

involves the study not only of what we refer to as 'signs' in everyday speech, but of anything which 'stands for' something else. In a semiotic sense, signs take the form of words, images, sounds, gestures and objects. Whilst for the linguist Saussure, 'semiology' was 'a science which studies the role of signs as part of social life', for the philosopher Charles Peirce 'semiotic' was the 'formal doctrine of signs' which was closely related to Logic. For him, 'a sign... is something which stands to somebody for something in some respect or capacity'. He declared that 'every thought is a sign'. Contemporary semioticians study signs not in isolation but as part of semiotic 'sign systems' (such as a medium or genre). They study how *meanings* are made: as such, being concerned not only with communication but also with the construction and maintenance of reality. Semiotics and that branch of linguistics known as semantics have a common concern with the meaning of signs, but John Sturrock argues that whereas semantics focuses on *what* words mean, semiotics is concerned with *how* signs mean.

Н. А. Коржавина

TEACHER TRAINING IN EUROPE

While preparing for my candidate examination I have read a Handbook of Teacher Training in Europe by Maurice Galton and Bob Moon.

I have chosen this investigation because it will help me in my dissertation research. I was mostly interested in the problem of grouping pupils according to their abilities. The question of how best to group children for teaching and learning has concerned generations of teachers and administrators in many societies. In some countries decisions about groupings are left to individual schools or to regions. In the United States and Sweden there have been mixed ability classes. In West Germany and the United Kingdom, a selective system meant that, the more able pupils were educated in separate schools. In England and Wales during most secondary schools became comprehensive and non-selective, and children of a very wide range of ability could be in the same class) as many schools introduced mixed ability groups, especially in the 11-13-year-old rang.

There are several issues which arise from any grouping policy. For example these include:

- What criteria should be used to group pupils?
- What are the reasons for any grouping policy?
- Should gifted children be educated with others?
- Should disabled children be educated separately?
- What teaching strategies should be employed?
- What are the benefits and problems of any grouping policy?
- What are the resource implications, e.g. books and equipment?
- How is progress to be assessed?
- Is the policy suitable for all subjects/environments?
- Is a single pattern best?

With gifted pupils the arguments are also diverse. Some believe that it is simply not possible to stimulate the cleverest children if they are surrounded by others of average or below average ability. Others claim that it does a disservice to bright pupils to segregate them that their presence helps raise standards for other pupils and that if, as often happens, they are one day put in authority over their fellow citizens, they ought to understand how ordinary people learn and function. Learning to understand wide diversity in children is an important task for teachers during training.

A great deal of attention must be given to teaching styles and strategies. Amongst the skills are the following:

- Plan and prepare effectively for a wide ability range.
- Use whole class teaching judiciously and where appropriate.
- Be able to manage small group work.
- Be able to design or administer individual assignments.
- Find ways of extending and enriching the work of more able pupils.
- Understand the difficulties of slow learners and plan accordingly.
- Recognize children's individual differences not only of ability, but also of

their personality and religious, cultural and social values.

- Assess and record pupils' progress effectively, using means appropriate to their individual situation.

With the development of certain new technologies the individualisation of learning should become easier.

А. В. Курятников

DISTANCE EDUCATION AND THE CYBERSPACE

As my dissertation research is connected with the problem of distance education I have chosen a book which is called Cybrarian's Manual. Cybrarian's Manual is the collective virtual space created by the operations of millions of computers linked together. This book is a guide to cyber space. This guide was composed for users all over the world.

I think that computers have revolutionized our work and the information-seeking.

The aims of this collection of articles are to cover many of the practical, day-to-day aspects of a user's travels in cyberspace. It does not aim to cover management, political, or social aspects of the cyberspace journey. It is structured so that you can dip into it here and there or sit down and read it straight through. This book can be useful to a user who is willing to use the references given to read up on many of the topics. It is aimed at advanced audience—those of us who are ready to read books about Internet.

Having read this book I have got acquainted with the basic questions connected to the organization of the cyberspace. They are

1. the organizations of a network and use of network technologies;
2. operational systems;
3. realization of sites by language hypertext marking HTML;
4. the organization of access to the Internet;
5. safety problems;