
**Post: Change Nurse, Maternity**  
**Organization:** Seacoast Hospital, ME

The scope of work: Led team of 15+ Maternity Ward nurses. Organized and coordinated a project to obtain equipment supplies for equipment to camera. Implemented a patient tracking system to cut the waitlist. Initiated various projects.

- Leadership
- Agile and Scrum
- Vendor Management
- Project Scheduling

**Hard and Soft Skills**

**Jane Ahlgren**  
 PMP, RN

Proven healthcare PM/PM with 20+ years experience managing various projects in a high-volume hospital. Cut costs by 20% in 6 months, dropped stockroom waste by 60%, and reduced nursing staff by 20% across various departments. Managed various projects in a hospital setting. Working as a PM/PM in various settings for C.S. Mace Children's Hospital.

**Experience**

- 2006-05 - 2017-01**  
**Project Manager**  
 Orono Hospital, ME
- Oversee all major hospital projects for 10+ years. Focus on cost reduction.
  - Oversee all "Just in Time" Denock" project. Cut stockroom waste by 60%.
  - Oversee all "Lean" project. Cut stockroom waste by 60%.
  - Oversee all "Six Sigma" project. Cut stockroom waste by 60%.
  - Oversee all "Patient Tracking" project. Cut waitlist by 50%.
  - Oversee all "Equipment" project. Cut waitlist by 50%.
  - Oversee all "Nursing Staff" project. Cut waitlist by 50%.
  - Oversee all "Patient Tracking" project. Cut waitlist by 50%.
  - Oversee all "Equipment" project. Cut waitlist by 50%.
  - Oversee all "Nursing Staff" project. Cut waitlist by 50%.
- 2002-09 - 2006-05**  
**Chief Nursing Officer**  
 Seacoast Hospital, ME
- Managed staff for all 67 nurses with multiple project management duties.
  - Managed staff for all 67 nurses with multiple project management duties.
  - Managed staff for all 67 nurses with multiple project management duties.
  - Managed staff for all 67 nurses with multiple project management duties.
  - Managed staff for all 67 nurses with multiple project management duties.
- 2000-03 - 2002-09**  
**Change Nurse, Maternity**  
 Seacoast Hospital, ME
- Led team of 15+ Maternity Ward nurses for two years.
  - Organized and coordinated a project to obtain equipment supplies and equipment to camera. Implemented a patient tracking system to cut the waitlist.
  - Organized and coordinated a project to obtain equipment supplies and equipment to camera. Implemented a patient tracking system to cut the waitlist.
  - Organized and coordinated a project to obtain equipment supplies and equipment to camera. Implemented a patient tracking system to cut the waitlist.
  - Organized and coordinated a project to obtain equipment supplies and equipment to camera. Implemented a patient tracking system to cut the waitlist.

**Education**

- 2006-05 - 2017-01**  
**Project Management Institute**  
 Received Project Management Professional certification from PMI.
- 1996-09 - 1999-05**  
**University of Southern Maine, BSN**
- Received Bachelor of Science in Nursing from University of Southern Maine.
  - Received Bachelor of Science in Nursing from University of Southern Maine.
  - Received Bachelor of Science in Nursing from University of Southern Maine.
  - Received Bachelor of Science in Nursing from University of Southern Maine.

**Certificates**

- PMP, RN**
- 2016-05**  
 Great Speaker, Healthcare Change Team Conference
- 2014-05**  
 RN (2008)

**Conferences**

- Languages**
- Spanish  
 Intermediate

**Personal Info**

134 Ridgeway Way  
 Portland, ME, 04019

**Email**

JAhlgren@gmail.com  
 www.janeahlgren.com

**LinkedIn**

www.linkedin.com/in/jane-ahlgren

**Skills**

- Leadership**
- Expert
  - Advanced
  - Intermediate
  - Beginner
- Agile and Scrum**
- Expert
  - Advanced
  - Intermediate
  - Beginner
- Business Process Improvement**
- Expert
  - Advanced
  - Intermediate
  - Beginner
- Spanish**
- Expert
  - Advanced
  - Intermediate
  - Beginner

## Download Word Template

### CV and Resume Writing Tips

Whether you are writing a CV or a resume, there are a few helpful rules you should follow. It's important to show the hiring manager how you are qualified for the job, what you have to offer the organization, and why you'd be a terrific candidate to interview.

**Match your resume or CV to the position.** This is most important when writing a resume, but it applies to a CV too. Make sure that you highlight your education, work experience, and skills as they relate to the particular industry or job.

In a CV, for example, if you are applying for a job in education, you might want to put your teaching experience at the top of your CV. In a resume, you might include only the work experience that relates directly to the job you're applying for. You can also include [keywords](#) from the job description in your resume or CV. This will show the employer that you are an ideal fit for the position. [Here's how to match your qualifications to a job.](#)

**Use a template.** You may want to use a template to structure your [resume](#) or [CV](#). This will give your document a clear organization, which will help the employer quickly see your qualifications and experience.

**Proofread and edit.** No matter whether you use a CV or resume, you need to thoroughly [edit your document](#). Make sure there are no spelling or grammatical errors.

Make sure your format is uniform—for example, if you use bullet points in one job description, use bullet points in all your job descriptions.

## How to Write a Successful Resume

- Choose the right format for your needs. Your industry, experience, and desired role will inform your choice of resume format—e.g., [chronological](#), [functional](#), or [combination](#). See sample resumes, organized by occupation and industry, [here](#).
- Write for both robots and humans. Your resume needs to get past the [Applicant Tracking System](#) and grab the attention of the human being on the other end. These [resume writing tips](#) will help you craft a document that appeals to both software and the company's Human Resources department.

## How to Write a Successful CV

- Know what to include and how to format the information. These [sample CVs](#) provide a helpful guide; [this piece](#) offers tips for writing your very first CV.
- Choose an appropriate format. Make sure you choose a [curriculum vitae format](#) that is appropriate for the position you are applying for. If you are applying for a fellowship, for example, you won't need to include the personal information that may be included in an international CV.

## U.S. vs. International CVs

While CVs in the U.S. are used primarily when applying for [academic](#), education, scientific, [medical](#), or research positions or when [applying for fellowships or grants](#), candidates for international jobs may be required to submit “CVs” for almost any type of job they apply for.

### International CVs

In Europe, the Middle East, Africa, or Asia, employers may expect to receive a “curriculum vitae” (often with an attached photograph) rather than a resume. However, international

“CVs” are structured and formatted more like a resume than they are an academic U.S. curriculum vitae<sup>6</sup>

### The Difference Between U.S. and International CVs

The primary difference between a U.S. resume and an international CV is that employers in other countries, unfettered by U.S. employment discrimination laws, require more personal information than one would provide on a resume in the United States. These details vary by country, but can include one’s date of birth, nationality, marital status, and number of children. Here’s [how to structure your international curriculum vitae](#).

## **Tema 8. Music Teacher jobs (salary, skills, responsibilities)**

(Also known as Instrumental Teachers )

- 1. Learn the underlined words and word combinations!**
- 2. Make up sentences with underlined words and word combinations!**
- 3. Write a short summary about responsibilities and skills of a music teacher! Learn the summary by heart!**

Music teachers provide individuals with private music lessons or visit schools or colleges to give students lessons during the day. Music teachers provide music lessons for individuals of all ages. These lessons may include aspects of vocal training, instrumental training, and general musical knowledge. Individuals of all abilities are taught by music teachers and the teachers will be expected to be comfortable teaching large groups as well as single students. Many music teachers work privately, often from their own home, but most music teachers will also travel to schools to give lessons to



individuals who wish to take time out of the school day to learn a particular instrument. Music hoers retries teachers will also travel to the homes of students to give lessons. pobogueme ypou The majority of music teachers are female but there is no reason why men should be put off applying, assuming that they have the necessary qualifications and experience.

### SALARY

Music teachers are paid on an hourly basis, with fees differing depending upon the length and type of the lesson and the amount of previous experience gained. Typically, this fee will be between £20 and £30 but this figure could rise to £50 if the music teacher has an excellent reputation in the local area. Music teachers in London will probably receive larger salaries than those operating in other areas of the country. When deciding how much to charge, you should consider the expenses which will impact upon your finances throughout your career. For example, you will need to pay for fuel which will be used when travelling to the homes of students as well as for musical material, which will need to be updated frequently.

### RESPONSIBILITIES

- The typical tasks undertaken by music teachers include:
- Planning lessons
- Making sure musical material is up-to-date
- Assessing the ability of all students taught goenorur musical knowledge and ability
- Helping individuals to improve their Teaching students how to read music properly curig
- Advising students on exams and entering and preparing them for these exams
- Giving students detailed and constructive feedback
- Giving the parents and teachers of students feedback

- Working together with schools and local music authorities to further the reputation of the musical scene in the local area
- Helping students to arrange public performances
- Controlling finances and advertising services in the local area
- Constantly improving own musical knowledge and teaching skills

## QUALIFICATIONS

Theoretically no particular qualifications are required for individuals wishing to become music teachers. This said, most music teachers hold a degree in a relevant subject or a diploma from a musical awarding body. The job is very competitive and having an impressive qualification can give you the edge in your local area. In order to gain a place on a music course, you will usually need impressive GCSE grades as well as an A Level in music. Competition for places on music courses is fierce and you will need to attend at least one audition to prove your musical ability.

Music teachers will be expected to further their musical knowledge throughout their career. There are many suitable courses on offer throughout the country, which will provide a further boost to any CV. The Associated Board of the Royal Schools of Music provides information about courses which can be attended after you have gained a position as a music teacher. These courses include the Certificate of Teaching.

If you are serious about becoming a music teacher, you may well find that gaining experience is more important than qualifications. It may be useful for you to hold a full, clean driving licence, since travelling by car to the homes of students is very common. Furthermore, a criminal record will seriously impact upon your chances of gaining employment, particularly in schools.

## SKILLS

Music teachers will need to possess the following skills:

In-depth musical knowledge

-Enthusiasm

- Patience Tepniseral

-Good communication skills

- Good teaching skills

- Good organisational skills

- Flexibility

- Motivational skills.

- Knowledge of how to run a business -

- Good administrative skills

## WORKING CONDITIONS

Music teachers will usually work in comfortable conditions, since they are usually based in their own home or a local school. However, individuals will need to remain flexible at all times in order to suit the timetable of their students. The job entails a lot of travel and can be frustrating and stressful at times, particularly if a student is failing to make progress as expected. The job can also be physically demanding, since music teachers spend most of the day on their feet playing musical instruments.

## EXPERIENCE

Gaining previous experience is essential if you want to become a music teacher. You should take every opportunity to show how enthusiastic you are about music and to raise awareness of your services in the local area. You could do this by helping local music authorities to organise concerts. Any experience in a teaching environment or one which demands you to work with individuals and groups of people will also look good on a CV.

## EMPLOYERS

Music teachers may be self-employed or they may work for:  
Primary schools  
Secondary schools Specialist music colleges

### CAREER PROGRESSION

Many music teachers progress to help the major music boards examine pupils or they may decide to spend more time teaching in schools than in their own home. Other music teachers decide to move away from teaching in order to work as a composer or a conductor. Many individuals also decide to focus upon their own musical ability and solely work upon improving their instrumental skills. Alternatively, they may choose to specialise in just one kind of music, rather than providing general teaching. For example, they may provide teaching for individuals wishing to learn more about jazz music.

## **Tema 9. A Brief Scope of Responsibilities for Teachers of Physical Education**

- 1. Learn the underlined words and word combinations!**
- 2. Make up sentences with underlined words and word combinations!**
- 3. Write a short summary about Responsibilities for Teachers of Physical Education! Learn the summary by heart!**

As a PE teacher, you get to help kids learn about sports, exercise and wellness. The job is normally based around teaching physical activities and developing strength, coordination and motor skills. But aside from developing these physical skill sets in class, PE teachers generally encourage a healthy and balanced lifestyle in their students.

### **Personal Skill Development**

The role of physical education teachers in schools is to help students develop physically in areas such as flexibility,

strength, endurance and coordination. This can be one of the more challenging parts of the job because every student will be at a different level of fitness. The real challenge though is for the PE teacher to assess and push students to achieve their best without leaving anyone out; it is especially important to be patient, according to Teacher.org. PE teachers sometimes develop relationships with individual students who are particularly physical and sports-minded. At the same time, you get to come up with group activities that allow every student to participate comfortably.

### **Interpersonal Skills**

Your class can and should be about more than just physical accomplishments on an individual level. PE classes provide an atmosphere for students to learn about healthy interaction with their peers. An effective PE teacher encourages teamwork, interaction and group problem solving. It's up to you to make it fun and challenging with games and activities that foster teamwork.

On the other hand, you'll work toward developing a respectful atmosphere in which competition and winning are not necessarily as important as effort and participation, essential life skills students often get from physical education. Physical education for special needs students may also be on the table, which requires good recognition on the teacher's part in order to help provide students with the interpersonal support they need.

### **Providing Encouragement**

The physical education teacher job description includes providing motivation and encouragement to students. This means being receptive to the needs of individual students while still pushing everyone to strive and succeed. You'll want to find ways to help students enjoy

physical education rather than simply imposing a curriculum.

You can accomplish this through games, free time, incentives and more but, most importantly, you can be emotionally present to offer encouragement and support to your students, especially those who might be less enthusiastic or less physically adept. Ultimately, ensuring you communicate well with students will be key to your success, according to Schoolyard.

### **Health Education**

The real long-term duty of a PE teacher is to educate children and help them develop an awareness of the importance of a healthy overall lifestyle. This can include encouraging a healthy diet and activities outside of class. Some PE teachers take a leading role in helping develop sports programs at the school. Teachers are often aware of the range of benefits that comes with physical activity, and it's their job to promote this understanding. Physical health is a lifelong goal, and PE teachers have a duty to nurture this type of attitude in their students.

## **Tema 10. Kindergarten Teacher Job Description**

- 1. Learn the underlined words and word combinations!**
  - 2. Make up sentences with underlined words and word combinations!**
  - 3. Write a short summary about Kindergarten Teacher Job! Learn the summary by heart!**
- 

Kindergarten teacher job description to adapt for your own use. Practical description of the duties, responsibilities, skills and competencies required for successful job performance as a kindergarten teacher.

# KINDERGARTEN TEACHER JOB DESCRIPTION

## General Purpose

Teach basic skills including letters, numbers, elementary natural and social science, music, art, literature and behavioral skills to children in the kindergarten phase to advance their physical, mental, and social development and maximize their potential in a positive and safe environment.

## Main Job Duties and Responsibilities

- plan a program that helps each student achieve learning objectives and curriculum goals
- prepare lesson materials and resources
- select and use instructional methods and materials appropriate to the students and learning activities
- utilize games, music, books, art, technology and other resources to teach basic skills and foster student development
- adapt standard teaching methods to meet different student needs and interests
- create a positive and appropriate classroom environment that is conducive to learning
- develop and implement a suitable classroom management system.
- establish and effect rules for acceptable behavior
- apply and follow up on approved disciplinary interventions
- make referrals for assistance where necessary
- instruct children on personal hygiene practices and self care
- encourage cooperative social behavior through games and activities

- observe, evaluate and record children's social and academic progress
- provide constructive feedback to parents, guardians and administration
- prepare and distribute written reports
- plan and order classroom equipment and supplies
- ensure equipment and facilities are clean and safe
- collaborate with other staff members to promote the general health of the school
- perform required administrative duties including attending staff meetings
- uphold the school code of conduct and all school policies, rules and procedures in a supportive and positive manner

### **Education, Qualifications and Experience**

- Bachelor's degree in elementary education or equivalent
- certification or license as required by relevant State
- First Aid and CPR certifications an advantage
- previous teaching experience preferred
- understanding and proficiency in relevant technology
- knowledge of current educational and instructional methodologies and techniques
- knowledge of theories and practices of early child development
- knowledge of State, local and Federal regulations that apply to students and education

### **Key Skills and Competencies**

- communication skills
- planning and organizing
- problem-solving skills
- energy and enthusiasm
- judgment



- patience and stress tolerance
- adaptability and flexibility
- creativity
- team member

Use this kindergarten teacher job description to draft a comprehensive and practical job description for your teaching position. What are the key skills and qualities of a good kindergarten teacher? To be successful in the kindergarten teaching role an early childhood teacher should display the following 5 key qualities:

- enthusiasm
- patience
- flexibility
- creativity
- communication skills
- planning and organizing

Professional Kindergarten Teacher Job Description Template

<https://www.mightyrecruiter.com/job-descriptions/kindergarten-teacher/>

A kindergarten teacher guides young children through their first truly structured school experience that sets them on the path to elementary education. Teaching kindergarten children involves introducing them to basic academic instruction, exposing them to opportunities to develop their socialization skills and observing their behavior. Many lessons also introduce critical thinking skills and abstract concepts.

Kindergarten teachers must have the patience to work with students who need to be taught a fact or skill several times before they can comprehend or perform it. Including patience in the skills section of your kindergarten teacher job description is a good idea because children at this age are also

learning the behavioral norms of a structured classroom experience.

Excellent communication skills are also necessary for a kindergarten teacher to be successful in directing students, collaborating with other school professionals and reporting progress to parents. Check out this kindergarten teacher job description for inspiration.

Use your training and experience to introduce the world of learning in our kindergarten teacher position. As an educational professional for young children, you will feel comfortable constructively enforcing school schedules and rules while creating your own lesson plans and providing a nurturing environment where children can learn. Our school supports creative learning and is looking for an enthusiastic and motivated educator to fill this position. You will report to the principal and participate in project groups with colleagues who love teaching as much as you do. School grants for CEU training are also available to our faculty and staff. Apply today to move your teaching career in a positive direction.

### **Job Responsibilities**

- Create age-appropriate lesson plans to introduce young students to reading, math, science, history and physical education subjects
- Present lessons to the entire class group as well as arrange for small group learning stations based on educational themes to address a variety of learning styles
- Teach students social skills, academic concepts, how to follow a schedule and how to comply with rules in individual and group settings to prepare for elementary education
- Make student observations regarding their strengths, abilities and areas of improvement, and report to parents

and specialized educators if necessary for further testing and intervention

- Grade student work and help individual students remediate their performance to enable them to perform at grade level or higher
- Teach and enforce individualized classroom and playground rules for order and safety in the school
- Cooperate and collaborate with school administration to satisfy school objectives, including preparing students for standardized testing and health screenings.

### **Job Skills & Qualifications**

#### ***Required:***

- Valid elementary teaching credential
- Patience to work full time with young students
- Exceptional communication skills with students, families and coworkers

#### ***Preferred:***

- Willingness to participate in after school enrichment opportunities for students
- Experience in kindergarten education

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